

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).

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|---|---|
| Name of proposed charter school: | VIA Charter School |
| Proposed charter school location: * Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve. | Scottsburg, Indiana |
| School district(s) of proposed location: | Scott County School District 2 |
| Legal name of group applying for charter: | Next Step School Corporation |
| Names, roles, and current employment for all persons on applicant team: | Brent Comer/Elementary Principal Kendra Bryant/Director of Special Education Holly Asdell/School Counselor Linda George/SPED Teacher |
| Designated applicant representative: | Jennifer D. Lewis |
| Address: | 49 East Wardell Street Scottsburg, IN 47170 |
| Office and cell phone numbers: | 812/752-5920 or 812/595-0343 |
| Email address: | jlewis@houstonandthompson.com |
| Planned opening year for the school: | 2013 |
| Model or focus of proposed school: (e.g., arts, college prep, dual-language, etc.) | College prep, dual-language |

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

| Academic Year | Grade Levels | Student Enrollment (Planned/Maximum) |
|---------------|--------------|--------------------------------------|
| Year 1 | K-6 | 318 |
| Year 2 | K-6 | 358 |
| Year 3 | K-6 | 380 |
| Year 4 | K-6 | 402 |
| Year 5 | K-6 | 427 |
| At Capacity | K-6 | 427 |

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

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

Authorizer(s): _____

n/a

Submission date(s): _____

VIA

Charter Application for New School Operators

Submitted on April 4, 2012

To:

Claire Fiddian-Green, Executive Director

Indiana Charter School Board

151 W. Ohio Street

Indianapolis, IN 46204

Tel: (317) 232-6610

cfgreen@doe.in.gov

EXECUTIVE SUMMARY

VISION STATEMENT

Working together, educators, students, families, and the Scott County community will successfully create a vibrant, world class learning environment that challenges all of the stakeholders, including administrators, teachers, students, families, and the community to become lifelong learners. Our K through 6th grade students will provide the foundation for a model school in our geographic area. VIA will be a gathering place that welcomes and promotes positive change in diverse socioeconomic and cultural groups in all areas of human growth and development.

MISSION STATEMENT

VIA's mission is to provide a high-quality, comprehensive, and meaningful education for all students. Each student will be expected to succeed within the bounds of his or her abilities and chosen educational goals.

By setting high academic and personal standards, VIA's team of Highly Effective educators will determine each child's intellectual, personal, social and emotional needs and will positively impact their growth within an environment that fosters happy, actively engaged students. With inquiry based, hands-on relevant instruction, VIA students will become intrinsically motivated individuals who will survive and thrive in an ever-changing world.

VIA will be located in Scott County, Indiana. The 2010 census population county for Scott County was 24,181 people. The 2010 census found that of Scott County residents above the age of 25, 74.3% were high school graduates and 9.9% had a Bachelor's degree or higher. The 2010 census also found that 15.9% of Scott County residents are living below the poverty level. A snapshot of Scott County on www.countyhealthrankings.org shows that in 2012, Scott County ranked 92 out of 92 Indiana counties on poor health outcomes. Some of the health outcomes measured included: premature death, low birth weight, adult smoking, adult obesity, physical inactivity, teen birth rate, uninsured, unemployment, and children in poverty. In these categories, Scott County was well above the Indiana overall benchmark. These factors contribute to the low percentage of high school and college graduates, and lack of community commitment to education. Based on Indiana Department of Education statistics, only eighty percent of area students graduate from high school. VIA believes that high performing schools will be the force in changing these dismal statistics. Our goal is to meet the community's needs by elevating overall academic performance from an early age and by maintaining a lifelong commitment to academic excellence. Within Scott County, there are over 2,200 students in the 5 to 12 age range. These students are in need of high-performing schools, and VIA's vision is to provide families with a world class learning environment. Enrollment priorities will be given to siblings of a currently attending student and to siblings of an accepted applicant applying for the same academic year. In addition, Next Step School Corporation's by-laws provide that children and grandchildren of employees, founding members and board members will receive preference in enrollment decisions.

VIA will serve kindergarten through sixth grade beginning in its first year of operation, enrolling a maximum of 318 students. The decision to begin with an elementary model stems from the Founding Group's expertise in elementary education. The Founding Group believes that by creating an elementary division first, VIA will use best practices to provide its students with a strong educational background that will enable them to become successful learners at all future levels of their education. VIA will be a welcoming gathering place, promoting positive changes in the interactions between diverse socio-economic and cultural groups in both our local and global communities.

VIA will also utilize best practices from the business community and integrate them into the workings of the school when feasible. Based on the International Standards Organization (ISO 9001) quality management system, VIA will have an Educational Quality Management System (EQMS.) This management tool will be used with fidelity throughout the year and assure transparency in the school environment. Each thread of our instructional design will be a specific set of policies and procedures that can be measured and evaluated objectively. Sanctioned by our Next Step School Corporation Board of Directors, VIA will have an ongoing Educational Quality Management Committee (EQMC) that will be responsible for completing and sharing the audit of our Instructional Design status at a board meeting annually. This annual audit will assure the integrity of our instructional design over time. The committee will be comprised of at least one administrator, one teacher, one parent and one board member. The EQMS will analyze the success with which school personnel are implementing the core threads that hold our school's instructional design together. As in a traditional business Quality Management System, our EQMS will use written policies and procedures, organizational and individual performance goals and targets, comprehensive monitoring and measuring of results, and a thorough internal auditing practice to assure delivery of excellent educational services. The individualized educational plans for each student will allow many opportunities to assess our educational success.

The instructional design is a custom built program that provides each kindergarten through sixth grade student at VIA a unique charter school experience. While the curriculum content covers the Indiana and Common Core Standards, the instructional design at VIA sets it apart from other charter schools. Each class of twenty-five students or less will have the traditional classroom model. However, learning throughout the day may take place in a variety of settings depending on the learning goal. VIA will have many shared instructional labs throughout the grounds and, with the expeditionary learning component, students will be studying in sundry locations. The core English language arts and math curriculum will be supplemented with a strong cross-disciplinary component for social studies, science, fitness and nutrition, art, music, technology, and Spanish. Guided by the mission and vision statements, each child's individual educational experience assures they graduate from VIA with all the tools necessary to be successful contributors in the 21st century.

Due to the Founding Members' current roles in public education, their daily contact with parents, students, and the community has solidified VIA's belief that a choice in education is desired. VIA is currently seeking strategic partnerships with community organizations that will be able to enrich the school and its mission. These partnerships will be vital in enriching the students' learning experiences and connecting students and their families to available community resources. The Founding Group and Board of Directors have deep ties to the Scott County community and will be able to leverage community relationships to solicit additional support for VIA.

Indiana State University has expressed a strong interest in working with VIA to assist with mentoring, tutoring, leadership training or internship programs within the school to fulfill the needs of students, staff, and the community of Scott County. Next Step School Corporation met with representatives of the Bayh College of Education in March and a further meeting will take place in Scottsburg. In addition,

individual members of the Scott County Community Foundation (SCCF) and Scottsburg City Council have expressed great support for VIA. We anticipate forging a strong relationship with SCCF, which will allow us to partner with donors who have a specific interest in education.

VIA's long term vision of growth is to offer a PK-12 system to the community of Scott County. This vision will be achieved by additional charter applications for grades 7-8 and grades 9-12, which will be completed in the fall of 2012 and 2013 respectively. Over the five-year developmental plan the school will grow from a maximum elementary enrollment of 318 students to 618 students K-12. During the first year of the elementary division, VIA will offer two sections each for kindergarten through sixth grade; in the second year of operation, VIA will add a third section in kindergarten and first grade. VIA will also add an additional section of second graders in year three, an additional section of third graders in year four, and an additional section of fourth graders in year five. VIA will offer a fee-based pre-kindergarten program during the first year of operation.

Next Step School Corporation is the not-for-profit entity that will hold the school's charter, and the school will be governed by a single Board of Directors. The Board will assist in developing, planning and marketing the school, as well as finance, human resources, curriculum and overall responsibility for school operations. The School Leader will report directly to the Board, and will be responsible for managing all school staff.

Collectively, the Founding Group is highly qualified and respected by Scott County community leaders. This group is committed to long-term community service. The Founding Group is passionate about creating positive change in education and their community and believe that their combined experiences will enable them to deliver a successful charter school to a community in need. The Founding Group has expertise in the following areas: school leadership, administration and governance; curriculum, instruction and assessment; financial, business and school operations; performance management; parent and community engagement; facilities management; special needs education; and differentiated instruction.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

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

VIA's founding group includes:

- Brent Comer, Elementary School Principal
- Holly Asdell, School Counselor/Licensed Clinical Social Worker
- Linda George, Special Needs Teacher
- Kendra Bryant, Special Education Director

Next Step School Corporation Board of Directors are:

- Jennifer Lewis, President
- Jonathan Nesci, Vice-President
- Mary Jo West, Treasurer
- Sam George, Secretary
- Darrell Hawkins, Member

Our founding group has four decades of experience with a wealth of different educational responsibilities.

Brent Comer holds two Masters in Education degrees from Indiana University and earned his Ed.S. from Indiana State University. He holds a secondary teaching license in social studies with six years of classroom experience. He also holds a secondary administration license, elementary administration license and an Indiana superintendent license, with a combined nine years of administrative experience. He is an Indiana School Safety Specialist and a graduate of IPLA. He has been the principal at his current school for six years and is a PhD candidate in Educational Leadership from Indiana State University.

Holly Asdell holds a license in clinical social work and will be the Student Services Coordinator. Mrs. Asdell will conduct individual, family and group counseling services. She will be responsible for developing, implementing and maintaining the school culture. Her role will serve as a liaison between the school and the community. Mrs. Asdell has worked with children and families for over fifteen years in a variety of settings including: Scott County Department of Child Services, private practice outpatient mental health services, medical social work, and the public school system. As well as being a school counselor, she is currently the owner/operator of Indiana Parenting Matters.

Linda George has devoted a thirty-year career to serving students and families. Her career experiences include: Head Start Teacher, Department of Child Services case worker, classroom special needs teacher and charter school teacher/administrator. Mrs. George has been involved in curriculum design and developed a Response to Instruction (RtI) model for general education teachers. Mrs. George currently serves as a classroom special needs teacher and building Student Support Team (SST) coordinator.

Kendra Bryant has nearly twenty years of experience in education. Mrs. Bryant's career experiences include: teacher and administrator in a residential treatment facility, teacher of students with Emotional Disabilities, teacher trainer, assistant director of special education and, for the last three years, a director of special education. In addition to holding a Director of Special Education license, Mrs. Bryant is licensed in the following areas: Seriously Emotionally Handicapped, Geography, U.S. History, World Civilization, and English as a New Language. She recently completed a summer teaching internship in Quito, Ecuador.

The Next Step School Corporation Board of Directors is comprised of talented individuals from a variety of backgrounds. The board consists of attorneys, a retired school librarian and grant writer, successful business owners, and an award-winning designer. The Board of Directors is committed to using their expertise to ensure the success of VIA and to improve the community of Scott County.

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

Members of the following agencies have voiced support and enthusiasm for the development of VIA. Upon approval of this application, the relationship between VIA and these organizations will be solidified concerning their current and planned roles, and resources they may contribute.

- Scottsburg City Council
- Scott County Community Foundation
- Scottsburg Mayor's Office
- Hanover College International Club
- Indiana State University
- Forward Design and Architecture, Kansas City
- Rick Valicenti of Thirst/A Design Collaborative/Chicago

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

The Founding Group came together as a result of their common ideas and philosophies concerning education. The Founding Group has a strong commitment to improving public education in Southern Indiana. All of the Founding Group Members currently work in public education and are concerned about the lack of leadership, high expectations, transparency, accountability, and placing students first in public education. The Founding Group believes that now is the perfect time to embrace the philosophies of the charter school movement and the ideas of education reform. The Founding Group is committed to designing a school that will meet the needs of Scott County and each student individually.

Each Founding member was chosen based on common traits that included a commitment to students first, strong leadership characteristics, high expectations for all students and staff, a proactive nature, a desire to be transparent and part of a team, and individuals who truly believe they can be the change they wish to see.

School Leader and Leadership Team

1. Identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high- performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as Attachment 2, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader.

Brent Comer is VIA's proposed School Leader and is well qualified to lead a school to reach its mission. He holds two Masters in Education degrees from Indiana University and earned his Ed.S. from Indiana

State University. He holds a secondary teaching license in social studies with six years of classroom experience. He also holds a secondary administration license, elementary administration license and an Indiana superintendent license, with a combined nine years of administrative experience. He is an Indiana School Safety Specialist and a graduate of IPLA. He has been the principal at his current school for six years and is a PhD candidate in Educational Leadership from Indiana State University. He has been instrumental in improving student enrollment at his current school. Out of the four elementary schools in the district, his school is the only one that has shown enrollment growth in the past three years. Under his leadership, there is a strong Parent Teacher Organization and excellent parent participation. In the last six years, no teachers have requested reassignment to a different school. He has a profound positive effect on school climate and contributing to the success of all students at his current school. During the term of his leadership at Vienna-Finley Elementary, the school has earned an “Exemplary” designation four of the past five years.

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

Mrs. Kendra Bryant will work full-time immediately after approval to lead the development of VIA. This position will be compensated by a Planning grant received by ICSB. Mrs. Bryant will follow the steps and timeline detailed in the Start Up Plan.

3. Describe the responsibilities and qualifications of the school’s administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring.

Ms. Holly Asdell will be the Student Services Coordinator. Ms. Asdell will be responsible for facilitating and maintaining a family friendly school culture. Her responsibilities will include providing ongoing professional development to staff, implementing a school-wide positive behavior plan, servicing families and students in need of counseling and support, and acting as a liason between the school and community stakeholders.

Kendra Bryant will be the contracted SPED Director. Her responsibilities will include supervision of all special education services including assuring delivery of services in accordance with each child’s IEP.

The part-time assessment/curriculum coordinator position will be advertised beginning in January 2013 and filled by June 1, 2013. This professional will be fully supportive of the VIA way, knowledgeable in the relationship between assessment and student achievement, and possess the ability to guide school staff to assure student growth and learning.

IV. GOVERNANCE & MANAGEMENT

Legal Status and Governing Documents

Governing Board

1. Governance Philosophy.

Next Step School Corporation was incorporated as an Indiana Not-for-Profit corporation on December 12, 2011. It is currently seeking designation from the Internal Revenue Service as a Section 501(c)(3)

charity. Its governance philosophy is to hire competent, passionate employees and let them do their jobs. The Board of Directors see their duties as assuring compliance with all laws and regulations, supporting the school's mission by prudent financial management, assuring adequate human and financial resources exist to carry out the mission, and evaluating the school's performance fully, carefully, and regularly. Feedback is delivered often. Excellence is expected and rewarded.

2. Structure, Roles, Composition.

A five (5) member Board of Directors manages the Corporation. Specific officers include a President, Vice President, Treasurer, and Secretary. The By-Laws at Attachment 13 outline the corporation's structure and composition.

3. Board Creation/Transition.

The incorporator, Mr. Brent Comer, created the Board of Directors. Members serve pursuant to the By-Laws. Article III, section 8 of the By-Laws addresses resignations, removals, and vacancies.

4. Procedures.

Many of the statutes of Indiana and the corporation's By-Laws control Board operating procedures. Article III of the By-Laws addresses many issues of procedure.

5. Ethics and Conflicts of Interest

Article VI of the By-Laws addresses conflicts of interest.

6. Board Expansion, Development and Succession.

The Board believes that VIA's expectation of excellence extends to the Next Step School Corporation's Board of Directors as well as all school employees. The Board intends to take part in professional development in accordance with its role. Further, by use of sub-committees and other advisory bodies, the Board will develop a cadre of qualified, talented, and interested members of the community who could serve as Board members. Should the Board deem it appropriate, the Board could be expanded from five (5) to more members.

7. Advisory Bodies.

Article V of the By-Laws addresses committees and advisory bodies.

8. Grievance Process.

An employee handbook will contain a grievance procedure. Presently, no such procedure applies to the Board.

School Management Contract—Not Applicable, VIA will not use a school management company.

SECTION II: SCHOOL DESIGN

Education Plan

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with or exceed the Common Core Standards.

The description of the instructional design should include, at a minimum, the following items:

- the basic learning environment (e.g., classroom-based, independent study, virtual)
- class size and structure,
- an overview of the curriculum,
- the use of technology in delivering instruction (if applicable),
- plans for ensuring the school is staffed with highly effective teachers, and
- evidence-based support.

The instructional design is a custom built program that provides each K-6 student at VIA a unique charter school experience. While the curriculum content covers the Indiana and Common Core Standards, the instructional design at VIA will set it apart from other charter schools. Our classrooms of twenty-five students or less will be structured in a traditional manner during core English language arts and math instruction. In the afternoons, VIA will have many shared instructional labs throughout the grounds and, with the expeditionary learning model, students will be studying in a variety of locations based upon the learning goals of a particular class. The core English language arts and math curriculum will be supplemented with a strong cross-disciplinary component for social studies, science, health and wellness, physical education, art, music, technology, and Spanish. Guided by the mission and vision statements, each child's individual educational experience assures they graduate from VIA with all the tools necessary to be successful contributors in the 21st century.

Complimenting the curriculum will be a unique instructional design that will remain constant throughout all grade levels, and provide a common theme that ties VIA together. These distinct, non-negotiable threads of the school set VIA apart and assure that the vision and mission will be a living part of each school day. It provides a lasting legacy of who we are and what we stand for as the school grows and endures over time. The instructional design fabric of VIA is made up of the following important threads and explained in the sections below: Educational Quality Management System, Teaching Methods, "We Enroll Families", VIA Students, VIA Teachers, and VIA Administration.

A. Educational Quality Management System (EQMS).

The EQMS management tool will be used with fidelity throughout the year and assure transparency in our school environment. Each thread of our instructional design will be a specific set of policies and procedures that can be measured and evaluated objectively. VIA's Educational Quality Management Committee (EQMC) will be responsible for completing and sharing the audit of our instructional design status at a board meeting annually. This annual audit will assure the integrity of our instructional design over time. The committee will be comprised of at least one administrator, one teacher, one parent and one board member. The EQMS will analyze the success with which school personnel are implementing the other core threads that hold our school's instructional design together: Teaching Methods, "We Enroll Families", VIA Students, VIA Teachers, and VIA Administration.

B. Teaching Methods.

The founding group understands that the school's number one mission is to educate each child. VIA educators plan to use five educational methods to guide this process:

- Montessori Model: From this model, we will emphasize the importance of the role of teacher as a facilitator. We believe that children who are actively engaged in their learning will acquire skills that will empower them for life. Our teachers are responsible for creating a learning environment that encourages hands-on, active learning. Our students will feel that the classroom and learning area is their space to explore and grow. Further, based on Montessori's research, a child's 'sensitive period' to acquire language is between the ages of 2 ½ and 6. Our students will begin acquiring foreign language skills in Kindergarten. (Montessori, M. (1962) *The Montessori Method*. Fresno: Academy Library Guide.)
- Gardner's Theory of Multiple Intelligences: At VIA, we plan to address each child's individual needs because we understand that not all children learn the same way. We believe that as professional educators, if a child is not being successful in the classroom with the way we are teaching, it is our job to find a method that will help them be successful. Gardner's seven styles of learning encompass the variety of ways in which children best process knowledge. Those learning styles include: Visual-Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic and Logical-Mathematical. Teachers will be mindful of each learning style as they plan their instruction so that each learning style is addressed, and all students' educational needs are met. VIA teachers will administer a multiple intelligences assessment to all students and document each child's primary learning style in the ILP. (Gardner, Howard (1999) *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.)
- Expeditionary Learning: While many of Montessori's and Gardner's learning opportunities can be assimilated in the classroom, our staff believes that background knowledge is greatly enhanced by actual experience. Therefore, VIA leaders will use this model as a learning tool in the area of Social Studies on a weekly basis. Our students will take a virtual or actual expedition weekly to reinforce and strengthen the learning that has taken place in the classroom. VIA will partner with businesses in order to allow students to venture out into the real world to enhance their learning experiences. Teachers will tailor the expeditionary learning experiences directly to curriculum in order to maximize learning. (Berends, Mark (2002) *Facing the Challenges of Whole School Reform: New American Schools After a Decade*. Santa Monica: Rand Corp.)
- Maslow's Hierarchy of Needs: Our school leaders believe that our ultimate goal for students is for them to reach the top of Maslow's pyramid and become "self-actualizing" citizens of the 21st century. We want our students to become intrinsically motivated learners, and we plan to create a dynamic, rigorous, challenging environment that promotes individual growth with purpose for the world in which we live. We realize as educators that often times students' basic physiological, safety, and esteem issues must be addressed before a child can be successful in learning. One example of how VIA intends to meet our students' most basic needs includes our commitment to provide individual or family counseling to those students in crisis. Our before and after school care will assist us in meeting our students' basic nutritional needs. (Maslow (Bob F. Steere (1988) *Becoming an Effective Classroom Manager: a resource for teachers*. SUNY Press.)
- Bloom's Taxonomy: Developed by Lorin Anderson (a former student of Bloom) and a group of cognitive psychologists, the new Taxonomy gives the educator specific tools to implement the

Taxonomy on a daily basis in the classroom. Each level of the new version consists of an action verb describing the learner's skill set. From that verb, inquiry-based questions, activities and a final product can be designed to prove the learner has mastered a specific level of the Taxonomy. Again, this method will help us meet each student's individual needs. (Lorin W. Anderson, David R. Krathwohl (2001) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition*. New York: Longman.)

The EQMC will utilize an audit system to assess the incorporation of these educational methods within each classroom. (See attachment 21.) Prior to the beginning of the 2013-2014 school year, VIA will provide all staff members with professional development training on this system so each individual team member is an expert on the expectations set forth for all stakeholders.

C. "We Enroll Families."

We understand the importance of partnering with families and the positive educational effects that can occur when families and schools come together for the benefit of the child. We believe that educating a student is not just an 8-3 job, and is dependent on many key people in the child's life. We plan to demonstrate our commitment to working with families by implementing the following procedures:

- VIA will offer a wide variety of opportunities for families and community members to be involved in our school. We will implement a volunteer based program much like the nationally recognized program, Watch D.O.G.S. (Dads of Great Students). Our program goal will be to have at least one volunteer in the school each and every day. This will allow families an opportunity to be actively involved in their child's school day.
- Teachers will return phone calls, e-mails or answer notes from parents before the end of the next school day unless the teacher is out of the building due to professional or personal leave.
- VIA will employ a full-time counselor/social worker who has experience working with both children and adults. The Student Services Coordinator will provide crisis counseling, individual, family and group counseling when needed. The Student Services Coordinator will advocate for students and help bridge the gap between school, home and the community. The Student Services Coordinator will also help connect families to local resources as needed.
- The school will accommodate family work schedules by offering extended morning and afternoon hours.
- Every family at VIA will receive a home visit by their child's teacher before the end of the first quarter. The purpose of this visit is to welcome the family to our school, listen to any concerns or ideas, and form a caring relationship with the family.
- VIA and its parents will guarantee that 'Student-Parent-Teacher' conferences have 100% participation rate. Teachers will work with parents, as needed, to complete the conferences after the first grading period and again at the end of the year. Teachers and students will use these conferences to show in detail all state and school-wide assessments, showcase student work and plan for the child's continuing educational needs.
- Each child will have an Individual Learning Plan (ILP) that the child, parents, and teacher will complete together after the first grading period and at the end of the year for the following year.
- VIA will offer ongoing opportunities for parents to provide input about the school. The administrative team, consisting of the school leader and Student Services Coordinator will hold monthly meetings in the form of Coffee Chats to reach out to parents and elicit their suggestions concerning school improvement.

- Parents will be required to donate a minimum of ten service hours to the school per semester.
- On enrollment forms, families will be asked to list any talents or resources family members may be willing to contribute to the success of the school.

The Educational Quality Management Committee (EQMC) will develop and track documentation that these objectives and policies are being met. **(Attachment 21)**

D. VIA Students

The founding group of VIA chose the five educational methods to weave into our instructional design to empower our students as learners. Our teachers will take on a facilitator role at times throughout the day, requiring students to take a more active role in their learning.

The EQMC will use the following objectives to measure if the student is becoming more responsible for their own learning:

- During the annual home visit to the student's home, the learner will actively engage with the teacher and share one aspect of his or her home. For example, for a Kindergartener, this could be introducing the family pet and for an elementary student, this might be showing his or her bicycle.
- Students will participate in the Student-Parent-Teacher (S-P-T) Conferences held at the end of the first grading period and at the end of the year. Students will actively participate during the conferences by showing at least one project they have completed. During the end of the year conference, students will share their individual portfolio with their parent, showcasing examples of the work they completed throughout the year. Each student will help design his or her ILP at the S-P-T conference. Students will be present while their teacher reviews their state and school assessment results. Strengths and weaknesses will be discussed for each individual student and noted on their Individual Learning Plans.
- Using the International Baccalaureate (IB) Learner profile, VIA students will demonstrate growth in the IB learner attributes.

E. VIA Teachers

All of our teachers will be expected to earn a "Highly Effective" rating on all three domains of the Indiana Teacher Effectiveness Rubric including Planning, Instruction and Leadership, in addition to the Incorporate Core Professionalism Indicators. Also, VIA Teachers will fully embrace the following unique school commitments. For quality assurance in this area, the EQMC will track VIA Teachers' participation in the following areas:

- VIA teachers will attend ongoing professional development with current curriculum. VIA teachers will be expected to use the chosen curricula accurately according to the in-service providers. This will assure the program is taught with fidelity and that students benefit from teachers who are truly knowledgeable about the curriculum. VIA administrators will help facilitate this requirement by assigning staff professional development responsibilities to one administrator.
- Teachers who choose to work at VIA will believe in the five educational methods that form the fabric of our Instructional Design. They will be committed to integrating the core ideas in their classrooms using the following teaching techniques. First, teachers will facilitate inquiry-based learning specifically using the new version of Bloom's Taxonomy Question Stems. Second,

students will be engaged in hands-on, active learning that involves their visual, auditory, kinesthetic, tactile and other learning styles as emphasized by Montessori. VIA teachers will administer a multiple intelligences assessment to all students and document each child's primary learning style in the ILP. This will guide teachers to use the Gardner model to teach to each child's learning style strength. Utilizing different approaches and techniques will help all VIA learners be successful. Further, teachers will implement the expeditionary model and agree to take field trips with their students on a weekly basis. These expeditionary learning experiences may be in the form of a guest speaker, a virtual experience, or a field trip. Lastly, teachers at VIA will understand that in order for children to become "self-actualized," Maslow's Hierarchy of Basic Needs must be met. Our teachers will not only teach each child, but also help assure that their social, physical, safety and emotional needs are met.

- VIA teachers will participate in looping. Looping is having the same teacher for two or more consecutive years. For example, the Kindergarten teacher will move with the class to first grade. This design fits well with our school's emphasis on the family. Studies have shown that students who have had the same teacher for two or more years are less anxious and have a keener sense of community. It has been reported that teachers generally build better relationships with parents and become more knowledgeable about their students' strengths and weaknesses (ERIC Digest 123 - December 1998).
- Teachers at VIA will be committed to using the 4-Point Assessment Model with fidelity throughout the year and realize that student assessments are vital to driving instruction. The Four Point Assessment Model is outlined below:

Step 1: Teachers determine what assessment tool to use for the child in each area that needs monitoring.

Step 2: Teachers prepare the materials to be used and plan for the assessment to be given under the best, reliable conditions.

Step 3: Students are given the assessment and teachers score it.

Step 4: Teachers analyze the results and plan the child's next instructional need.

- Teachers in our school will collect individual and classroom data and use it to make informative decisions about each child's Individual Learning Plan. The teaching staff also understands that assessment is an ongoing process and facilitates the possibility for change with a student's ILP. To assure quality control with our Assessment Model, our school will hire an Assessment/Curriculum Coordinator to coordinate the process throughout the school year.
- Collaboration/Communication. Our school community will be transparent, open, and supportive of one another. We believe as educators that we are not only responsible for our own growth, but as a team player, responsible for the success of the whole organization. As VIA teachers, we understand the importance of collaborating with one another and utilizing the team approach. We believe the key to good communication is listening, sharing ideas honestly and taking the time to reflect. The VIA schedule will facilitate this process by allotting daily teacher collaboration and communication time.

While all VIA teachers will be evaluated using RISE, the EQMC will also assess teachers on these unique school commitments to the VIA design. **(Attachment 21.)**

F. VIA Administration

Leaders at VIA will need to exhibit several unique qualities to guide this special place:

- When making decisions about the future direction of our school, the VIA leader will always consider the question, “Is this what is best for our students?”
- Before making a final decision, the school leader will actively communicate and collaborate with all stakeholders affected by the decision.
- The school leader will hire and retain a highly qualified staff that supports students and each other on an on-going basis.
- The VIA leader will provide staff training to support the vision and mission of the school on a regular basis.
- The VIA leader will effectively manage staff and will have a timely plan to remediate staff deficiencies.

In addition to RISE, the EQMC will assess VIA administrative staff using our audit plan. **(Attachment 21.)**

VIA’s curriculum content covers the K-6 Indiana and Common Core Standards. While the specific curriculum materials may change over the years, the delivery of content will remain the same. All students will be taught the core curriculum in English language arts and math using highly rated scientific, research based curriculum, as outlined below. The remaining curriculum will be integrated using a cross-disciplinary learning model that promotes both individual and collaborative learning opportunities. Instruction will be delivered by highly effective educators, as demonstrated by consistently earning a four on the Indiana Teacher Effectiveness Rubric (RISE) in the areas of Planning and Instruction. Our educators are committed to serving the needs of the whole continuum of students that enroll at our school. Whether the child is considered gifted and talented, an average student, one working below expectations, or a child with special needs, his or her needs will be met. The following curriculum has been selected because each program is highly rated and evidenced-based, allows each child’s unique learning needs to be met, and offers motivating material that will help keep students actively engaged in their own learning.

ENGLISH LANGUAGE ARTS

Scott Foresman, *Reading Street*: This series will allow teachers to differentiate instruction for students at varying levels of performance. Textbooks, workbooks, supplemental readers, worksheets and assessment materials are available for below-level pupils, on-level students, as well as the advanced student. The program also contains a wealth of baseline, weekly, end-of -the unit, and year-end assessment materials that teachers can use as summative and formative evaluations. Many of the Reading Street stories are also part of the Accelerated Reader program that allows students to be tested on comprehension and/or vocabulary in a fun way. This reading series is also partnered with Wireless Generation to develop the mClass DIBELS software that provides teachers additional assessment tools to effectively monitor student success. *Reading Street* was reviewed by the Florida Center for Reading Research in 2002 and found that it aligned with the basic Reading First standards. The *Reading Street* curriculum is also aligned with the Common Core standards and the Indiana State Standards as noted on the Scott Foresman website. With its grammar, writing, spelling, and phonics component, it also addresses the standards for writing, spelling and basic grammar skills.

In addition, *Reading Street* has two different ESL readers. The ELD Reader is for beginning and intermediate English proficiency levels and the ELL Reader is for advanced and advanced high levels. This feature ties in quite well with the individualized learning plan for each child regardless of their native tongue. Magnolia Consulting reviewed the effectiveness of the ELL component in *Reading Street* and found that it had good results.

Scott Foresman, *My Sidewalks*: Research has consistently shown that students who are reading below grade level and have not caught up to their peers by third grade are most likely never going to catch up. (No Child Left Behind, US DOE) To address children who need additional intervention outside of tiers one and two, the Scott Foresman series *My Sidewalks* will be utilized. Magnolia Consulting completed an in-depth evaluation of the program and found that using the program 30-45 min. per day, 5 days a week far exceeded the average yearly reading achievement growth as evidenced by performance on grade level. The program emphasizes the National Reading Panel's five core reading elements: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It focuses on explicit, scripted and systematic instruction that moves at a fast pace to help students regain the ground they had previously lost.

Common Core Reading List for K-5: Teachers will integrate the Common Core literature, poetry, and informational books in addition to the read-alongs throughout the year.

Writer's Workshop program to supplement the Scott Foresman grammar and writing series: Techniques used in this program such as peer editing, holding conferences, self assessment, proofreading and publishing one's final product all help develop higher order thinking skills so fundamental to the IB program that our school is pursuing. Research such as Pollington (2001) and Marker (2000) reiterate the benefits of a consistent, structured approach to teaching writing and the importance of focusing on a specific genre.

MATH

Singapore Math: Since 1995, Singapore students have been among the top performers on the TIMSS exams. According to Bisk (2007), the Singapore Math text varies largely from the American texts in the depth of the subjects covered. While a typical, Scott-Foresman Math book may cover 157 different topics per year and Everyday Math, 110 topics, the Singapore book only covers about 34 topics a year while still covering all grade level Common Core Standards (American Institute of Research). Limiting the number of concepts introduced each school year allows students to fully understand and master each concept in depth. The material is presented in a concrete, pictorial, abstract sequence, unlike the typical textbook published in the United States. It is common for students to work with manipulatives for several lessons before ever seeing an algorithm. The wide variety of manipulatives used with this program will allow for greater differentiation among learners.

TECHNOLOGY

Technology will be an obvious part of each school day. At VIA, technology will be readily available to teachers and students. Each classroom will be equipped with at least two desktop computers, as well as a teacher computer. VIA will have a mobile computer lab of Apple MacBooks that classrooms will have scheduled time to use twice weekly, as well as two carts of iPads to use during the school day. Students will also use the Easy Tech Integrator program to learn basic computer skills. Teachers will use this website as a resource at least once a week. Other examples of technology that may be utilized on a daily basis include low tech devices such as document cameras and laser pens, various web-based tools such as Khan Academy, and supplemental media tools to support our curriculum.

At VIA, all students will be required to complete an end of the year, computer generated project. Teachers will be responsible for creating the assignment and rubric, but the computer skills students have learned throughout the year will be utilized to show mastery.

SCIENCE

At VIA, science will be taught with a cross-disciplinary approach, guided by the International Baccalaureate program. Science at VIA will be integrated into the core English language arts/math standards and students each week will begin by spending thirty to forty-five minutes preparing for their weekly experiment. VIA students will use Science Companion as the core kindergarten to second grade program and Full Option Science System (FOSS) for grades three through six. Both of these science series were evaluated in 2010 by a team of Highly Qualified Indiana educators and were scored using a rubric that examined each programs' strengths in content, degree of student participation, extent of teacher strategies and the effectiveness of the assessment component. For grades kindergarten through second grade, Science Companion scored a solid five on the rubric and a 91% overall. For grades three through six, FOSS scored a solid five and was assessed in the 90th percentile by the HQ evaluators. Each of these programs will strengthen VIA's overall goal of guiding our students to be active, curious, purposeful, engaged learners. From the onset, the programs help develop curiosity and scientific inquiry habits with their hands-on approach. Each series presents learners with practical problems to solve, using higher order and critical thinking skills, while addressing all of the Indiana and Common Core Standards.

SOCIAL STUDIES

Like science, social studies at VIA will be integrated with English language arts and math. In addition, it will be taught using the Expeditionary Learning Model. Students will be given an opportunity to experience social studies either in a virtual setting, with a guest speaker, or an actual field experience on a weekly basis. Finally, students in each grade level will decide with their teacher on a culminating experience to highlight their area of study each semester. VIA will target the Indiana Academic Standards for each grade in social studies as follows:

- Kindergarten: Living and Learning Together
- Grade 1: Home, School, and Nearby Environments
- Grade 2: The Local and Regional Community
- Grade 3: The Local Community and Communities Around the World
- Grade 4: Indiana in the Nation and the World
- Grade 5: The United States – The Founding of the Republic
- Grade 6: People, Places and Cultures in Europe and the Americas

The primary vehicle for teaching social studies at VIA will be the International Baccalaureate program. Units will be created integrating the Indiana State Standards, Common Core Standards, and International Baccalaureate themes.

An example of expeditionary learning would be fourth graders traveling to historic sites around Indiana like the Soldiers and Sailors Monument, the Falls of the Ohio, and Mounds Park as part of fourth grade Indiana history studies. Students will use their English language arts and math skills during these expeditionary learning experiences.

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

This program was chosen to help open a larger world to VIA students and help prepare them to be future leaders in Scott County, Indiana or the world. Having a school of this caliber in the area will bring a more diverse population to our part of the state. Challenging VIA students to develop and master the IB character traits will further equip them with the skills they will need for the 21st Century. The IB Learner Profile teaches learners to be thinkers, inquirers, risk-takers, and communicators while being knowledgeable, caring, reflective, open-minded, balanced, and principled people. Like VIA, the IB program creators understand the importance of meeting each child's social, emotional, physical and educational needs on a daily basis. The IB philosophy encourages students to understand their local community, state and country, but also the global world, as well. VIA students will learn locally, but think globally.

According to the IB literature, new schools typically operate for a period of three years before they can obtain the IB designation. The Founding Group is committed to implementing the IB program at VIA in order to support the school's vision and mission. During the planning year, the school leader will attend the IB category one workshop. During the first operating year, VIA will complete a feasibility study and analyze the IB philosophy and requirements. The implementation timeline will be diligently followed, and we will be awarded the IB designation at the earliest possible date.

SPANISH

The second language acquisition at VIA will be Spanish and will begin in kindergarten. Teachers at VIA will also be required to learn Spanish to varying degrees for use in the classroom everyday when speech is repetitive. Teachers at VIA will develop a scope and sequence of frequently used commands and instructions so they can articulate those using English and Spanish throughout the day. In addition, teachers will scaffold basic information in the Spanish scope and sequence beginning with eight color words and ten number words in kindergarten and increasing in difficulty each year.

HEALTH AND WELLNESS/PHYSICAL EDUCATION

The key to good health and overall fitness at VIA is developing good healthy habits from an early age and educating students to be proactive and responsible for their actions. The VIA fitness program will be centered on our individual students, while at the same time taking into account the well-being of the VIA family and the greater community. VIA's Student Services Coordinator will work with families who have health needs and coordinate community health initiatives. The Student Services Coordinator will organize school and community wide health and wellness activities such as scheduling guest speakers or organizing a 5K walk. These activities will focus on educating the students and the community on the importance of having a healthy mind and body. Healthy relationship and decision-making skills will be included in our health and wellness curriculum. Core subjects will be integrated into the fitness curriculum. For example, real life math skills will be used as students calculate their health needs in the areas of food and exercise. Our Health and Wellness/Physical Education curriculum will be aligned with the Indiana Academic Standards and Common Core.

2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

Teachers will use a variety of instructional strategies to meet the needs of all students. Implementing Gardner's theory of multiple intelligences, teachers will determine each child's primary learning style including Visual-Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic or Logical-

Mathematical. Teachers will be mindful of each student's learning style as they plan instruction. Using the Montessori model, VIA teachers will emphasize hands-on, active learning for all of our students. In addition, instructors will implement the revised version of Bloom's taxonomy and easily be able to differentiate instructional objectives for each child. At VIA, each student's needs will be addressed on a daily basis according to the Maslow model so that learning can take place. All of our students will participate in the Expeditionary Learning experiences on a weekly basis to build background knowledge. In addition, all VIA teachers will be expected to score Highly Effective (4) in Domain 2: Effective Instruction on RISE using 'best practices' when delivering daily instruction.

3. As Attachment 8, provide a course scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana's Academic Standards and the Common Core. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school's pre-opening year. NOTE: Limit attachment to five (5) pages.

Pupil Performance Standards

State the proposed school model's pupil performance standards, consistent with Indiana's Academic Standards and the Common Core. In particular:

1. Provide, in Attachment 9, the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do. NOTE: Limit attachment to ten (10) pages. (This will be seen in an attachment.)

2. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

VIA's policies and standards for promoting students from one grade to the next will be aligned to the Indiana State Standards and Common Core. In addition, each child's Individual Learning Plan will outline the student's present levels of performance, growth, and learning goals. This ILP will assist in providing a whole picture of the child and be used to make informed decisions regarding promotion and retention. As stated earlier, the parent, child, teacher and administrator (as needed) will participate in the creation and review of the student's ILP.

Grade retention is intended to help meet the social, emotional, and cognitive needs of the student and support education goals within the school environment. VIA is committed to making individual decisions on grade promotion/retention based on what is in the long-term best interest of the individual student. VIA staff is committed to helping all students realize their fullest potential, including remediation for students that are experiencing difficulty. Retention is considered after various other interventions have been employed by the academic team with insufficient success. This policy is applicable to grade placement decisions made for students in grades kindergarten through 6th grade. Students with Individual Education Plans will not necessarily be bound to this policy; determination will be made by a case conference committee.

The teacher, parents, and school administration share in the process of student retention. VIA will adhere to the following student retention steps.

1. Teachers will follow the four point assessment model and all students below grade level will participate in an Rtl group for additional academic individual assistance.
2. Student progress in an Rtl group will be monitored weekly by using appropriate assessment tools. This will enable VIA staff to collect student data.
3. If students do not make adequate progress, parents will be notified and a conference will be held to discuss the student's educational performance. An individual student progress plan will be designed by the teacher, parents, and administrator during this conference.
4. The student progress plan will be followed for a period of one month and will include interventions that the student's school and home will follow. Upon the conclusion of this time period, teacher and parents will reconvene. If adequate progress has not been met, a discussion relating to student retention will be held between teacher, parents, and administrator. This group will reach a consensus regarding student retention that best meets the needs of the individual student.

Per the IDOE Third Grade Reading Plan: If a student does not demonstrate reading proficiency when assessed with IREAD-3 in third grade, the student will be retained unless eligible for a Good Cause Exemption per PL-109.

School Calendar and Schedule

1. Provide, in Attachment 10, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. NOTE: Limit attachment to five (5) pages.

VIA will follow a year round balanced calendar. Basically, this design will be built around each 9 week grading period. VIA will utilize inter-sessions to offer programs that focus on remediation and enrichment opportunities. Fee based childcare will also be offered during these periods. Our daily schedule will begin at 8:15am and end at 3:30pm. In addition, VIA's before and after care program will be open from 7:00am to 8:15am and after school from 3:30pm to 5:00pm. VIA will provide optional guided exploration time from 7:30am to 8:15am.

School Culture

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

The overall climate of VIA will be positive, welcoming, and caring. Students and staff will feel valued, appreciated, encouraged, and challenged. VIA will be service oriented as we interact with families and the local and global communities. The Student Services Coordinator will organize community service projects with each classroom that will enable VIA students to "give back" to their community.

VIA will assure a safe and accepting environment for all staff and students that is conducive to learning. As a result, students attending VIA will be happy and eager learners regardless of their intellectual or social needs.

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

VIA will promote a positive academic environment that will reinforce student intellectual and social development by utilizing the following strategies:

Students:

- Information sessions and school tours will be given to students prior to the opening of the school.
- Student surveys will be conducted during the application process.
- VIA student “socials” will be held prior to the first day of school to welcome all new students.
- Students will participate in the Character Counts program and be rewarded for positive behavior.
- A student handbook will be provided to all students that details a student code of ethics, expectations and school philosophy.
- The School Leader will hold quarterly meetings with different student groups to obtain VIA student feedback.
- VIA staff will model for our students the importance of embracing individual differences and show them the positive impact this will make on our school.
- The students who enroll at VIA who are of a different minority, ethnic, or cultural background will be asked how we can include their culture into our school’s culture. We will celebrate differences and use these differences as an asset to our school.

Staff:

- Beginning with the interview process, positive, diverse and motivated employees will be hired.
- Prior to the first day of school, all employees will be trained to deliver friendly customer service and resolve conflict in a calm and effective manner.
- Staff will provide regular Character Counts lessons and model each of the six pillars (responsibility, respect, trustworthiness, caring, fairness, and citizenship). Character Counts will be the foundation of our school wide positive behavior support program to recognize and encourage good behavior.
- VIA will be marketed as a family friendly school that values family and community involvement.
- A staff handbook will be provided that details a staff code of ethics, expectations and school philosophy.
- Throughout the school year, students and their families will receive clear, transparent communications through the school website, a weekly newsletter, regular coffee chats, student/parent/teacher conferences, and home visits.

Students/Families:

- A student and family handbook will be provided to all students.
- All families will be encouraged to support the ideals of the school’s vision and mission statements, as well as school culture, through ongoing interactions with the school.
- Prior to each school year, students, their families, staff, and community members will attend a VIA open house to educate and reaffirm the school’s ideals and culture.
- Parents will have many opportunities to communicate with their school through activities such as attending face-to-face meetings, e-mails, coffee chats, parent surveys, volunteering, and student/parent/teacher conferences.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

Sample Schedule from perspective of 2nd Grade Student

7:30-8:15 Guided Exploration Time (optional)

Today I reviewed my activity options (hiking club, Boy Scouts, Girl Scouts, 4H, adventure/exploration club, geo-cache club, book club, technology club, or fitness, foreign language, music and art activities) and decided to go on a geo-cache hunt around the school grounds.

8:15 – 9:45 90 Minute Reading Block (free of interruption)

Today I learned multiple meanings of new vocabulary words. I also improved my words per minute when reading aloud to my teacher! We read a really cool story about Bigfoot and I answered several questions about the story.

9:45 - 10:00 School-Wide Break

10:00 -10:30 Language Arts

Our teacher let us meet with a partner and make-up different endings for the Bigfoot story we read this morning. I've started writing an awesome new ending.

10:30-11:30 Math

Today we learned telling time to the minute. It was hard to remember that quarter til 9 was the same as 8:45.

11:30-12:00 Lunch

12:00 -12:30 Recess

12:30 - 2:45 Cross-disciplinary Component

After playing Simon Says in Spanish during fitness time, I moved on to Social Studies. My teacher asked me to create a map, so I drew one showing where I went with my geo cache club. I also described the map in my writing journal. In Science, we wrote a hypothesis in relation to force of gravity using items made from three different materials.

2:45-3:30 Enrichment and Remediation

My teacher enabled me to expand on my gravity hypothesis by allowing me to study how gravity would be different on various planets and satellites.

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

Sample Schedule for Second Grade Teacher

7:30-8:15 Professional Development/Team Time or Guided Exploration Time Duty

This guided exploration time may include, but is not limited to, clubs (service club, international club, hiking club, Boy Scouts, Girl Scouts, 4H, adventure/exploration, geo-cache club, book club, technology club), fitness, foreign language, music and art activities.

8:15 – 9:45 90 Minute Reading Block (free of interruption)

This 90 minute reading block will include explicit instruction in the following areas: phonics, phonemic awareness, fluency, vocabulary, and reading comprehension.

9:45 - 10:00 School-Wide Break

10:00 -10:30 Language Arts

10:30-11:30 Math

11:30-12:00 Lunch

12:00 -12:30 Recess

12:30 - 2:45 Cross-disciplinary Component

This time will be utilized to develop skills in the area of Social Studies, Writing, Spanish, Fitness, Science, Music, Art, and Technology.

2:45-3:30 Enrichment and Remediation

Supplemental Programming

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

VIA will offer a unique, fee-based learning experience during the summer intercession. These sessions will be theme-based and encourage family participation. Session objectives will be clearly stated by the individual instructor of each course. These courses will be advertised through social and local media. Registrations will occur and be advertised during the school year.

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

Students in grades K-6 may participate in a variety of extra or co-curricular activities during and after school hours. VIA will also offer a before and after school care program daily. A variety of school and community sponsored clubs will be offered, including some that may be fee-based when warranted. VIA will work with local businesses to develop a scholarship fund for students unable to afford these activities. Student interest and staff skills will determine the types of clubs offered. Club time will be offered during the morning session and after school. These clubs may include, but are not limited to, the following: service club, international club, photography club, technology club, hiking club,

cinematography club, Boy Scouts, Girl Scouts, 4H, adventure/exploration club, geo-cache club, book club, and fine arts clubs. A club schedule will be designed and based on the school calendar.

Athletics will be an integral part of VIA's school culture. VIA believes that athletics can build school spirit, promote physical health, and compliment our academic programs. VIA will field athletic teams that meet and exceed all IHSAA guidelines and will be offered based on the conditions of student participation and budget restrictions.

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

VIA will employ a full time licensed clinical social worker to assist with meeting the students' mental, emotional and social development and health. This licensed clinical social worker will serve as the Student Services Coordinator. The Student Services Coordinator will be a liaison between the school, school families and the community. The Student Services Coordinator will conduct individual, group, and family counseling sessions with the parents' consent on an as needed basis. The main purpose of counseling sessions will be to overcome obstacles of learning, to connect students and families to community resources and to help assure our students are learning how to be people of good character and have the best school life possible. Teachers will teach life skills such as good problem solving, decision-making, and communication skills in the classroom, as part of VIA's Character Counts program. These skills will be taught through planned lessons and using opportunities for teachable moments. Our ultimate goal is that students will be able to assume responsibility for solving their own problems.

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

VIA will offer a preschool program for four-year-olds within the school building. Through this fee-based program, VIA administrators will hire certified early childhood staff to create and implement the program.

The advantages to housing a preschool program on campus are numerous. Young children will gain familiarity with their school prior to entering kindergarten. Kindergarten and preschool teachers will have easy access to collaboration opportunities. Preschool students will also be taught basic skills prior to entering kindergarten, where state standards have required programs to become much more rigorous.

While VIA will charge a fee for this program, grants will be sought out to offer scholarships to families in need.

Special Populations and At-Risk Students

1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

VIA has made it a priority to meet the needs of all students, including those with individual education plans or section 504 plans, English language learners, gifted and talented, homeless students, and students at risk of academic failure or dropping out. VIA will target and service all students, including students of low socioeconomic status, students with disabilities, students who speak English as a new language, and students who excel academically. All students will be assessed on a regular basis with the appropriate assessment tools to determine present levels and monitor progress. The results of these assessments will drive the selection of curriculum materials to be used with students with special needs. These results will also be documented in each student's Individual Learning Plan and shared with parents and the student in order to determine individual learning goals for the upcoming year.

Instruction in our core curriculum areas, English language arts and math, will be differentiated to meet the needs of each individual student according to their ILP. This may result in students remaining in the general education setting for their core instruction, receiving their instruction in a small group, or in a one-on-one setting. Given our five educational methods and emphasis on cross-disciplinary studies, other subjects will be designed to include all students with mild, moderate, and intensive needs

VIA's daily schedule reflects the priority of the staff to meet the needs of all students. The schedule will include uninterrupted reading and math blocks in the morning when students are most alert. Additionally, time is built into the schedule for intensive instructional interventions for those students demonstrating below grade level skills. The overall philosophy of VIA is based on educational methods that recognize differentiated learning abilities, including Montessori, Maslow's Hierarchy of Needs, Gardner's Multiple Intelligences, Expeditionary Learning and Bloom's Taxonomy. In the afternoon, the daily schedule includes trans-disciplinary, project-based learning and inquiry-based collaborative lab time for social studies and science.

VIA will hire an Assessment/Curriculum Coordinator to assure that the needs of special populations and at-risk students are being addressed. VIA will employ or contract with the necessary personnel to meet all the service requirements outlined in our students' Individual Education Plans or Individual Learning Plans. This will address the needs of both special education and high ability students.

VIA's facility will be physically designed and adapted to meet the needs of all students and families, as required by the Americans with Disabilities Act and IDEA.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:

a. How the school will identify students with special education needs.

The enrollment form for VIA will ask parents to provide information about past special education services received in their former school. Our school will seek records and schedule a move-in conference to develop an Individual Education Plan if the student received services at their prior school.

If students are suspected to have mild, moderate or severe disabilities, VIA will follow the procedures outlined in Article VII for evaluating students. A parent or educator may request that a student be evaluated to determine if they are in need of special education services due to a disability. The school will gather available data and determine if there is evidence to support conducting an evaluation. The supporting data necessary to determine the need for an evaluation will be determined by what disability area is suspected. The school will notify the parent of its decision within ten days. If the school will

conduct the evaluation, a multidisciplinary team will complete this educational evaluation within fifty school days of receiving parent consent.

All kindergarten students will be assessed at the beginning of the school year with a screening instrument to determine strengths and weaknesses. Students suspected to have moderate or severe disabilities will be evaluated per Article VII guidelines by a multidisciplinary team.

Students with suspected mild disabilities will participate in the Response to Instruction (RtI) process. This process may include intensive academic instruction, speech and language interventions, social skills instruction, functional behavior assessments, and behavior intervention plans. The RtI process at VIA will be a team-based approach including the teacher, parent, and school leader.

Students who are found to be in need of remediation will be placed in an intervention group with their classroom teacher. This small, flexible group will be given explicit instruction in targeted areas for up to forty-five minutes daily. Teachers will follow the VIA RtI model, working diligently with all students to close any gaps in below-grade level skills. This plan follows Indiana's three-tier model to address the needs of all students, increasing the likelihood of improved student achievement. Students not demonstrating adequate progress will be reviewed by our Student Support Team and referred for evaluation.

b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.

VIA will provide a continuum of services to ensure that all students are being provided instruction in the least restrictive environment. These services will include both indirect and direct consultation services, inclusion support, resource room support, and a self-contained setting for those students requiring the highest level of intensive services. VIA's curriculum is purposely designed to include the participation of all students during the cross-disciplinary subjects of social studies, science, fitness and wellness, music, art, and technology.

MILD DISABILITIES

VIA will utilize a research-based reading curriculum that provides a component designed for intensive reading instruction to address the needs of students reading below grade level. It also includes an English language learner component and a component for advanced readers. All students will be assessed with the Scott Foresman Baseline Reading Test at the beginning of the school year to determine instructional needs. Also, at the beginning of the year, all students in kindergarten through second grade will be given the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment to show mastery of specific skills proven as indicators of reading success. If needed, students will be placed in flexible groups to remediate these priority skills as quickly as possible. If additional assessment is needed for third through sixth grade students, they will also be tested with DIBELS. In addition, teachers will use their expertise in adapting the curriculum to meet the needs of all students while still allowing students to master the Common Core standards. VIA will offer the Accelerated Reading program, which will encourage our students to set and achieve personal goals as they build upon their individual reading skills.

Writer's Workshop will be used for all grade levels and will meet the differentiated needs of all our students. At the start of the school year, our learners will begin this program with an on-demand writing pretest piece to determine their baseline writing skills. For students in third through sixth

grades, the writing will be evaluated using the Writing Rubric outlined in the ISTEP+ Teachers' Scoring Guide. All students will be shown examples of what writing on the rubric continuum looks like from the highest score of a six to the lowest of a zero. Writer's Workshop will allow our most gifted students to excel in writing while at the same time allowing teachers to scaffold instruction according to individual needs.

All students at VIA, including those with Mild Disabilities, will be taught Singapore Math. The material is presented in a concrete, pictorial, abstract sequence, unlike many other math textbooks. It is common for students to work with manipulatives for several lessons before ever seeing an algorithm. The wide variety of manipulatives used with this program will allow for greater differentiation among learners. Also, many students with special needs have a difficult time solving math story problems. Singapore Math has a seven-step problem solving procedure that systematically teaches students how to find and use information in a math problem to solve the problem. Singapore Math introduces fewer topics throughout the year than most typical math curriculums. This allows students to learn more material in depth and truly master the concept. Again, this model lends itself well to students who need frequent use of hands-on manipulatives to grasp certain concepts. Children needing remediation with basic addition, subtraction, multiplication and division facts will use the Touch Math program and Math Facts in a Flash.

MODERATE and SEVERE DISABILITIES

Students with moderate and severe disabilities will have a wide range of educational options available to them, depending on need and IEP goals. As stated above, these students will participate in the general education setting during afternoon instructional time.

During the English language arts and math instructional time, our students with moderate and severe disabilities may utilize evidenced-based curriculums such as Reading Milestones, SPIRE, Explode the Code, Touch Math, Math U See, Social Thinking curriculum, Talking it Out: A Guided Question Approach to Problem Solving, Basic Reading Comprehension Kits for Hyperlexia and Autism, Autism & Reading Comprehension Ready to Use Lessons, and Conover Company's Functional Skills System.

Instructional practices and strategies we will use include: repetitious drill and practice, additional opportunities for correction and feedback, increased time on-task during reading practice and instruction, and breaking tasks down into smaller steps. Students will also be taught how to use the Fernald Method that incorporates the visual, auditory, kinesthetic, and tactile modalities simultaneously when learning a new skill. (Mather, N., & Jaffe, L. 2002. Woodcock-Johnson III: Reports, Recommendations, and Strategies. New York: John Wiley & Sons.) In addition, students will be given visual and verbal prompts or cues, with fading as the student progresses.

Students with emotional disabilities will be provided the accommodations and supports outlined in their Individual Education Plan. This may include a behavior intervention plan, individual or family counseling with our school social worker, social skills instruction, or behavior consultation with the classroom teacher. Students who are deaf/hard of hearing or students who have low vision or are blind will receive individualized instruction per their IEP. These services may include special equipment, interpreter services, large print accommodations, or instruction in Braille.

c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).

Students with mild, moderate, and severe disabilities will be progress monitored on a regular basis,

according to the schedule indicated in their Individual Education Plan. Student progress will be monitored by both the teacher of record and the general education teacher. Student progress will be communicated with parents a minimum of once per grading period.

In addition to student participation in state mandated assessments (ISTEP, IMAST, I-READ, or ISTAR), the progress of students with mild disabilities will be monitored by curriculum based measures and primary interim assessments (DIBELS and Acuity). Students with moderate and severe disabilities will be assessed with ABLLS-R. Classroom teachers will also use both formal and informal assessments throughout the day to monitor student performance and drive instruction.

d. If applicable, the school's plan for promoting graduation for students with special education needs.

All students will be challenged to consider post-secondary goals beginning in elementary school. Planning for graduation will include regular conversations throughout the elementary experience about each student's future goals and dreams. In addition, VIA will be intentional in providing intensive interventions to close any academic gaps our young students may have to ensure that their middle and high school years are an academic success. Special education students will also participate in creating a transition IEP at age 14 to address post-secondary needs. Transition needs may be addressed prior to age 14 if deemed necessary by a case conference committee.

e. How the school will provide qualified staffing for students with special education needs.

Teachers with the appropriate and necessary special education licensing will be hired to serve as teachers of record and support the educational needs of students with IEPs. These teachers will be highly qualified to teach all core academic subjects. VIA will also contract with related service personnel needed to support the goals of students with IEPs. VIA will provide on-going professional development to all staff in best practices for educating students with special education needs.

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

Within the marketing campaign, it will be made clear that VIA encourages and welcomes the enrollment of all ELL students. Extra-curricular activities will reflect a commitment to recognizing the value of the various cultures and native languages within our school community.

a. How the school will identify ELL students.

All families will be required to complete a home language survey as part of their enrollment packet. If a language other than English is recorded for any of the survey questions, the LAS Links placement test will be administered to determine whether the student is in need of English language development support.

b. The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

VIA will employ a teacher certified in English as a Second Language to support teachers in meeting the needs of English language learners. Services for ELL students will vary depending on individual needs. All teachers will be trained to provide sheltered instruction, using the SIOP model as a foundation. Those students demonstrating level 1 and 2 English proficiency will also be provided daily, individualized instruction in English.

c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.

All ELL students will be assessed annually with the LAS links to determine their English proficiency level. Students will also complete curriculum-based measures a minimum of once monthly to monitor progress in their academic English proficiency. Students will not be exited from the program until demonstrating proficiency on the LAS Links assessment (level 5) for two consecutive years.

d. How the school will provide qualified staffing for ELL students.

A teacher certified in both bilingual education and English as a second language will be hired to assist in supporting the needs of ELL students.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.

Every student at VIA will be given an individual diagnostic assessment using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) at the beginning of the year (BOY), middle of the year (MOY), and the end of the year (EOY). DIBELS will also be offered in Spanish for those students whose primary language is Spanish and who are not yet proficient in English. The assessment targets the five areas of reading instruction that indicate how successful a student will be in learning to read: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. Using the DIBELS tool, students who are performing below grade level in any of these five crucial areas will be identified.

If a student demonstrates below benchmark proficiency in one of these areas, the student will be placed in a small, flexible instructional group to remediate the weakness. All RtI strategies will be selected to specifically improve the child's below-level skill. The teacher will provide a Notice of Educational Intervention Form to the guardian describing the additional assistance their child will receive. The RtI group will meet up to forty-five minutes a day, five times a week. Weekly RtI lesson plans will be completed for all students by the teacher using the set-up, teach, engage, practice and show what you know (STEPS) model. Teachers will progress monitor students in their RtI groups at least once every two weeks to determine what progress has been made.

The Assessment/Curriculum Coordinator (ACC) and each classroom teacher will meet once every four weeks to review each child's RtI data. This collaboration time will strengthen the RtI model as educators analyze the progress monitoring data and determine what direction is best for the student. After collecting ten to twelve data points, lack of adequate progress will result in seeking permission from the student's guardian to conduct an educational evaluation. The multidisciplinary team and case conference committee will then determine if the student is eligible and in need of special education services.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including:

VIA is committed to meeting the needs of all students including those who have a potential for exceptional achievement. Like all students at VIA, intellectually gifted students will have an Individual Learning Plan. This plan will focus on methods to enrich and develop their strengths.

VIA will have a high ability committee composed of teachers, administrators, the student services coordinator, and parents. IC 20-36-1-3 defines a student with high abilities as one who performs at, or

shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment and is characterized by exceptional gifts, talents, motivation, or interests. VIA will follow this definition when determining high ability students. Teachers, administrators, or parents with knowledge of the student's abilities may refer a student for high ability educational services. Also, students who score at a specified level on the High Ability Test will be automatically referred.

Information about the high ability program will be outlined in the VIA Family Handbook.

After receiving consent from a parent or guardian, the student will be evaluated by a trained and qualified evaluator using a multifaceted, standardized assessment. The classroom teacher will also complete the SIGS or Kingore Observation Inventory and gather samples of the student's work. The committee will consider these three pieces of assessment and determine if the child qualifies as high ability. If the child does qualify, the parents will again be notified and informed of the type of services offered and other important information regarding their child. The parent must consent for the child to participate in the program and parental involvement is necessary for any change or modification of the ILP based on the high ability identification.

Any student identified as high ability by another Indiana school district will be considered eligible to receive HA services at VIA. Should a student transfer in from another state, that student will complete the referral process as listed above.

a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

VIA teachers will use Planned Experiences for Elementary Aged Students by Bertie Kingore as a resource for meeting the needs of high ability students. All teachers at VIA will use collaboration time to determine how differentiated instruction should be used with the high ability students and how those students can best be incorporated in specific project based lessons or labs. Parents will be provided with resources to guide them in supplementing instruction for high ability students so they might have increased opportunities for learning.

b. How the school will provide qualified staffing for intellectually gifted students.

VIA will ensure that at least one staff member holds a license in educating intellectually gifted students and will train our teaching staff on evidence-based instructional programs and practices. This staff member will be required to do on-going continuing education in the area of educating intellectually gifted students and will be expected to share information learned through professional development opportunities.

c. How the school will assess and monitor the progress and success of intellectually gifted students.

Once placed in the high ability program, each student's ability and performance will be evaluated by the high ability committee on an annual and as needed basis. This committee will include the Student Services Coordinator, the general education teacher, the School Leader and the parent. Students not meeting performance and ability standards set by the high ability committee can be placed on probation for no longer than a semester. This probationary period will give the student a chance to attempt to improve his or her performance. After the probationary period is over, the high ability committee will

determine if services for the student should be continued or terminated depending on what is in the best interest of the child.

Student Recruitment and Enrollment

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

Recruitment and marketing for VIA will be an ongoing process. Prior to the beginning of a school year, staff will begin a public relations campaign consisting of traditional marketing methods, including direct mailings, postings in local businesses, commercials on the local radio station and local community cable channel, and ads in the local newspaper. Primary responsibility for these tasks will lie with the administration. Constant parent communication and involvement in the planning process will aid in ongoing recruitment and marketing needs.

Social media will also play a pivotal role in recruiting students. Once granted our charter, VIA will develop a school website, Facebook page, Twitter account, and blog. Using these forms of social media, administration and staff at VIA will inform the public of enrollment information, as well as of events and progress of the school.

VIA will strive to attract the same clientele as the traditional public schools in Scott County. VIA will provide equal access to all interested students and families, including those of low socioeconomic status, diverse cultural backgrounds, students with disabilities, children at risk for academic failure, and ELL students. Assistance for families who are ELL will always be available to help them through the enrollment and transition process.

2. Provide, as Attachment 11, the school's Enrollment Policy, which should include the following:

- a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.**
- b. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.**
- c. Tentative lottery dates and procedures.**
- d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.**

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

VIA's discipline plan is based on equipping students, teachers and all stakeholders of the school community with the tools needed to secure an optimal teaching and learning environment. Our Watch D.O.G.S. and strong parent and community volunteer programs will increase supervision, creating more discipline and better student behavior. This will help aid in the ability to ensure exemplary academic excellence and personal development.

The adopted Student Discipline Plan will integrate a code of conduct, policies, and procedures on discipline and dismissal, as well as due process for all students. A manifestation determination will be conducted for all identified special needs students who are in jeopardy of expulsion. This plan will be integrated with the core principles of the school culture components outlined in this charter application. Our teachers and staff expect VIA students to take ownership of their choices and be an active part in the resolution process. By teaching and modeling conflict resolution techniques, we expect all of our learners to grow socially and emotionally.

The final Code of Conduct and corresponding Parent/Student Handbook will be developed and adopted by the school prior to opening. The Code of Conduct will be published in the Parent/Student Handbook and posted on the school's web site. Copies will be distributed to each student and parent at the beginning of each school year or at enrollment.

Teachers will attend professional development sessions prior to the start of the school year. Parts of the professional development will be designed to focus on understanding of the school-wide discipline plan, the Student Code of Conduct, classroom management, conflict resolution, and testing ethics. Via will adhere to all testing protocols to ensure authenticity of student work and the integrity of student assessment scores. On-going professional development opportunities, pertaining to these topics, will also be provided during the school year.

2. Provide as Attachment 12 the school's discipline policy, which should include a summary of the following:

- a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.**
- b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.**
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.**
- d. A description of the appeal process that the school will employ for students facing expulsion.**
- e. How parents will be informed of the school's discipline policy.**

Parents & Community

1. How have you determined that the proposed school will have sufficient demand to meet enrollment projections?

The VIA Founding group is comprised of current educators who have on-going contact with dozens of parents and community members on a daily basis. Through this communication, a definite desire for improved public education has been expressed.

Members of the Founding group are active in the Scott County community. Through this community involvement, interactions with key community leaders have taken place. These community leaders have expressed their desire for improved public education, both for the advancement of the children of Scott County and for the increased appeal to business. Evidence of this can be found in the letters of support attached to this application. The scopes of these letters include parents, county and city government

officials, and business leaders.

2. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

Parents and families will know prior to enrolling their children that our school is a family friendly school that recognizes the value of a partnership between school and home. Several open house events will be held during the enrollment periods where parents can learn about our school model and philosophies. Parents will know school expectations and a high level of parent involvement at VIA will be welcomed. VIA will have a volunteer coordinator that will recruit volunteers and coordinate schedules and activities. These activities will include:

- VIA will use a model much like the national program Watch D.O.G.S. (Dads of Great Students). Information about the Watch D.O.G.S. program can be obtained at www.fathers.org.
- At open house events, a large wall calendar will be displayed with the whole school year listed for parents, grandparents and community members to pick days that they will serve at the school. Once they are at the school to serve their day, they will meet with the volunteer coordinator and/or student services coordinator for an orientation to the school and to receive their itinerary for the day. Parents and community members will have a specific purpose in our school. They will feel appreciated, respected and needed.
- VIA will pull from our parent resources when there is a school need. On the enrollment forms, parents will be asked to list any areas of talent or knowledge they have that could be shared with the school.
- On the school website, a link will be available that will direct families to a page where they can list a specific need that their family has such as auto mechanic needs, legal services, food, etc. Whatever tangible need a family may have, it can be posted here and other VIA families can respond if they can meet the need.
- VIA will have a clothing closet where families can donate the clothes and shoes their children grow out of and swap out for the sizes they need. The clothing closet will be managed by volunteers.
- VIA will develop a volunteer base with retired community members similar to hospital guilds.

3. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.

VIA will develop relationships with the following community organizations and businesses to provide service and internship/volunteer opportunities:

- Scott County Community Foundation
- Scott County Community Clearinghouse
- Office of Scottsburg Mayor and the City Council

- Big Brothers/Big Sisters program of Southern Indiana
- Scott County YMCA
- Scott County Chamber of Commerce
- Scott County Memorial Hospital
- Bloomington Meadows Hospital

VIA will make facilities available to community organizations for meetings and activities. Scott County has historically had a problem with substance abuse; to be proactive and assist with this growing problem, VIA plans to partner with organizations that are already formed, established, and committed to working on this problem. VIA will seek unique opportunities for students to get out of the classroom and do some experiential learning. VIA will open facilities for extra curricular activities such as cub scouts, girl scouts, martial arts, music lessons, foreign language lessons, and sporting activities. The strong volunteer base will also be available to assist with tutoring.

4. Provide, as Attachment 13, evidence of demand from the community and support from community partners, which may include letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable.

Performance Management

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

In addition to the mandatory state assessment and testing requirements, VIA teachers will use DIBELS as the primary interim assessment throughout the year for grades kindergarten through second grade. DIBELS assesses the five key components of effective reading instruction: Phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. The performance goal at VIA is to remediate every student that is performing below grade level and help them achieve on, or above, grade level performance. The DIBELS program has clear guidelines describing a child's score as AA- above average, LR- low risk, MR- moderate risk or HR- high risk. Since DIBELS is given three times a year, these targets enable teachers to quickly identify those students who need extra help. Teachers will use the DIBELS instructional resources component to teach those skills which the student has yet to master. Proficiency in grades K-2 will also be monitored on the I-READ assessments.

VIA teachers will use Acuity as the primary interim assessment throughout the year for grades 3-6. The Acuity test is directly aligned with the Indiana State Standards. In addition, the Acuity Quarterly Diagnostic Blueprint will be used each quarter. This resource divides all of the annual standards into quarters and targets specific quarterly student learning objectives. Finally, teachers will use online Acuity Instructional Resources to remediate those skills not mastered. Weekly reading assessments will be given with our reading series, Reading Street, which is directly aligned with the Indiana State Standards and Common Core Standards.

All students with an IEP will be assessed with the assessment tools identified in their IEP.

By using annual state assessment tools and the primary interim assessment tools, an overall school achievement percentage will be identified for each academic area. VIA will strive to improve all achievement percentage scores annually. These percentages will be shared with all VIA stakeholders.

2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The vision and mission at VIA is one of inclusiveness, transparency, and high expectations while always focusing on what is best for students. Whether given the mandatory state assessments, Acuity, DIBELS, or a classroom test, results will be shared at the Student-Parent-Teacher conference with the student and the parent/guardian of the student. Our student achievement data will be analyzed according to the agreement between VIA and the ICSB outlined in our Accountability Plan. This plan will use three types of measures to track student achievement outcomes. The first type of measure is absolute and our school's performance will be evaluated on how successful students perform on the annual state test. For 2013-14, students will take the ISTEP+ and beginning in the 2014-15 school year, the annual assessment will be PARCC. In addition, IREAD-3 will be used as another assessment for our third graders. The goal at VIA is to have 90% or more of our students meet or exceed proficiency in English language arts and math so our rating is "Exceeds Standards." The second type of measure will be comparative and will compare VIA's test scores to those of other comparable schools based on socio-economic factors. Our annual goal at VIA will always be to achieve an "Exceeds Standards" rating by having our students perform within the top 25% of schools statewide. The third measure we will use is expressed as the year-to-year difference between pretest and post-test scores of the same students. Baseline tests' results for each individual student will be documented on the child's ILP. Academic progress will be tracked throughout the year and culminate with the post-test scores posted on the child's ILP. Our annual goal on this measure will be for at least 42.5% of students in the school's bottom quartile show high growth as outlined in the A-F state school rating policy. In addition, we expect 36.2% of our top 75% of students to show high growth from the previous year. These criteria are part of the A-F state model for schools under P.L. 221. It is the VIA way to always be rated an "A" school.

Due to the diverse needs of students and the different educational models folded into the school environment, assessment at VIA will vary along a continuum from the traditional paper and pencil written quiz to a hands-on, open-ended problem solving task. Teachers will use both formative and summative assessments weekly. Additional forms of student evaluation may consist of a performance task, presentation, participation, teacher designed quizzes, curriculum tests, group or individual project or a portfolio.

Individual progress will be expressed as the year-to-year difference between pre-test and post-test scores of the same students. Each child's teacher is responsible for keeping the child's ILP assessment scores current and sharing those assessment scores with the student and the guardian during the fall and spring S-P-T conferences.

Teachers, guided by the administration, will work together and analyze student achievement data. The Assessment/Curriculum Coordinator (ACC) will be responsible for receiving all of the students' assessments scores and compiling them for the entire school. In addition, the ACC will be responsible for making sure the general education teacher summarizes all annual RtI data for a student including number of sessions attended, length of the sessions, and skills targeted during RtI. The School Leader will be responsible for notifying the public of VIA scores on the school's web site.

3. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

The Harmony Student Management System will be used to maintain student's grades, attendance and discipline reports. This information will be made accessible to all VIA educators. The School Leader will be responsible for coordinating professional development. As part of the VIA professional development plan and to develop school leaders, teachers will participate in training that will enhance their ability to interpret student data and use it to make a positive difference in the classroom. Ongoing collaboration between the Assessment/Curriculum Coordinator and the VIA teachers ensure that teachers will use current data to design lesson plans and curriculum. The ACC will be accountable for storing the data, sharing all Rtl data with next year's teacher, and assuring that Rtl information is accurately summarized at the end of each year.

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

As a team, teachers and school leaders have 45 minutes built into each day for collaboration and communication. From the beginning, professionals working at VIA will understand the importance of maintaining an on-going dialogue concerning the value of data and how it can best be used to meet the needs of students. Training at VIA will be managed in the following manner:

- Prior to attending the training, attendees will have a clear understanding of the training objectives either by a visual or media presentation.
- Prior to the training, attendees will be given ample notice so that proper preparations can be made for their absence.
- During the training, adequate time will be allocated to ensure all material is thoroughly presented. Follow-up sessions will be scheduled as needed.
- After the training is complete, attendees will be given a venue to reflect, discuss and determine how best to use the new information.
- Per the school design section, teachers will be trained to analyze, interpret and use all performance data.

5. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

If VIA falls short of its academic achievement goals, whether school-wide, classroom, or individually, the team of teachers, guided by the ACC, will collaborate and analyze the problem. Depending on the scope of the problem, a plan will be devised by all individuals who are directly affected. If an individual student does not meet his or her ILP goals, the student's classroom teacher and the ACC will hold a parent conference and develop an action plan that will target specific learning objectives. An additional follow-up meeting will be held, no later than four weeks after the initial meeting. The objective of this meeting will be to gauge the success of the action plan. If primary interim assessments demonstrate specific classroom deficiencies, a plan will be devised with the classroom teacher and the ACC to best remediate shown deficiencies. For example, if oral reading fluency (ORF) is shown as a weakness, the classroom teacher will use interventions targeted at improving ORF scores. The classroom teacher and

the ACC will have, at a minimum, weekly meetings to analyze data and track overall classroom progress. Lack of improvement due to poor teacher performance will ultimately result in non-renewal of the teacher's contract. If VIA falls short of student academic achievement expectations or goals at a school wide level as set forth by the ICSB or the Indiana Department of Education, the School Leader will immediately hold a meeting with the VIA staff to discuss any lack of success and begin the problem solving process. To ensure transparency, a parent meeting will then be held by the School Leader to share the school's academic achievement shortcomings. During this meeting, the School Leader will describe the teaching staff's plan for school improvement and welcome any additional suggestions for improvement from parents. Additional parent and staff meetings will be held after each subsequent primary interim school wide assessments to track progress.

Corrective Actions would be needed if VIA falls short of the specific academic student achievement goals the school agrees to meet in our Accountability Plan with the State Charter Board. Failure to meet yearly progress in any of the absolute, comparative or year-to-year performance growth of individual students would trigger our school staff and leaders to implement an improvement plan.

SECTION III: IMPLEMENTATION PLAN

Human Capital

1. Provide, as Attachment 14, an organizational chart for the proposed school at full capacity. The chart should identify all administrative, operational, instructional and non-instructional personnel, as well as any paraprofessionals or specialty teachers. School Leadership & Staff Hiring, Management and Evaluation 1. Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC § 20-24-6. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

VIA will begin the recruitment process during the planning year prior to opening with interviews and staff selection occurring in the Spring of 2013. VIA will recruit highly qualified teachers to provide instruction to our students. Only passionate teachers who display an intense work ethic and true love of teaching will be recruited. VIA teachers will have high expectations placed on them, which will be clearly outlined in the recruitment process. In addition to recruiting locally, job openings will be posted on the Indiana Department of Education website. VIA will also recruit from universities and colleges. In addition, we will cooperate with surrounding universities (Indiana University Southeast, Hanover College) to recruit new teachers and provide opportunities for student teachers to receive training within our school.

2. Most charter applicants propose to use vigorous recruitment, professional development, and management practices to ensure that all of the school's teachers are high-performing. In reality, only a fraction of teachers in most schools actually achieve outstanding outcomes with students. In light of that near-inevitable outcome, how will the school ensure that every student has access to excellent teaching? Will the staffing model incorporate innovative technologies or instructional techniques toward that end? If yes, how?

The Founders of VIA have designed a thorough auditing tool that will involve rigorous oversight and evaluation. This auditing checklist (EQMS) will thoroughly track the implementation of VIA core values. These core values include our five educational methods, on-going professional development, participation in looping, consistent and positive classroom management techniques, commitment to our

four-point assessment model, and daily collaborative communication. VIA believes that a commitment to these core values will greatly increase the chances of our teachers' effectiveness and optimal student success. VIA will set goals for its teachers and measure their progress. Using classroom progress monitoring and data review, the leadership team will monitor student achievement and teacher effectiveness. Rigorous hiring and evaluation techniques will be used to ensure that teachers are providing their students with excellent instruction. VIA will create a mentoring program for all teachers to use for the purpose of improving teaching strategies, classroom management, and any other teacher need. These partnerships will also help foster positive relationships within the school.

3. Explain how – and how frequently – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

The school leader and teachers will be observed a minimum of four times per school year, with a minimum of one evaluation per year, using RISE. Teacher evaluations will be conducted by the school leadership team, and the school leader will be evaluated by the board of directors. In addition, VIA has designed its own unique Educational Quality Management System (EQMS), which will be used to evaluate VIA teachers and administrators. This auditing tool will assure that the performance of our school's educators and leaders consistently deliver the VIA philosophy. All of these variables will be discussed annually as part of the staff retreat.

4. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school identify and address development needs or concerns?

The RISE program will be the foundation for determining continued employment for school leaders and all other certified staff. VIA will have high expectations for all of its employees and will make it a priority to hire and retain only the best employees. RISE guidelines will be followed to address unsatisfactory performance. VIA will be proactive and positive when handling teacher turnover and changes. There will be open communication with parents when these changes occur.

5. Provide an overview of the school's compensation system (including benefits) and how this aligns with the performance evaluation process. For Indiana requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

VIA's certified salary schedule will be comparable to, or higher than, the local school system's and based upon teacher performance through multiple staff evaluations and student academic progress. VIA employees are offered the option of participating in the health insurance plan that includes medical, dental, and vision. New employees will have the option to receive financial counseling to assist in determining current and future financial needs. Employees will also have the option of participating in a 403-b retirement savings plan in addition to TRF or PRF.

Professional Development

1. Describe how school leaders will be supported and developed throughout the year.

School leaders will meet weekly to provide support to one another and ensure open communication. A VIA School Corporation Board member will meet monthly with school leaders to discuss any needs. In addition, school leaders will attend the monthly public board meetings. The VIA School Corporation Board of Directors will take the steps necessary to become an Exemplary Level School Board in order to support and develop our school leaders. The VIA Board will provide funding and professional

development days for our school leaders to support their professional development needs.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Prior to the beginning of the school year, VIA administrators will host a five (5) day retreat at a local conference center. This professional development opportunity will be broken down into specific seminars to train teachers on the VIA way. The VIA way includes our five core teaching methods, cross-disciplinary instruction, team building, school culture, EQMS, conflict resolution, Individual Learning Plans, customer service, school behavior plan/classroom management and the philosophies and expectations of VIA.

Prior to school opening, experts on each of the curricular subjects (Singapore Math, Writer's Workshop, FOSS, Reading Street, My Sidewalks, Technology in the Classroom) will be sought out through educational consulting companies in order to ensure that our teachers are properly trained in each of these important aspects of VIA.

Prior to Opening

“We Enroll Families” (communication skills, conflict resolution, culture, ILPs)
 Curriculum (Reading Street, My Sidewalks, Singapore Math, Writer’s Workshop, FOSS,
 International Baccalaureate)
 Team Building
 School Wide Positive Behavior Supports and Character Counts
 Staff Procedures and Handbook

August 2013 Focus

School Culture
 School Wide Positive Behavior Supports and Character Counts

September 2013 Focus

Assessment & Data Review
 Measurable Goals, Individual Learning Plans

October 2013 Focus

Spanish, Spanish, Spanish
 Sheltered Instruction

November 2013 Focus

Teacher Evaluation with RISE

January 2014 Focus

School Wide Positive Behavior Support Check-Up

February 2014 Focus

Differentiated Instruction

March 2014 Focus

ISTEP - Training, Ethics, Student Prep

April 2014 Focus

Technology in the Classroom

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

The School Leader and teachers will design the specific professional development calendar at the beginning of each year to meet the teacher's professional development needs. The School Leader will ensure that these needs are reviewed on a quarterly basis to ensure maximum benefit to the school staff.

Daily: VIA staff will be given a common "planning period" at the beginning of each school day. Ninety minutes per week of this time will be devoted to professional development, collaboration, and data assessment.

Bi-Weekly: School-wide professional development will be held a minimum of every 2 weeks during a 1-2 hour after school meeting. The subject matter for these sessions will be determined by the VIA Leadership Team by reviewing data and standards assessments.

Quarterly: Full-day professional development opportunities will occur once each grading period. Based on the needs of the school, as defined by the professional development calendar, VIA will use these days to execute whole-school or grade-level workshops.

VIA's calendar will reflect seven full-time professional development days. Four of these days will occur following our school's quarterly interim assessment periods so overall school data can be analyzed. Three days at the beginning of each school year will be set aside to address specific VIA core values with all staff. The remainder of the professional development sessions will be on an hourly basis weekly.

4. Explain how the professional development program will be evaluated by the school to assess its effectiveness and success.

In addition to the formal review of data, stakeholder surveys will be conducted. In addition, teachers will be surveyed after each professional development training to determine its value. The results will be used to revise the professional development plan to meet the needs of the teachers as they work to meet their individual students' needs. The leadership team will also utilize targeted walk-throughs to monitor implementation of strategies introduced in professional development. Ultimately, consistent analysis of student achievement data will determine professional development needs and overall effectiveness. VIA will consider overall student academic achievement as the most important measure of professional development effectiveness and success.

START-UP & OPERATIONS

1. Start-Up Plan. Provide, as Attachment 15, a detailed start-up plan for the period leading up to the school's first day of student attendance. NOTE: Limit attachment to five (5) pages.

a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance, as well as the school's first day of operation per IC § 20-24-3-4.

b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

2. Start-Up Staffing and Costs. Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 17).

3. Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.

VIA will not provide transportation to students. VIA will comply with the federal McKinney-Vento Homeless Assistance Act for homeless students, as well as the Individuals with Disabilities Education Act. Should transportation be needed for a field trip or off campus events, VIA will subcontract transportation to and from the event.

4. Safety and Security. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

VIA will meet all commercial and life safety codes for a school. All local and state policies related to health and safety will be met through rigorous oversight by our School Leader who will be VIA's Certified School Safety Specialist. Preventative maintenance and inspection calendars will be developed. VIA will meet state and federal requirements for student immunization, food inspections, hazardous chemicals, and other health and safety issues. VIA recognizes the requirement to develop and submit a safety and security plan in compliance with the Indiana Board of Education.

Visitors: For the safety and protection of all students, visitors (including parents) must sign in and out with the front desk, state the purpose of the visit, and obtain a pass before proceeding into the student section of the campus. To provide for the safety and security of employees and the facilities at VIA, only authorized visitors will be allowed in the workplace. Restricting unauthorized visitors will help maintain safety standards, protect against theft, ensure security of equipment, protect confidential information, safeguard employee welfare, and avoid potential distractions to the learning process. All visitors, per the Jessica Lunsford Act, must have photo identification. All visitors will enter the school through the main office area and must register with the school secretary. Authorized visitors will receive directions or be escorted to their destination. Employees will be responsible for the conduct and safety of their visitors. If an unauthorized individual is observed on the VIA campus, employees will immediately direct the individual to the main office area, or if necessary notify the school administrator. Cooperation will enable the school to provide a safe and orderly learning environment for all students and staff.

Operations: VIA's policy will be to manage and conduct its operations in such a manner as to eliminate or minimize all potential hazards and to avoid accidents involving injury to personnel or damage to property. VIA will follow all applicable federal and/or state mandated Occupational Safety and Health programs. All employees will be personally responsible for constant adherence to safety procedures and safe practices. To achieve and maintain a safe working environment, each employee must take an active interest in safe work practices and must take full responsibility for following any safety rules or recommendations. Supervisors will be responsible for training all employees in regards to the school safety plans and/or procedures. All incidents must be reported in the site's OSHA 300 log, and must be available for review by auditors if necessary.

Student Discipline: VIA is committed to implementing a school-wide positive behavior support program.

Staff will receive training in the implementation of our adopted program and will be expected to adhere to it on a daily basis. VIA believes that implementing a school-wide positive behavior support program with fidelity will decrease the amount of discipline related issues within the school setting.

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

Community Partnerships: VIA will partner with local protection and enforcement agencies, such as the Fire Department, Sheriff's Department, Local and State Police Departments, and regional SWAT team. We will work with these agencies to provide our staff with training related to safety as well as to provide our students with an understanding of their role in the community.

5. Technology Specifications and Requirements—Not Applicable

6. Insurance Coverage (See Attachment 16)

Facility Plan

VIA is in the process of identifying our facility and working with a local realtor. A possible site being considered is located at 1446 N. Gardner St, Scottsburg. The property is listed with Cassidy Turley Commercial Real Estate Services.

The property is centrally located in Scott County between the two existing school corporations. The site has two entrances from State Road 31, fencing around the entire perimeter and has an additional twenty-one woodland acres. The east end of the lot connects with a city maintained walking trail that connects Lake Iola and the Bee Hive Retirement Community. Directly opposite the site sits Scott Memorial Hospital. The proposed site is bordered by a Knight's of Columbus Community Center and a residential area.

Next Step School Corporation's Board of Directors will begin purchase procedures of an appropriate site after contingencies have been met. These contingencies may include a Phase One Environmental Site Assessment and a thorough building inspection to determine if the structure will be suitable for a school. VIA will follow all state and local health and safety requirements as described in IC 20-26-7, 20-24, and as required by the Indiana Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. VIA will follow all city or town planning review procedures.

Recent meetings with the Mayor of Scottsburg have been favorable in seeking a temporary home for VIA during the interim period. Mid-American Science Park has been identified as a possible temporary location.

Budget & Finance

1. Describe the systems and procedures by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted

for the school. Describe the school's financial/internal controls.

The systems and processes the school will use to manage accounting, purchasing, and payroll will be governed by the Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, as maintained by the Indiana State Board of Accounts. In addition, the School will adhere to Generally Accepted Accounting Principles.

In any business, financial/internal controls are an integral part of the accounting system. Next Step School Corporation Board of Directors has appointed a Finance Committee, made up of two members of the Board of Directors, in order to provide strong internal controls.

The School will employ a Business Manager/Treasurer to perform the day to day accounting operations. This person will be bonded as required by Indiana law. The School will utilize an accounting software package to facilitate its operations. Two vendors have been contacted regarding accounting software, Bookkeeping Plus and Low and Associates. The Board of Directors will review the software packages with representatives from both companies prior to making a final decision.

The majority of the School's receipts will be from the Basic Grant from the state, which will be received by direct deposit. There will be additional receipts from Food Service, Textbook Rental, and fund raising activities. Procedures, forms, and records, as prescribed by the Indiana State Board of Accounts, will be implemented to help ensure protection of the School's assets.

Purchases will be governed by the Public Purchases Law, IC-5-22, and the Public Works Law, IC-36-1-12. Any expenditure will require a requisition, purchase order, and claim. Procedures defining required approval will be instituted by the Board of Directors for all purchases. All claims for payment will be reviewed by the School Leader and Finance Committee. The Finance Committee will present all claims to the Board of Directors for final approval. All checks issued will require two signatures.

Because the Business Manager/Treasurer will be responsible for both receipts and disbursements, the Finance Committee will review, in detail, the monthly cash reconciliation of all bank accounts and report its findings to the Board of Directors. In addition, monthly financial reports for all funds will be provided to the Finance Committee and the Board of Directors. The Business Manager/Treasurer will be responsible for reporting any material deviations of revenues or expenditures from the approved budget to the Board of Directors. Any request for funding that is not included in the approved budget must be approved by the Board of Directors.

The school will engage a third party to process its payroll. In addition, it will contract a reputable Accounting firm to complete its annual audit in accordance with Generally Accepted Auditing Standards. Administrative service contracts will be awarded based on the provisions of IC-5-22-9-1, Request for Proposals. Final decisions on the awarding of contracts will be made by the Board of Directors.

2. Attachment 17

3. Provide, as Attachment 18, a detailed budget narrative. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g. grants, donations, fundraising). Please address the following when completing the budget narrative:

- a. **What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated budget?**

- b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.**

Basic Grant revenues will be the primary source of revenue for the School. These revenues are based on enrollment of two sections of grades K through 6 in year 1, with additional sections added in years 2, 3, 4, and 5. Staffing levels and associated costs correlate with the number of sections in each year. Because the School will be operating within the Scott County District #2 School Corporation boundaries, the estimated Basic Grant revenues are based on the ADM for that district. The ADM has been increased 1.5% each year. Also included in the budget is a Common School Loan in the amount of \$1,800,000. This loan is to support the anticipated lag in Basic Grant funding as well as provide for the purchase of property for a permanent school site.

The budget provides for staffing to support the proposed enrollment in each of the 5 years. Included within these costs is a 2.5% salary increase each year, as well as TRF and PERF funding at 7.5% for all full-time employees. The staff includes one full-time Special Education teacher. If a special need arises, SPED Grant monies received over and above ADM will be used to fund the necessary services for those students.

For the purpose of this application, all funds, including Food Service, Textbook Rental, various pass-through Federal and State Grants, and other local programs are detailed in Attachment 17. Because there are federal and state regulations restricting the use of funds from Food Service and Textbook Rental, the estimated revenues are offset by estimated expenses in order not to misstate the operating fund. The budget reflects Before and After Care and Pre-K as break-even programs.

With the exception of various initial Charter School Grants, other grant funding has not been included in the proposed budget. While the School will pursue other grants, it is the position of the Board of Directors to support its operating budget with the Basic Grant revenues.

To ensure the financial stability of the School, the Board of Directors will develop a policy that defines and encourages commitment to a balanced operating budget. The budget will be a program and line item budget approved for a one year period with projections for two years. Procedures will be put in place to ensure compliance with the adopted budget, which will include monthly reports with review by the Finance Committee and Governing Board. Management and staff will be provided monthly financial reports. Any adjustment to the approved budget within the budget year will require approval of the Board of Directors.

The budget projections provide for a \$500,000 to \$600,000 working cash balance. The Board of Directors will establish a Rainy Day Fund and transfer surplus amounts in accordance with IC-36-1-8-5. Because the budget has been prepared without relying on outside grants, any revenue shortfall as a result of lower state funding would be addressed through the use of the Rainy Day Fund, on a limited basis. Any significant losses in enrollment would be addressed through staff reductions.

EQMS - Educational Methods - Audit Checklist

Evaluator uses evidence based notes, writing specific examples of what students/teachers said and did in the classroom. (RISE)

| | Montessori Method | Gardner | Expeditionary Learning | Maslow's Hierarchy of Needs | Bloom's Taxonomy | Total |
|---|--|---|---|---|--|-------|
| | Did the teacher act as a facilitator and create an exploratory environment for the students? If so, how and what did the learning environment look like? | Did the teacher allow for different learning styles and differentiation in the classroom? How was that evident? | Give a concrete example of how the lesson was enhanced by expeditionary learning. | Are the diverse needs of all students addressed in the classroom? | Does the teacher incorporate Bloom's questioning within the classroom? How? Does the teacher incorporate activities for multiple levels of Bloom's taxonomy? | |
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |

School Score _____
 Teacher Implementation %

_____ School Wide Implementation %

EQMS - We Enroll Families - Audit Checklist

| | | | | | | |
|---|--|-----------|----------------------|-----------|-----------|---------|
| 1 | Watch Family Program: % participation per quarter | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | |
| 2 | On a scale of 1-10, how would you rate timely response to communication with personnel at the school?: Survey Monkey two times per year | Quarter 2 | Quarter 4 | | | |
| 3 | Full-time counselor is on staff for complete calendar year? | Yes | No, give explanation | | | |
| 4 | Extended AM/PM hours are offered daily (Monday - Friday)? | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | |
| 5 | Home visit completed for every VIA student by end of first quarter: % of home visits completed for every VIA student by end of first quarter | Quarter 1 | | | | |
| 6 | Student-Parent-Teacher conference: % complete for each quarter (1 and 4) | Quarter 1 | Quarter 4 | | | |
| 7 | ILP completion rate: % complete in each quarter (1 and 4) | Quarter 1 | Quarter 4 | | | |
| 8 | Coffee Chats completed: bi-monthly | Aug/Sept | Oct/Nov | Dec/Jan | Feb/Mar | Apr/May |
| 9 | % of ten service hours completed per family: two times per year | Quarter 2 | Quarter 4 | | | |

EQMS - VIA Student

| | % of Students Participating in Home Visit | 1st Conference Baseline Testing Shared at Conference, Goals/Objectives Listed on the ILP | 2nd Conference ISTEP+ Results Presented to Student/Parent in Person | IB Learner Profile % of Students Showing Growth from BOY to EOY |
|---|---|---|--|--|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

School Wide _____

School Wide _____

School Wide _____

School Wide _____

EQMS - VIA Administration

| | | |
|---|--|--|
| 1 | Do you think the school's mission is guided by answering the question, "Is this best for our students?" | |
| 2 | Do stakeholders have a voice in decision making at VIA? | |
| 3 | VIA administration creates necessary time needed for teachers to have complete professional development in curricula including follow-up sessions as needed? | |
| 4 | Highly effective teachers are hired and retained at VIA? | |
| 5 | The school leadership hires other administration that supports the VIA Charter; including the following? | |
| | A. Student Services/IB Primary Program Coordinator | |
| | B. Assessment/Curriculum Coordinator | |
| | C. Treasurer/Business Manager | |
| | D. Contracted SPED Service Providers | |
| 6 | The school leadership addresses shortcomings of staff and designs an improvement plan to remediate the problem in a timely manner? | |
| 7 | Professional Development Plan created and formally discussed with evaluator or Board of Directors? (Date) | |

VIA – Individual Learning Plan

Student _____ School Year _____

Homeroom Teacher _____

Primary Interim Test Scores

For K-2: DIBELS Results

| BOY | MOY | EOY |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Scott Foresman Reading Street baseline test results: _____

Dolch sight word list: _____

Singapore Match pretest: _____

For 3-6: Acuity Results

| BOY | MOY | EOY |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

ISTEP Results: Previous year

LA _____ Math _____ Science/Social Studies _____

ISTEP Results: Current year

LA _____ Math _____ Science/Social Studies _____

Individual Learning Style: _____

Individual Learning Objectives: _____

VIA – Individual Learning Plan

Home visit completed on: _____

Student participated by: _____

1st Student/Parent/Teacher conference completed: _____

Student participate by: _____

2nd Student/Parent/Teacher conference complete: _____

Student participated by: _____

Service hours completed on:

Date

Hours

Additional Conference Notes: _____

ILP created and agreed upon:

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Teacher: _____ Date: _____

Administrator (as needed): _____ Date: _____

Brent M. Comer

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Objective

To put into practice my leadership skills and philosophies as the first School Leader of Next Step.

Education

Graduate of Scottsburg High School, 1990
Bachelor of Science in Secondary Education (Social Studies), Ball State University, 1995
Masters in Education, Secondary Administration License, Indiana University, 2000
Masters in Education, Elementary Education, Indiana University, 2004
Ed.S. School Administration, Superintendent's License, Indiana State University, 2010
ABD, Ph.D, School Leadership, Indiana State University, 2011

Work Experience

| | |
|--------------|--|
| 2006-Present | Vienna-Finley Elementary School Principal |
| 2004-2006 | Hayden Elementary School Principal |
| 2002-2004 | Jennings County High School Administration |
| 1996-2004 | Jennings County High School Classroom Teacher |

Memberships, Awards, Certifications

- ▲ Bethel Baptist Church of Leota, Deacon
- ▲ Indiana School Safety Specialist
- ▲ Graduate of IPLA, Group 41
- ▲ Student Leadership Institute
- ▲ United Way of Scott County Board of Directors
- ▲ Principal of the Year Nominee, 2012
- ▲ Indiana Association of School Principals
- ▲ NAESP

Leadership Roles

- ▲ School Principal at both the elementary and secondary level.
- ▲ Training and experience at every level of school leadership.
- ▲ Ph.D dissertation topic on School Leader and their impact on school climate.
- ▲ Memberships in a variety of school leadership organizations.
- ▲ Planning and implementation of teacher professional development.
- ▲ Designing and implementation of student leadership programs.

Kendra D. Bryant

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812-801-5500

- Education** Indiana University, 1998 – 2000, M.S. - Education
Seattle Pacific University, 1989 – 1993, B.A. - Social Science Secondary Education
- Certifications** Director of Special Education
English as a New Language, K-12
Seriously Emotionally Handicapped, K-12
Geography, World Civilization, United States History, 5-12
- Experience**
- Director of Special Education**
2009 – present, MAESSU - Southwestern Jefferson County School Corporation
- Introduced and implemented special education inclusion model district-wide
 - Supervise and evaluate special education teachers and paraprofessionals
 - Facilitate case conferences with school personnel and parents
 - Assess English language learners with LAS-Links
- Assistant Director of Special Education**
2006 – 2009, MAESSU - Scott County School Districts 1 & 2
- Trained teachers – quality IEPs and goal writing
 - Developed positive working relationships with parents, administrators and staff
 - Developed and managed educational evaluation procedures
- Teacher Trainer**
2005-2006, MAESSU – Jefferson, Scott, Jennings, and Switzerland Counties
- Mentored new teachers
 - Assisted new teachers in improving educational practices in the classroom
- Teacher and E.D. Consultant**
1999 – 2005, MAESSU – Scott County and Jennings County
- Educated students with emotional, learning, and cognitive disabilities
 - Collaborated with teachers, principals, and parents to better service E.D. students in the general education setting.
 - Developed and implemented student Individual Education Plans
- Case Manager and Teacher**
1993 – 1997, New Horizons Ministries - Marion, IN and Dominican Republic
- Developed treatment plans and communicated student progress to parents
 - Successfully managed classroom behavior of underachieving adolescents in a therapeutic residential program

Holly M. Asdell, LCSW
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EMPLOYMENT HISTORY

- Sept. 2009-Current **Scott Co. School Dist. 2** Scottsburg, IN
Elementary School Counselor/School Social Worker
- Individual and group counseling working primarily to foster learning
 - Assessment and crisis intervention
 - Making appropriate service referrals
 - Administering and interpreting high ability tests and Conners' Rating scales
 - Working with students and families to overcome obstacles to learning
 - Facilitating guidance lessons pertaining to college and career awareness, life skills and social emotional skills following Indiana Department of Education standards
- Nov. 2006–Sept. 2009 (still on staff PRN) **Schneck Medical Center** Seymour, IN
Patient Services Case Manager/Oncology Social Worker
- Assess needs of patients
 - Collaborating with interdisciplinary team
 - Advocating for patient rights and wishes
- May 2004-Nov. 2006 **Christopher and Associates**
Sept. 2007-Jan. 2008 **Counseling and Evaluation Center** Seymour, IN
Therapist
- Individual, family, and group counseling
 - Assessment and crisis intervention
- Sept. 2000-May 2004 **Department of Child Services** Scottsburg, IN
Family Case Manager
- Investigate child abuse and neglect
 - Provide ongoing case management
 - Testify on behalf of the child's best interest in court

EDUCATION

- May 2004 MSSW - University of Louisville-Kent School of Social Work
May 2000 Bachelor of Science in Psychology – University of Louisville
May 1996 Scottsburg High School

SUMMARY OF QUALITIES

- Ability of identify and work with various community service providers
- Use positive approaches when working with individual/families to resolve problems and achieve solutions
 - Use appropriate interviewing and counseling skills
 - Collaborate with other professionals to determine and address needs of individuals, groups and systems
 - Ability to assess and assist during crisis or conflict situations
 - Advocating for and promoting confidentiality and the rights of others
 - Ability to maintain accurate and appropriate documentation

PROFESSIONAL MEMBERSHIPS

- Indiana Clinical Social Worker License Number 34005256A
- Indiana Student Support Services License
- Member of Indiana School Social Worker Association

*Professional references available upon request

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OBJECTIVE: To teach students who require special education services in an elementary school.

EXPERIENCE: **Vienna-Finley Elementary School**, Scottsburg, IN

1993-2010, 2011 to present

Special Education Teacher

- Currently teaching students with learning disabilities, mild mental handicaps, autism, behavior disorders, and other health impairments in a K-5 resource room setting. Supervise two (2) classroom aides daily.
- Developed and Facilitate Response to Intervention (RTI) schoolwide model for General Education teachers to assist in the referral process.
- Chairperson, General Education Intervention (GEI) team.
- Member, School Improvement Team.

Kanuikapono Public Charter School, Anahola, Kauai, Hawai'i

2010-2011

Elementary Vice-Principal, Student Services Coordinator

- Supervised K-5 Elementary staff
- Implemented school-wide assessment using DIBELS
- Developed a Response to Intervention (RTI) schoolwide model for General Education teachers to assist in the referral process.
- Established the first resource room at the school and taught students with learning disabilities and other health impairments.
- Responsible for facilitating all case conferences, paperwork and electronic case reporting.

E.O. Muncie Elementary School, Madison, IN

1992-1993

Special Education Teacher

Southwestern Elementary School, Hanover, IN

1986-1992

Special Education Teacher

Couvent Elementary School, New Orleans, LA

1984-1986

Special Education Teacher

Ripley County. (IN). Welfare Department, Versailles, IN

1980-1983

Child Welfare Case Worker

- Investigated child abuse and neglect cases
- Placed children in foster homes and worked with natural parents/foster parents to facilitate child's return to home.

EDUCATION: **The Ohio State University**, Columbus, OH
Master of Arts, Special Education
August 1984

Hanover College, Hanover, IN
Bachelor of Arts, Sociology Major
May 1978

COMPUTER SKILLS: Proficient with

- eCSSS, DIBELS and ACUITY assessment tools
- ISTART 7 (electronic IEP program through the State of Indiana)
- Use of ISTAR and IMAST (modified assessment programs for students with special needs)

LICENSES: State of Indiana

- Mildly Mentally Handicapped, Seriously Emotionally Handicapped, Learning Disabled, All Grade Major, K-12
- General Elementary, 1-6 7/8 Non-Departmental
- Completed necessary statutory requirements for **Highly Qualified Teacher** status

State of Hawai'i

- Advanced License, Special Education K-12
- Advanced License, Elementary Education K-6

PROFESSIONAL
ACHIEVEMENTS:

Member, The Honor Society of Phi Kappa Phi

Member of Indiana University Southeast Special Education Advisory Committee, 2004 to 2010

Founding member and current school representative of Scott County Autism Team, Spring 2000 to present

Supervised seven (7) successful student teachers

Member of Indiana University Southeast/Scott County Schools Academic Standards Partnership Grant, 2004 – 2006

REFERENCES: Available upon request

JENNIFER D. LEWIS

Attorney at Law

HOUSTON and THOMPSON, P.C.
49 East Wardell Street
Scottsburg, IN 47170

(812) 752-5920
Fax (812) 752-6989
jlewis@houstonandthompson.com

EDUCATION :

INDIANA UNIVERSITY SCHOOL OF LAW

Bloomington, Indiana

- Doctor of Jurisprudence, May, 1999
Cum Laude
- Staff Member, Federal Communications Law Journal
- Member, Delta Theta Phi Fraternity

WESTERN KENTUCKY UNIVERSITY

Bowling Green, Kentucky

- Bachelor of Science in Accounting, May, 1996
Summa Cum Laude
- President's Scholarship, 1992-1996
- Scholar of the College of Business Award, Highest GPA at Graduation, 1996
- Student Government Association Delegate, 1992-1996

SCOTTSBURG HIGH SCHOOL

Scottsburg, Indiana

- Valedictorian, May, 1992
Summa Cum Laude
- Varsity Cheerleader, 1990-92
- Cross Country, 1989-91
- Sunshine Society, 1989-92 (President, 1991-92)
- Student Council, 1989-92

PROFESSIONAL EXPERIENCE :

HOUSTON and THOMPSON, P.C.

Scottsburg, Indiana

Associate, August, 1999 - December, 2005

Partner, January, 2006 - Present

- Provide general practice legal services, including criminal defense, wills, estates, probate, contracts, family law, adoption, real estate, and civil litigation.
- Representative clients of the firm include: Scott Memorial Hospital; Scott County State Bank; Scott County Board of Commissioners; City of Scottsburg; Farm Credit Services of Mid-America; Home Federal Savings Bank; Jackson County Bank; Centra Credit Union; and American Family Insurance.

SCOTT COUNTY PUBLIC DEFENDER BOARD

Scottsburg, Indiana

Public Defender Administrator – January, 2004 - Present

- Manage staff of six (6) part-time attorneys and assign cases on a rotational basis.
- Create, file and manage Public Defender budget and claims for payment as well as work with County officials.
- Maintained records, filed reports and claims for reimbursement with the State Public Defender Council.

SCOTT COUNTY PUBLIC DEFENDER BOARD

Scottsburg, Indiana

Public Defender – Scott Circuit and Superior Courts, January, 2000 - Present

- Provide criminal defense services to those determined to be indigent by the Scott Superior and Circuit Courts.
- Pursue cases to completion, including investigation, plea negotiations and trial.

STITES and HARBISON. P.L.L.C.

Louisville, Kentucky

Summer Associate, May, 1998 - August, 1998

- Worked in a wide variety of practice areas in one of the oldest and largest law firms in the Southeastern United States.
- Participated in depositions, hearings, client meetings, and real estate closings, under the supervision of senior attorneys in the firm.

CITY OF SCOTTSBURG

Scottsburg, Indiana

Office of the Mayor and Office of the Clerk-Treasurer, Summers, 1995-1997

- Assisted the Mayor and Clerk-Treasurer in various City projects, including budget preparation and payroll record keeping.
- Participated in city projects such as Scottsburg Beautification and Pig Roast in the Park, and planned and coordinated Courtyard Christmas.

PROFESSIONAL AFFILIATIONS/ COMMUNITY INVOLVEMENT :

- Admitted to Bar in Indiana, 1999
- Admitted to Bar in Kentucky, 1999
- Admitted to Bar in the United States District Courts for the Northern and Southern Districts of Indiana, 1999
- Member, Indiana Bar Association
- Member, Kentucky Bar Association
- Member, Scott County Bar Association
- Member, Indiana Public Defender Council
- Past Member, Scott County United Way Board of Directors
- Past Member, Big Brothers Big Sisters of Southeast Indiana Board of Directors

REFERENCES AVAILABLE UPON REQUEST

JONATHAN NESCI

96 S MAIN ST.
SCOTTSBURG, IN 47170
812-250-9021
JONATHAN@HALE-ID.COM

I enjoy collaborating with other talented people to create new products. I have a good understanding on the forming properties of metal and have the most experience working on new designs made in this medium.

AWARDS AND HONORS

- Press in major publications including: Wallpaper, Dwell, Metropolitan Home, Surface, Chicago Home + Garden, CS Interiors, LUXE Chicago, Art + Auction, Chicago Tribune 2007-2009, multiple blogs
- DWR furniture design competition winner 2007
- Wallpaper Design Award: Best Use of Material for Library Bookshelves February 2009
- Guest lecturer for Experimental Furniture Design at Harrington Design School Chicago 2007-09
- Guest lecturer for Experimental Architecture and Design at Kansas State University 2011
- Designs shown in national and international exhibitions including: ICFE New York 2007, Design Miami 2007, Pavillon de arts du Design Paris 2008, Design Art London 2008, Design Miami 2008, Salone de Mobli Milano 2009
- Solo design show at Volume Gallery Chicago, 2010
- Solo design show at Mondo Cane Gallery New York City, 2011

EXPERIENCE

Hale Industrial Design Chicago, IL, Scottsburg, IN

Furniture Designer/ Art Direction 2007-2011

- Used 3D AutoCAD to designed 35 furniture forms, 15 trade show exhibitions
- Collaborated with craftsmen in metal fabrication, powder coating, wet-paint, E-coating, electro-plating, metal polishing, machining, water-jet and plasma cutting in forming my own designs.
- Worked for multiple end-user clients to form new furniture designs around their specific needs.
- Designed layouts and displays for multiple trade show venues for different galleries.
- Managed production for multiple design projects simultaneously.
- Collaborated with press, distributors and photographers to market my furniture designs
- Advisory, assistance and direction with other designers in the design and fabrication of their work

Wright Auction Chicago, IL

Restoration Management/Property Management 2004-2009

- Collaborated with a variety of restoration craftsmen to repair works in wood, ceramic, glass, metal, plastic, and lighting
- Special event design, trade show design and implementation of design
- Design and fabrication management of furniture designs for other designers
- Product cataloging, data entry and photo shoot assistance
- Online auction sales, Auction day sales clerk
- Shipping and receiving assistance
- Organized and realized the multi-phase restoration of over 200 designed objects per season

FedEx Freight Chicago, IL

Lift-truck operator 1999-2004

- **Worked with superiors to establish planning of work day**
- **Loaded trucks for planned routes**
- **Received beginning-stage Hazmat training**
- **Worked with individuals for sorting/distribution jobs**

EDUCATION

Harold Washington College

Chicago, IL 2004

Furniture Design

Moraine Valley Community College

Palos Hills, IL, 2002-2004

Classes in art history, welding and fabrication

3D drafting certification

SAM GEORGE, JD

EDUCATION

- 1981 to 1983 **University of Louisville School of Law, Louisville, Kentucky**
JD, May 1983
Executive Editor, Volume 21 Journal of Family Law.
Dean's List.
Admitted to the bar in Indiana and Kentucky, 1983, and Louisiana, 1984.
- 1971 to 1975 **Hanover College, Hanover, Indiana**
BA, May 1975
Mathematics major. Chemistry minor.
Won 12 varsity letters in football, wrestling, and track. NAIA All America selection in football, 1975.

PROFESSIONAL ASSOCIATIONS AND ORGANIZATIONS

- Member Board of Directors, Clean Manufacturing Technology Institute (2001-2004) (appointed by Governor Frank O'Bannon)
- Commissioner, Indiana Emergency Response Commission (1995-2004) (appointed by Governor Evan Bayh)
- Chairman, Jefferson County (IN) Emergency Planning Committee (1988-2004)
- Member Board of Directors, Performance Track Participants Association (2001-2003)
- Director and Vice President, Community Foundation of Madison and Jefferson County (1997-2000)
- Secretary and Member, Southwestern Jefferson County Board of School Trustees (1992-1996)
- Secretary and Member, Town of Hanover Planning Commission (1989-1995)
- Secretary and Member, Town of Hanover Board of Zoning Appeals (1990-1995)
- Member Board of Directors, Hanover College Alumni Association (1992-1995)

PROFESSIONAL CREDENTIALS

- Licensed Attorney Indiana, Kentucky, and Louisiana
- Certified Responsible Carrier Program Auditor, The American Waterways Operators, February 6, 2008
- Certified Professional Environmental Auditor, Certificate Number 217, Board of Environmental Auditor Certifications
- Certified Hazardous Materials Manager, Master Level, Certificate Number 10045, Institute of Hazardous Materials Management

REFERENCES OF REPRESENTATIVE CLIENTS

- Jefferson County LEPC, Madison, IN. Contact: Jim Plum, 812-265-8878
- Hamilton County LEPC, Noblesville, IN. Contact: David Bice, 317-770-3381
- Ripley County LEPC, Versailles, IN. Contact: Pat Thomas, 812-689-5751
- Elkhart County LEPC, Elkhart, IN. Contact: Charles Taylor, 574-320-4714
- Wabask County LEPC, Wabash, IN. Contact: Bob Brown, 260-563-3181
- Canal Barge Company, Belle Chasse, LA. Contact: Al Guillot, 504-585-4634
- Ingram Barge Company, Nashville, TN. Contact: David Sehr, 615-298-8307
- Kirby Industries, Houston, TX. Contact: Amy Husted, 713-435-1068
- The Toepfer Group, Harahan, LA. Contact: Ray Greenwell, 504-739-0082

HONORS AND AWARDS

- 2004 Greg Phillips Award Winner – highest award given by the Indiana Emergency Response Commission
- 1998 Inducted into Hanover College Athletic Hall of Fame
- 1992 Outstanding Young Hoosier Award from the Indiana Jaycees
- Frequent speaker at environmental and pollution prevention seminars

SAM GEORGE, JD

130 EAST MAIN STREET • HANOVER, INDIANA 47243 • 812-701-9641 (C) •
SAMGEORGELLC@GMAIL.COM

WORK EXPERIENCE

- 2009 to Present **Principal**
Sam George & Associates LLC, Hanover, Indiana
Emergency Planning for LEPCs specializing in hazardous commodity flow studies, hazard analysis, and general planning. Environmental Consulting specializing in management systems and compliance audits.
- 2006 to 2009 **Vice President, Environmental Compliance**
American Commercial Lines Inc., Jeffersonville, Indiana
Responsible for all environmental management for large publicly traded inland marine company operating 150 towing vessels, 2800 barges, and ten (10) facilities in seven (7) states. Facilities include Jeffboat, the nation's largest inland shipyard employing 1500 and manufacturing over 450 vessels per year. Duties include responsibility for implementing all aspects of the Responsible Care® Management System in conformity with RC 14001, implementing pollution prevention and waste elimination projects throughout system, and conducting internal and external environmental auditing process. During tenure:
- 2007 ACL accepted into the Kentucky Excel program
 - 2007 Both ACL and Jeffboat accepted into the Indiana Environmental Stewardship Program
 - 2007 ACL certified to the Responsible Care® Management System
 - 2008 Jeffboat won Indiana Governor's Award for Pollution Prevention
 - 2008 ACL admitted to US EPA's National Environmental Performance Track Program
 - 2008 ACL received William M. Benkert Marine Environmental Protection Award (highest environmental award given by the Coast Guard)
- 1988 to 2006 **Vice President and Director of Corporate Affairs**
Madison Chemical Co., Inc., Madison, Indiana
Responsible for all environmental, health and safety regulatory compliance for a specialty chemical manufacturing firm with sixty-five employees. Duties also include acting as General Counsel. During tenure, Madison Chemical became registered to ISO 9001 and 14001 and received numerous awards from state and federal environmental agencies including:
- 1996 Indiana Governor's Award for Pollution Prevention
 - 1997 Indiana Governor's Award for Pollution Prevention
 - 1999 Indiana Governor's Award for Pollution Prevention
 - 1999 Indiana Governor's Award for Recycling
 - 2000 Charter membership in US EPA's National Environmental Performance Track
- 1995 to 2006 **Vice President**
Matrix Environmental Incorporated, Madison, Indiana
Responsible for developing environmental engineering and consulting business with emphasis on point source wastewater treatment plant design and construction, and regulatory compliance programs for heavy industry. Representative clients include Goodyear Tire and Rubber, Pfizer, Inc., Cessna Aircraft Company, Dana Corporation, American Commercial Lines, Canal Barge Company, Ingram Barge Company, Kirby Industries, and the Toepfer Group.
- 1982 to 1987 **Director of Special Projects**
American Commercial Barge Line Company, Jeffersonville, Indiana
Established internal environmental auditing program for an inland marine transportation company with operations throughout the U.S. river system and in 11 states.
- 1975 to 1981 **Plant Manager**
Madison Chemical Co., Inc., Madison, Indiana
Supervised all production, shipping and receiving of hazardous materials manufactured and used by the Company.

Darrell Hawkins

1156 S. State Rd. 3
Lexington, IN 47138
812-752-5438
darrell@hawkinsindustrialtruck.com

OBJECTIVE: To obtain a position where I can utilize the experience and knowledge I have gained in my career in the areas of business operations, management and growth, not limited to purchasing, sales, electrical and engineering design.

EXPERIENCE: **Hawkins Industrial Truck, Inc.**

1986 to present

President/ CEO and Founder

- Lead Sales Manager.
- Oversee and manage day to day operations.
- Responsible for purchasing along with controlling all aspects of sales and service.
- Responsible for all finances and money management, payables and receivables.
- Responsible for hiring and training all employees, to ensure strong leadership and good employee morale.
- Engineering and fabricating designs to help the company function more efficiently and effectively.
- Representative customers of the business include: Genesis Plastics & Engineering LLC; Genpak LLC; American Plastics & Molding Corp.; North Electric, Inc.; Wal-Mart Super Center; Scotts Ace Hardware; Multi-Color Corp.; Scott County Economic Development Corp.; Crop Production Services; Mid America Science Park; Scottsburg Electric Co.; ILPEA Industries; Fewell Monument Co.; Hanover College; Scottsburg Waste Water Treatment Plant; Scottsburg Water Dept. & Indiana Bottle Co.

Hawkins Seeding & Sodding

1997 to present

President/ CEO and Founder

- Site work, land development and erosion control management.
- Lead multiple crews to a successful completion of jobs.
- Responsible for all purchases, fleet management and customer service.
- Engineered & fabricated specific designs to help achieve faster & more productive completion of jobs.
- Responsible for all job quotes.

L & M Forklift Repair Corp.

1984 to 1986

- Lead sales representative.
- Responsible for all customer relations.
- Field technician from 1985 to 1986.

EDUCATION: Graduate of Scottsburg High School, 1983
Vocational classes for mechanical engineering and mechanics, 1983
Private school for business, real estate and money management, 1986

SUMMARY of ATTRIBUTES:

- Ability to make fast and accurate decisions under stressful situations.
- Excellent problem solving skills.
- Ability to lead effectively and successfully during times of economic downfall.
- Proven effective and respected leadership skills.
- Mentored several new Scott County businesses that have grown to be highly successful today.

SPECIAL SKILLS: Over 26 years experience in the following categories:

- All aspects of Business Management.
- Customer Service and Human Resources.
- Advertising and Marketing.
- Mechanics, Hydraulics and Pneumatics.
- Welding, Machining & Fabricating.
- Operating Heavy Equipment.
- General Construction including plumbing, electrical, HVAC both commercial and residential, excavation and concrete.

COMMUNITY INVOLVEMENT/ CONTRIBUTIONS

- Volunteered time and donated multiple pieces of equipment to the Scott County Family YMCA.
- Volunteered time and made donations to the Scottsburg High School Swim Team.
- Made contributions to the Scott County Relay for Life.
- Volunteered time at Abundant Life Baptist Church and donated supplies to support the children's Sunday school classes.
- Volunteered time and made donations to the Scottsburg Band of Warriors.
- Made several donations to support our local WE CARE auction.

REFERENCES AVAILABLE UPON REQUEST

Mary Jo West, Board of Directors

Mary Jo West, MLS

1237 West Weir Road
Scottsburg, IN 47170

Home: 812-752-4216
Cell: 812-595-0421
Email: westmj@scsd1.com

Retired School Media Specialist

Professional with 32 years experience providing reference, support and student services. Proven record in managing high school library resources encompassing automation, cataloging, inventory, and service desk administration. Experience in grant-writing and facilitating the implementation and evaluation of educational programs. Experienced in coordinating with teachers, administrators, and technology support to troubleshoot ongoing problems and foster a highly productive and efficient learning environment.

Areas of expertise include:

Research & Analysis
School Library Programs
Material Selection
Reference Tools
User Services
Information Literacy Skills
Library Management
Internet Research
School Improvement Activities
Professional Development Activities
Grant Writing Activities

Education

Master of Library Science; Major: Library and Information Science
Indiana University-Bloomington, IN

Bachelor of Arts; Major: Library and Information Science
Purdue University West Lafayette, IN

Professional Experience

Austin High School-Austin, IN
Media Specialist/Librarian

1977-2009

Managed all facets of library collection and student services. Oversaw technology troubleshooting with the building computers and classroom audio-visual equipment. Designed and presented information literacy lessons and coordinated information literacy activities with teaching staff. Worked as grant writer for the entire district and also served in the duties listed below:

Academic Coordinator (Spell Bowl/Academic Bowl/Host Southern Indiana Academic Bowl area competition)
AHS Class Sponsor
AHS Book Club Sponsor
Association of Media Educators Member/Representative
Distance Education Coordinator
Indiana Department of Education TOPHAT Representative
Professional Development Coordinator for Scott School District I
Middle Grade Reading Team Representative
School To Work Program Chair
Scott School District I School Improvement Chair
Teacher Internship Coordinator

Community Activities

Current member of:

Austin Christian Church
Scott County Community Foundation Scholarship Committee

Past board member of the following:

Association of Indiana Media Educators
Indiana Cooperative Library Service Authority
Scott County Partnership Group
Scott County Public Library Board
YMCA Founding Board

Brent M. Comer

1787 S. Alsup Rd.
Scottsburg, IN 47170
(812) 595-2717
jchspanther@gmail.com

Objective

To put into practice my leadership skills and philosophies as the first School Leader of Next Step.

Education

Graduate of Scottsburg High School, 1990
Bachelor of Science in Secondary Education (Social Studies), Ball State University, 1995
Masters in Education, Secondary Administration License, Indiana University, 2000
Masters in Education, Elementary Education, Indiana University, 2004
Ed.S. School Administration, Superintendent's License, Indiana State University, 2010
ABD, Ph.D, School Leadership, Indiana State University, 2011

Work Experience

| | |
|--------------|--|
| 2006-Present | Vienna-Finley Elementary School Principal |
| 2004-2006 | Hayden Elementary School Principal |
| 2002-2004 | Jennings County High School Administration |
| 1996-2004 | Jennings County High School Classroom Teacher |

Memberships, Awards, Certifications

- ▲ Bethel Baptist Church of Leota, Deacon
- ▲ Indiana School Safety Specialist
- ▲ Graduate of IPLA, Group 41
- ▲ Student Leadership Institute
- ▲ United Way of Scott County Board of Directors
- ▲ Principal of the Year Nominee, 2012
- ▲ Indiana Association of School Principals
- ▲ NAESP

Leadership Roles

- ▲ School Principal at both the elementary and secondary level.
- ▲ Training and experience at every level of school leadership.
- ▲ Ph.D dissertation topic on School Leader and their impact on school climate.
- ▲ Memberships in a variety of school leadership organizations.
- ▲ Planning and implementation of teacher professional development.
- ▲ Designing and implementation of student leadership programs.

Brent Comer began his career in public education in 1996 as a fourth grade teacher at Scipio Elementary School. The following year he began a six year period of service as a social studies teacher at Jennings County High School. During that time period, he enrolled at Indiana University Southeast and earned his masters degree in education and a secondary administrator's license. Mr. Comer then had the opportunity to move to an administrative role at Jennings County High School where duties included attendance for Jennings County School Corporation as well as student activities. During his time at Jennings County High School, he was awarded as "Outstanding Teacher" eleven times and served as baseball coach as well as student council sponsor. Mr. Comer helped transform the JCHS student council into the second largest in the United States and one of the most active. While an administrator at JCHS, he earned his second masters degree from Indiana University focusing on elementary education and elementary administration.

Mr. Comer was then given the opportunity to become principal at Hayden Elementary School. While at Hayden Elementary, He was part of a transformation process that saw the school earn National Blue Ribbon status and Gold Star status in counseling. After the completion of his second year at HES, Mr. Comer was awarded the principalship of Vienna-Finley Elementary School. During his tenure at VFES, Mr. Comer enrolled in the Ed.S program at Indiana State University earning his superintendent's license. Upon completion of the Ed.S program, Mr. Comer was accepted into ISU's Ph.D program where he completed all course work and is working toward completion of his dissertation.

Memberships in a variety of school leadership organizations, including IASP and NAESP, gave Mr. Comer the experiences and connections necessary in becoming a confident and dynamic school leader. He has made tremendous connections with other school leaders around the state of Indiana and has helped create a network of school leaders.

Mr. Comer's focus on individual student learning, teacher development and student leadership skills has aided his ability to be a part of some very dynamic professional groups. Mr. Comer has worked for the Student Leader Institute, a graduate of IPLA (group 41) and to conduct student leadership workshops for a number of school corporations. He also shows his commitment to school and student safety by being a certified Indiana School Safety Specialist.

Mr. Comer has a great deal of pride in his home community of Scott County and has served this community in a variety of ways. Community involvement roles include; member of the Scott County United Way Board, President of the Scottsburg High School Alumni Association and as a current deacon at Bethel Baptist Church of Leota. His proudest achievements include his 10 year marriage to his wife Pamela, their three amazing children and the home they have created together.

Kendra D. Bryant

2715 North Thompson Road, Madison, IN 47250
mkbryant1997@hotmail.com
812-801-5500

- Education** Indiana University, 1998 – 2000, M.S. - Education
Seattle Pacific University, 1989 – 1993, B.A. - Social Science Secondary Education
- Certifications** Director of Special Education
English as a New Language, K-12
Seriously Emotionally Handicapped, K-12
Geography, World Civilization, United States History, 5-12
- Experience**
- Director of Special Education**
2009 – present, MAESSU - Southwestern Jefferson County School Corporation
- Introduced and implemented special education inclusion model district-wide
 - Supervise and evaluate special education teachers and paraprofessionals
 - Facilitate case conferences with school personnel and parents
 - Assess English language learners with LAS-Links
- Assistant Director of Special Education**
2006 – 2009, MAESSU - Scott County School Districts 1 & 2
- Trained teachers – quality IEPs and goal writing
 - Developed positive working relationships with parents, administrators and staff
 - Developed and managed educational evaluation procedures
- Teacher Trainer**
2005-2006, MAESSU – Jefferson, Scott, Jennings, and Switzerland Counties
- Mentored new teachers
 - Assisted new teachers in improving educational practices in the classroom
- Teacher and E.D. Consultant**
1999 – 2005, MAESSU – Scott County and Jennings County
- Educated students with emotional, learning, and cognitive disabilities
 - Collaborated with teachers, principals, and parents to better service E.D. students in the general education setting.
 - Developed and implemented student Individual Education Plans
- Case Manager and Teacher**
1993 – 1997, New Horizons Ministries - Marion, IN and Dominican Republic
- Developed treatment plans and communicated student progress to parents
 - Successfully managed classroom behavior of underachieving adolescents in a therapeutic residential program

Kendra D. Bryant Biography

Kendra Bryant was born and raised in a suburb of Seattle, Washington. After graduating from Kentridge High School in 1989, she attended Seattle Pacific University, where she majored in Social Science Secondary Education. She completed her student teaching in a Seattle Public School, where her desire to work with at-risk youth was established. In addition to teaching Social Studies, Kendra was allowed to assist in an English as a New Language classroom one period daily. This resulted in a desire to work with students from various cultural groups.

Upon graduation from college, Kendra was offered the opportunity to work with at-risk youth in a therapeutic residential setting. New Horizons Ministries was a unique organization, serving American students in both Indiana and the Dominican Republic. During her five years at New Horizons, Kendra served in various roles including being a teacher, a case manager, and then education department head during her final year of employment. She spent one year of her employment working in the Dominican Republic. During her employment with New Horizons, Kendra learned valuable skills related to behavior management, progress monitoring, and administration.

Kendra transitioned to a new job upon marrying her husband and moving to northern Indiana in 1997. While he worked with migrant students as a bi-lingual teacher in Plymouth, Indiana, Kendra worked as a teacher for adolescent boys placed at the A.C.P. group home. During her time in Plymouth, Indiana, Kendra began working toward earning her Master's degree and becoming certified to teach students with emotional disabilities. After a year and a half in northern Indiana, Kendra and her husband began seeking employment in southern Indiana.

Kendra began working for Madison Area Educational Special Services Unit as a teacher of students with emotional disabilities at Scottsburg Middle School in the Fall of 1999. She quickly earned the respect of her colleagues as she utilized the skills learned at New Horizons to implement a successful behavior management program paired with high academic standards. She completed her Masters of Science in Education in 2000 and began considering how to best prepare for an administrative role as a Director of Special Education.

Continuing her employment with MAESSU, Kendra transitioned from the role of classroom teacher to being a consultant for students with emotional disabilities, autism and other health impairments in Jennings County and Scott County. This new role allowed Kendra to collaborate with teachers, administrators, parents and students on a regular basis. Kendra increased her skills in developing Individual Education Plans, behavior management plans and working with a variety of personalities. She also completed her Director of Special Education license while working in this role.

After three years as a behavior consultant, Kendra made another transition to the role of Teacher Trainer. This role allowed Kendra to work in Jefferson, Jennings, Switzerland and Scott Counties mentoring new special education teachers

and assisting those having difficulty being effective in the classroom. Kendra provided both formal and informal training to these teachers in addition to participating in training opportunities related to autism and teaching students with emotional disabilities.

In 2006, Kendra began her role as Assistant Director of Special Education for Scott County School Districts 1 and 2. She assisted teachers in developing IEPs, supervised and evaluated teachers and paraprofessionals, managed the educational evaluation process, facilitated manifestation determinations, and assisted in hiring qualified teachers and paraprofessionals.

Following three years as an Assistant Director, Kendra was selected to be the Director of Special Education for Southwestern Jefferson County School Corporation. Upon beginning her role in this school district, Kendra quickly recognized that there was the need for a huge shift in how special education students were being serviced. In collaboration with principals, Kendra began to outline her plan to transition students with disabilities receiving their core Language Arts and Math instruction in a resource setting to a more inclusionary model. By the end of her first year as the Director of Special Education, nearly all Southwestern Elementary students were receiving their core instruction in the general education setting, paired with additional intensive reading instruction and homework support in the resource setting. Teachers who had been skeptical about the change became believers in the potential of ALL students to be successful in mastering grade level standards. This change resulted in students with disabilities becoming more confident and their improved learning and performance resulted in Southwestern Elementary making AYP in 2010 and 2011. Due to the success of inclusion at the elementary school, this model has been adopted district-wide.

This past summer, Kendra added "English as a New Language" as a certification area on her teaching license. Her teaching practicum allowed Kendra to travel to Quito, Ecuador and teach English to Spanish speaking students in one private and two public schools. With the assistance of a translator, Kendra also conducted training for the teachers of each school related to special education and inclusion. This experience was valuable in allowing Kendra to experience various school cultures and teaching philosophies. It also increased her desire to give her own children the opportunity to be in a school setting that teaches and encourages them to relate to the world beyond the boundaries of their own community.

Kendra is a professional who is passionate about providing a rigorous and quality education to ALL students. She enjoys problem solving and frequently seeks to improve anything she is involved in. Kendra embraces new ideas and change, but is systematic in how she approaches each new challenge. She loves working with a variety of personalities and desires to challenge those around her to always seek the best in education.

Brent M. Comer

1787 S. Alsup Rd.
Scottsburg, IN 47170
(812) 595-2717
jchspanther@gmail.com

Objective

To put into practice my leadership skills and philosophies as the first School Leader of Next Step.

Education

Graduate of Scottsburg High School, 1990
Bachelor of Science in Secondary Education (Social Studies), Ball State University, 1995
Masters in Education, Secondary Administration License, Indiana University, 2000
Masters in Education, Elementary Education, Indiana University, 2004
Ed.S. School Administration, Superintendent's License, Indiana State University, 2010
ABD, Ph.D, School Leadership, Indiana State University, 2011

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- ▲ Indiana School Safety Specialist
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- ▲ United Way of Scott County Board of Directors
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- ▲ Indiana Association of School Principals
- ▲ NAESP

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- ▲ Training and experience at every level of school leadership.
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- ▲ Designing and implementation of student leadership programs.

Brent Comer began his career in public education in 1996 as a fourth grade teacher at Scipio Elementary School. The following year he began a six year period of service as a social studies teacher at Jennings County High School. During that time period, he enrolled at Indiana University Southeast and earned his masters degree in education and a secondary administrator's license. Mr. Comer then had the opportunity to move to an administrative role at Jennings County High School where duties included attendance for Jennings County School Corporation as well as student activities. During his time at Jennings County High School, he was awarded as "Outstanding Teacher" eleven times and served as baseball coach as well as student council sponsor. Mr. Comer helped transform the JCHS student council into the second largest in the United States and one of the most active. While an administrator at JCHS, he earned his second masters degree from Indiana University focusing on elementary education and elementary administration.

Mr. Comer was then given the opportunity to become principal at Hayden Elementary School. While at Hayden Elementary, He was part of a transformation process that saw the school earn National Blue Ribbon status and Gold Star status in counseling. After the completion of his second year at HES, Mr. Comer was awarded the principalship of Vienna-Finley Elementary School. During his tenure at VFES, Mr. Comer enrolled in the Ed.S program at Indiana State University earning his superintendent's license. Upon completion of the Ed.S program, Mr. Comer was accepted into ISU's Ph.D program where he completed all course work and is working toward completion of his dissertation.

Memberships in a variety of school leadership organizations, including IASP and NAESP, gave Mr. Comer the experiences and connections necessary in becoming a confident and dynamic school leader. He has made tremendous connections with other school leaders around the state of Indiana and has helped create a network of school leaders.

Mr. Comer's focus on individual student learning, teacher development and student leadership skills has aided his ability to be a part of some very dynamic professional groups. Mr. Comer has worked for the Student Leader Institute, a graduate of IPLA (group 41) and to conduct student leadership workshops for a number of school corporations. He also shows his commitment to school and student safety by being a certified Indiana School Safety Specialist.

Mr. Comer has a great deal of pride in his home community of Scott County and has served this community in a variety of ways. Community involvement roles include; member of the Scott County United Way Board, President of the Scottsburg High School Alumni Association and as a current deacon at Bethel Baptist Church of Leota. His proudest achievements include his 10 year marriage to his wife Pamela, their three amazing children and the home they have created together.

Holly M. Asdell, LCSW
77 Keith St.
Scottsburg, IN 47170
812-595-0434
hollvasdell@yahoo.com

EMPLOYMENT HISTORY

- Sept. 2009–Current **Scott Co. School Dist. 2** Scottsburg, IN
Elementary School Counselor/School Social Worker
- Individual and group counseling working primarily to foster learning
 - Assessment and crisis intervention
 - Making appropriate service referrals
 - Administering and interpreting high ability tests and Conners' Rating scales
 - Working with students and families to overcome obstacles to learning
 - Facilitating guidance lessons pertaining to college and career awareness, life skills and social emotional skills following Indiana Department of Education standards
- Nov. 2006–Sept. 2009 (still on staff PRN) **Schneck Medical Center** Seymour, IN
Patient Services Case Manager/Oncology Social Worker
- Assess needs of patients
 - Collaborating with interdisciplinary team
 - Advocating for patient rights and wishes
- May 2004–Nov. 2006 **Christopher and Associates**
Sept. 2007–Jan. 2008 **Counseling and Evaluation Center** Seymour, IN
Therapist
- Individual, family, and group counseling
 - Assessment and crisis intervention
- Sept. 2000–May 2004 **Department of Child Services** Scottsburg, IN
Family Case Manager
- Investigate child abuse and neglect
 - Provide ongoing case management
 - Testify on behalf of the child's best interest in court

EDUCATION

May 2004 MSSW - University of Louisville-Kent School of Social Work
May 2000 Bachelor of Science in Psychology – University of Louisville
May 1996 Scottsburg High School

SUMMARY OF QUALITIES

- Ability of identify and work with various community service providers
- Use positive approaches when working with individual/families to resolve problems and achieve solutions
 - Use appropriate interviewing and counseling skills
 - Collaborate with other professionals to determine and address needs of individuals, groups and systems
 - Ability to assess and assist during crisis or conflict situations
 - Advocating for and promoting confidentiality and the rights of others
 - Ability to maintain accurate and appropriate documentation

PROFESSIONAL MEMBERSHIPS

- Indiana Clinical Social Worker License Number 34005256A
- Indiana Student Support Services License
- Member of Indiana School Social Worker Association

*Professional references available upon request

Holly Asdell, LCSW Biographical Statement

Holly Asdell is a member of the founding group at Next Step Charter school. Should the Charter be granted, she will serve as the Support Services Coordinator. Holly started her social work career at an early age answering phones at a psychiatric hospital. Since that time, Holly has served in a various capacities of the social service arena that include: child welfare, private practice outpatient mental health, medical social work, and school social work. For the past 15 years, Holly has dedicated her life to working with children and families. She is a native of Scott County, Indiana and continues to live and raise her family there. Both of her parents were successful business owners. Growing up in a home with business owners gave her a great understanding of the hard work and dedication that is necessary for the survival and thriving of a business. She likes the idea of a school following the business model in order to be competitive and always striving to provide the best customer service and the best possible environment that optimizes learning. There are currently four generations of Holly's family living in Scott County. Holly believes Next Step Charter school can benefit people of all ages in Scott County, this region of the state and ultimately the world by providing a place where education is promoted, encouraged, supported and rewarded.

Holly earned her Bachelor of Arts in Psychology from the University of Louisville in 2000. Holly attended summer school at New York University and studied the Sociology of Families. Living in New York City gave Holly a new perspective on life and fueled her strong desire for experiences outside of her permanent address. After obtaining her Bachelor's degree then working in child welfare for four years, she returned to the University of Louisville and earned her Masters of Science in Social Work. During her first year practicum, she worked as an assistant to the school counselors at Scottsburg Middle School. During her second year of graduate school, Holly did her practicum at LifeSpring's mental health services, the local community mental health agency in for Scott County. During graduate school, participated in the International Student Exchange with University of Louisville's Kent School of Social Work's sister school in Munich, Germany-Katholische Stiftungsfachhochschule Munchen (Catholic University of Applied Science). During that exchange Holly visited social service agencies in Toronto, Italy and several cities in Germany. After she completed her Master's degree in 2004, she was hired at one of the leading counseling and evaluation centers in Southern Indiana. While working there, Holly earned her license to practice clinical social work. During this time, Holly and another University of Louisville Kent School alumni enrolled in an immersion program in Antigua, Guatemala to study Spanish. It was here that Holly fell in love with studying in the outdoors and learning by experience.

Holly had always sought employment in an educational setting. However these positions are hard to come by. Three years ago she applied for a school social worker position at Scott County School District 2 in Scottsburg, Indiana and was hired. This past year, Holly was instrumental in implementing a nationally recognized program Watch D.O.G.S. (Dads of Great Students) at one of her elementary schools. This program has decreased bullying, increased school safety and provided an overall positive atmosphere. Holly along with a teacher colleague started an after school service club designed to

connect students with each other and their school by performing acts of service. Holly has worked parallel to another school social worker who has been a school social worker for 11 years. This school social worker colleague has advised and mentored Holly for the past three years. Holly has worked in all four of the District's elementary schools which gives her the ability to experience four different school cultures, four different principal philosophies, and 40+ different teaching styles. Being exposed to four different schools has given Holly the opportunity to observe what great principals and great teachers do differently.

Holly's role Next Step Charter school will be to provide support to students, families of students, school staff, community members and business partners. Support services will include but not be limited to: individual/group/family counseling, guidance counseling services, collaborating with and supporting teachers and making referrals to community resources. Holly will lead the program that will teach character education, social-emotional awareness, and life skills.

Holly would like to sponsor the school service club that will perform acts of service for the school, community, and state of Indiana. The service club will pick two national advocacy/not-for profit charity groups and two global advocacy/not-for-profit charity groups to follow (on facebook and twitter) and support. Holly will also sponsor the school's photography club that will study the creative process of photography and admire amazing photographs. The photography club will encourage members to explore the world of photography, share their own photographs, and will connect aspiring photographers with local and regional photographers both amateur and professional to share their passion for photography and help students learn by experience.

Holly will be a vital part of implementing the school culture. This implementation will begin before the students ever enter the building through community meetings and the parent and student handbooks. The foundation of the culture of Next Step Charter school will be to provide a safe structured environment that optimizes learning and gives students the ability to reach their highest level of academic achievement while teaching the importance of having a strong moral compass. Students will be recognized for their good character as much as they are for their academic accomplishments. The student-teacher-parent partnership will be strongly encouraged and supported. Families of students will always be welcome. Next Step will pull from parent resources and skill sets in order to help their own student as well as the school as a whole to succeed. Holly believes that the success of a school can be measured by the level of happiness of all stakeholders; students, families, staff, and community partners.

**BYLAWS
OF
NEXT STEP SCHOOL CORPORATION**

ARTICLE I – General

Section 1. Name. The name of the corporation is Next Step School Corporation (the “Corporation”).

Section 2. Initial Registered Office and Initial Registered Agent. 130 East Main Street, Hanover, IN 47243. The initial registered agent in charge of the initial registered office is Sam George.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of January and end on the last day of December next succeeding.

ARTICLE II – Objective and Non-Discrimination Policy

The objective of the Corporation is educational, namely to operate a charter school or charter schools in the State of Indiana. The charter school(s) operated by the Corporation will admit students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school(s). The school(s) do not discriminate on the basis of disability, race, color, gender, national origin, religion, ancestry, and ethnic origin in administration of its educational policies, scholarship and loan programs, and athletic and other school-administered programs.

ARTICLE III – Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Board of Directors shall have the number of members, not less than five (5), as designated by resolution of the Board of Directors from time to time.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for such a period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified.

In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as deemed necessary.

Section 2. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any

business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 3. Regular Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors for the purpose of transacting such business as properly may come before the Board of Directors.

Section 4. Special Meetings. Notwithstanding the preceding Section 3 of this Article III, the Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) day's notice, as described in Section 6 of this Article III, upon call by the President or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not described the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly address to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

Section 9. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the President, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

- (a) Violations of applicable law, including (but not limited to):
 - (i) Violations of the Indiana Charter School Law; and
 - (ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").
- (b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 10. Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization ("EMO") to manage the operations of

the charter school for which the Corporation is responsible (the “School”), no member of the Corporation’s Board of Directors may have any pecuniary interest in such EMO.

ARTICLE IV – Officers

Section 1. In General. The officers of the Corporation shall consist of a President, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for such period as prescribed by the directors at the time of such election, and until the officer’s successor is elected and qualified.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article III, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. President. The President shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The President shall perform such other duties as the Board of Directors may prescribe.

Section 3. Vice President. The Vice President shall assist the President and shall preside for the President at meetings when the President is absent. The Vice President shall assume the duties of the President when the President’s office is vacant. The Vice President shall perform such other duties as the Board of Directors may prescribe.

Section 4. Secretary. The secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.

Section 5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the President, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.

Section 6. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the President may prescribe.

ARTICLE V – Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE VI – Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his

or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

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

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VII – Indemnification and Duty to Defend

Section 1. Indemnification and Defense by the Corporation. To the extent consistent with applicable law, the Corporation shall defend and indemnify its officers, directors, and employees against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceedings as defined below and with respect to any criminal action or proceeding, so long as the Corporation has determined the officer, director or employee had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VII.

Section 2. Definitions.

- (a) As used in this Article VII, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
 - (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

- (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
 - (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article VII, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursement and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

Section 3. Relationship to Other Rights. The right of indemnification provided in this Article VII shall be in addition to any rights to which any person may otherwise be entitled.

Section 4. Extent of Indemnification. Irrespective of the provisions of this Article VII, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 5. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of any undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 6. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation’s liabilities and obligations under this Article VII and insurance protecting the Corporation’s directors, officers, employees, agents, or other persons.

ARTICLE VIII – Contracts, Checks, Loans, Deposits and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders of payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purpose of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE IX – IRC 501(c)(3) and Indiana Law Tax Exemption Provisions

Section 1. Limitations on Activities. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provision of these Bylaws, the Corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 2. Prohibition Against Private Enrichment. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this Corporation.

Section 3. Distribution of Assets. Upon the dissolution of this Corporation, its assets (except for funds, received from the Indiana Department of Education) remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of the State of Indiana. All funds received by the Corporation from the Indiana Department of Education shall be returned to the Department not more than thirty (30) days after dissolution of the Corporation.

ARTICLE X – Student Admission Policy/Lottery

The Corporation shall admit students in a fair manner, without regard to race, gender, religion, national origin, ancestry, or color. In an effort to ensure a system of equal and fair admission, this policy will be enacted by the Board of Directors.

In order to ensure adequate time for the submission of admission applications, the application period shall be no less than four (4) weeks. During this time, applications may be obtained from local businesses, the school web-site, or from members of the Next Step School Corporation Board of Directors. Applications must be returned by mail, and must be postmarked no later than the last day of the application period.

The application period will be announced by the charter school(s). Notice will be given at least one (1) week prior to the beginning of the application period. Notice will be given in the local newspaper, on local radio stations, and posting notices in local businesses. Class size will be limited to twenty (20) students per class (unless special permission from the Board of Directors is granted). Applicants shall be automatically enrolled in any grade where the number of applications does not exceed the maximum number of available openings (twenty [20] students per classroom).

If the class is full, a lottery procedure will be implemented as follows:

1. In those grades where the number of applicants exceeds the maximum capacity of the school, preference will be given to those applicants who have a sibling(s) enrolled in school.
2. Applicants who have a sibling enrolled in the school will automatically be enrolled also.
3. Children or grandchildren of full-time employees or directors of the Board of Next Step School Corporation will be given preference for enrollment, prior to the implementation of the lottery process herein.
4. All other openings will be filled by a random selection drawing. This drawing will be conducted at an open meeting and will be conducted under the supervision of an unbiased third party having no affiliation with the Corporation. The lottery drawing will be video-taped.
5. Once all available openings are filled, the names of remaining applicants will be placed on a waiting list. Should vacancies arise, they will be filled with applicants from the waiting list, in the order of names listed on the earliest date. The waiting list will be kept in the Corporation office.

ARTICLE XI – Amendments

The Board of Directors shall have power to make, alter, amend or repeal the Bylaws at any duly convened meeting of the Board of Directors by the affirmative vote of a majority of the directors at any such meeting at which a quorum is present.

ARTICLE XII – Construction and Terms

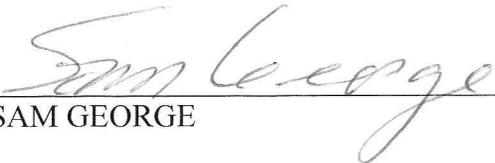
If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation of the Corporation, the provisions of the Articles of Incorporation shall govern. Should any of the provisions or portions of these Bylaws be held unenforceable or invalid for any reason, the remaining provisions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

These Bylaws shall be constructed and interpreted pursuant to the laws of the State of Indiana.

ARTICLE XIII – Adoption of Bylaws

We, the undersigned, are all of the initial directors of this Corporation, and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of ten (10) pages, as the Bylaws of this Corporation.

Dated: March 4, 2012



SAM GEORGE



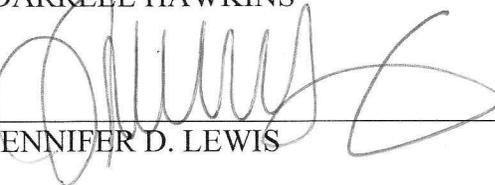
JONATHAN NESCI



DARRELL HAWKINS



MARY JO WEST



JENNIFER D. LEWIS

APPROVED AND FILED
CHARLES P. WHITE
INDIANA SECRETARY OF STATE
12/12/2011 2:23 PM

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

NEXT STEP SCHOOL CORPORATION

1751 SOUTH ALSUP ROAD, SCOTTSBURG, IN 47170

ARTICLE II - REGISTERED OFFICE AND AGENT

SAM GEORGE
130 EAST MAIN STREET, HANOVER, IN 47243

ARTICLE III - INCORPORATORS

BRENT COMER
1751 SOUTH ALSUP ROAD, SCOTTSBURG, IN 47170
Signature: BRENT COMER

ARTICLE IV - GENERAL INFORMATION

Effective Date: 12/12/2011

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

THE PURPOSE OF THE BUSINESS IS EDUCATIONAL, NAMELY THE OPERATION OF A CHARTER SCHOOL OR CHARTER SCHOOLS.

Distribution of assets on dissolution or final liquidation

UPON DISSOLUTION OF THE CORPORATION, ALL REMAINING ASSETS (EXCEPT FUNDS RECEIVED FROM THE INDIANA DEPARTMENT OF EDUCATION) SHALL BE USED FOR EXEMPT, NONPROFIT EDUCATIONAL PURPOSES. ANY REMAINING FUNDS RECEIVED FROM THE INDIANA DEPARTMENT OF EDUCATION SHALL BE RETURNED TO THE DEPARTMENT NOT MORE THAN THIRTY (30) DAYS AFTER DISSOLUTION.

**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF INCORPORATION
of
NEXT STEP SCHOOL CORPORATION**

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

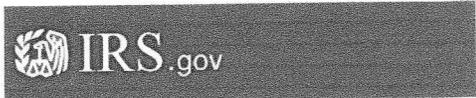
NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, December 12, 2011.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, December 12, 2011



Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE



EIN Assistant

Your Progress: 1. Identify 2. Authenticate 3. Addresses 4. Details **5. EIN Confirmation**

Congratulations! The EIN has been successfully assigned.

EIN Assigned: **45-4144692**

Legal Name: **NEXT STEP SCHOOL CORPORATION**

The confirmation letter will be mailed to the applicant. This letter will be the applicant's official IRS notice and will contain important information regarding the EIN. Allow up to 4 weeks for the letter to arrive by mail.

We strongly recommend you print this page for your records.

Click "Continue" to get additional information about using the new EIN.

Continue >>

Help Topics

[Can the EIN be used before the confirmation letter is received?](#)

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.

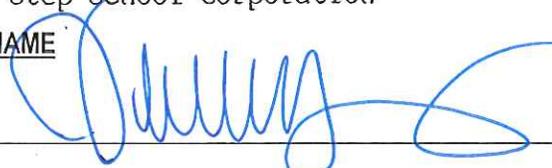
PRINT NAME & TITLE

Jennifer D. Lewis, President Board of Directors
Next Step School Corporation

DATE

April 2, 2012

SIGN NAME



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:
Via Charter School
Next Step School Corporation Board of Directors
2. Your full name: Jennifer De Anne Lewis
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 have served on the Board of Directors for Big Brothers Big Sisters of Southern Indiana. I have also served on the Board of Directors for Scott County United Way.
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 My husband and I are members of the Spin Studio owned and operated by Jonathan Nesci and his wife, Christine. I met the other board members as we began the charter application process.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

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

Certification

I, Jennifer D. Lewis, 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 Via Charter School is true and correct in every respect.

Signature

03/20/2012

Date

JENNIFER D. LEWIS

Attorney at Law

HOUSTON and THOMPSON, P.C.
49 East Wardell Street
Scottsburg, IN 47170

(812) 752-5920
Fax (812) 752-6989
jlewis@houstonandthompson.com

EDUCATION :

INDIANA UNIVERSITY SCHOOL OF LAW

Bloomington, Indiana

- Doctor of Jurisprudence, May, 1999
Cum Laude
- Staff Member, Federal Communications Law Journal
- Member, Delta Theta Phi Fraternity

WESTERN KENTUCKY UNIVERSITY

Bowling Green, Kentucky

- Bachelor of Science in Accounting, May, 1996
Summa Cum Laude
- President's Scholarship, 1992-1996
- Scholar of the College of Business Award, Highest GPA at Graduation, 1996
- Student Government Association Delegate, 1992-1996

SCOTTSBURG HIGH SCHOOL

Scottsburg, Indiana

- Valedictorian, May, 1992
Summa Cum Laude
- Varsity Cheerleader, 1990-92
- Cross Country, 1989-91
- Sunshine Society, 1989-92 (President, 1991-92)
- Student Council, 1989-92

PROFESSIONAL EXPERIENCE :

HOUSTON and THOMPSON, P.C.

Scottsburg, Indiana

Associate, August, 1999 - December, 2005

Partner, January, 2006 - Present

- Provide general practice legal services, including criminal defense, wills, estates, probate, contracts, family law, adoption, real estate, and civil litigation.
- Representative clients of the firm include: Scott Memorial Hospital; Scott County State Bank; Scott County Board of Commissioners; City of Scottsburg; Farm Credit Services of Mid-America; Home Federal Savings Bank; Jackson County Bank; Centra Credit Union; and American Family Insurance.

SCOTT COUNTY PUBLIC DEFENDER BOARD

Scottsburg, Indiana

Public Defender Administrator – January, 2004 - Present

- Manage staff of six (6) part-time attorneys and assign cases on a rotational basis.
- Create, file and manage Public Defender budget and claims for payment as well as work with County officials.
- Maintained records, filed reports and claims for reimbursement with the State Public Defender Council.

SCOTT COUNTY PUBLIC DEFENDER BOARD

Scottsburg, Indiana

Public Defender – Scott Circuit and Superior Courts, January, 2000 - Present

- Provide criminal defense services to those determined to be indigent by the Scott Superior and Circuit Courts.
- Pursue cases to completion, including investigation, plea negotiations and trial.

STITES and HARBISON. P.L.L.C.

Louisville, Kentucky

Summer Associate, May, 1998 - August, 1998

- Worked in a wide variety of practice areas in one of the oldest and largest law firms in the Southeastern United States.
- Participated in depositions, hearings, client meetings, and real estate closings, under the supervision of senior attorneys in the firm.

CITY OF SCOTTSBURG

Scottsburg, Indiana

Office of the Mayor and Office of the Clerk-Treasurer, Summers, 1995-1997

- Assisted the Mayor and Clerk-Treasurer in various City projects, including budget preparation and payroll record keeping.
- Participated in city projects such as Scottsburg Beautification and Pig Roast in the Park, and planned and coordinated Courtyard Christmas.

PROFESSIONAL AFFILIATIONS/ COMMUNITY INVOLVEMENT :

- Admitted to Bar in Indiana, 1999
- Admitted to Bar in Kentucky, 1999
- Admitted to Bar in the United States District Courts for the Northern and Southern Districts of Indiana, 1999
- Member, Indiana Bar Association
- Member, Kentucky Bar Association
- Member, Scott County Bar Association
- Member, Indiana Public Defender Council
- Past Member, Scott County United Way Board of Directors
- Past Member, Big Brothers Big Sisters of Southeast Indiana Board of Directors

REFERENCES AVAILABLE UPON REQUEST

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Next Step School Corporation, Via Charter School
2. Your full name: Jonathan Hale Nesci
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.
Started two companies: Sky Sport Fitness Indoor Cycling 2011 and HALE Industrial Design 2007
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 *multiple members are community acquaintances.*
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 *multiple members are community acquaintances.*
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

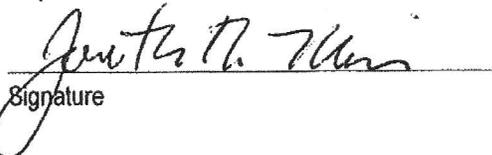
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you 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, Jonathan H. Nesci, 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 Via Charter School is true and correct in every respect.


Signature

3-20-2012
Date

JONATHAN NESCI

96 S MAIN ST.
SCOTTSBURG, IN 47170
812-250-9021
JONATHAN@HALE-ID.COM

I enjoy collaborating with other talented people to create new products. I have a good understanding on the forming properties of metal and have the most experience working on new designs made in this medium.

AWARDS AND HONORS

- Press in major publications including: Wallpaper, Dwell, Metropolitan Home, Surface, Chicago Home + Garden, CS Interiors, LUXE Chicago, Art + Auction, Chicago Tribune 2007-2009, multiple blogs
- DWR furniture design competition winner 2007
- Wallpaper Design Award: Best Use of Material for Library Bookshelves February 2009
- Guest lecturer for Experimental Furniture Design at Harrington Design School Chicago 2007-09
- Guest lecturer for Experimental Architecture and Design at Kansas State University 2011
- Designs shown in national and international exhibitions including: ICF New York 2007, Design Miami 2007, Pavillon de arts du Design Paris 2008, Design Art London 2008, Design Miami 2008, Salone de Mobli Milano 2009
- Solo design show at Volume Gallery Chicago, 2010
- Solo design show at Mondo Cane Gallery New York City, 2011

EXPERIENCE

Hale Industrial Design Chicago, IL, Scottsburg, IN

Furniture Designer/ Art Direction 2007-2011

- Used 3D AutoCAD to designed 35 furniture forms, 15 trade show exhibitions
- Collaborated with craftsmen in metal fabrication, powder coating, wet-paint, E-coating, electro-plating, metal polishing, machining, water-jet and plasma cutting in forming my own designs.
- Worked for multiple end-user clients to form new furniture designs around their specific needs.
- Designed layouts and displays for multiple trade show venues for different galleries.
- Managed production for multiple design projects simultaneously.
- Collaborated with press, distributors and photographers to market my furniture designs
- Advisory, assistance and direction with other designers in the design and fabrication of their work

Wright Auction Chicago, IL

Restoration Management/Property Management 2004-2009

- Collaborated with a variety of restoration craftsmen to repair works in wood, ceramic, glass, metal, plastic, and lighting
- Special event design, trade show design and implementation of design
- Design and fabrication management of furniture designs for other designers
- Product cataloging, data entry and photo shoot assistance
- Online auction sales, Auction day sales clerk
- Shipping and receiving assistance
- Organized and realized the multi-phase restoration of over 200 designed objects per season

Jonathan Nesci, Board of
Directors

FedEx Freight Chicago, IL

Lift-truck operator 1999-2004

- **Worked with superiors to establish planning of work day**
- **Loaded trucks for planned routes**
- **Received beginning-stage Hazmat training**
- **Worked with individuals for sorting/distribution jobs**

EDUCATION

Harold Washington College

Chicago, IL 2004

Furniture Design

Moraine Valley Community College

Palos Hills, IL, 2002-2004

Classes in art history, welding and fabrication

3D drafting certification

View design work experience at HALE-ID.COM under PRODUCT and EDITION

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Via Charter School
2. Your full name: Sam George
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.
Secretary, Southwestern Jefferson County School Corporation Board of Trustees, 1992-96
See resume for numerous other boards and commissions
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

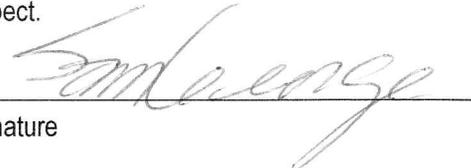
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you 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, Sam George, 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 Via Charter School is true and correct in every respect.

Signature



Date

3-31-12

SAM GEORGE, JD

EDUCATION

- 1981 to 1983 **University of Louisville School of Law, Louisville, Kentucky**
JD, May 1983
Executive Editor, Volume 21 Journal of Family Law.
Dean's List.
Admitted to the bar in Indiana and Kentucky, 1983, and Louisiana, 1984.
- 1971 to 1975 **Hanover College, Hanover, Indiana**
BA, May 1975
Mathematics major. Chemistry minor.
Won 12 varsity letters in football, wrestling, and track. NAIA All America selection in football, 1975.

PROFESSIONAL ASSOCIATIONS AND ORGANIZATIONS

- Member Board of Directors, Clean Manufacturing Technology Institute (2001-2004) (appointed by Governor Frank O'Bannon)
- Commissioner, Indiana Emergency Response Commission (1995-2004) (appointed by Governor Evan Bayh)
- Chairman, Jefferson County (IN) Emergency Planning Committee (1988-2004)
- Member Board of Directors, Performance Track Participants Association (2001-2003)
- Director and Vice President, Community Foundation of Madison and Jefferson County (1997-2000)
- Secretary and Member, Southwestern Jefferson County Board of School Trustees (1992-1996)
- Secretary and Member, Town of Hanover Planning Commission (1989-1995)
- Secretary and Member, Town of Hanover Board of Zoning Appeals (1990-1995)
- Member Board of Directors, Hanover College Alumni Association (1992-1995)

PROFESSIONAL CREDENTIALS

- Licensed Attorney Indiana, Kentucky, and Louisiana
- Certified Responsible Carrier Program Auditor, The American Waterways Operators, February 6, 2008
- Certified Professional Environmental Auditor, Certificate Number 217, Board of Environmental Auditor Certifications
- Certified Hazardous Materials Manager, Master Level, Certificate Number 10045, Institute of Hazardous Materials Management

REFERENCES OF REPRESENTATIVE CLIENTS

- Jefferson County LEPC, Madison, IN. Contact: Jim Plum, 812-265-8878
- Hamilton County LEPC, Noblesville, IN. Contact: David Bice, 317-770-3381
- Ripley County LEPC, Versailles, IN. Contact: Pat Thomas, 812-689-5751
- Elkhart County LEPC, Elkhart, IN. Contact: Charles Taylor, 574-320-4714
- Wabask County LEPC, Wabash, IN. Contact: Bob Brown, 260-563-3181
- Canal Barge Company, Belle Chasse, LA. Contact: Al Guillot, 504-585-4634
- Ingram Barge Company, Nashville, TN. Contact: David Sehart, 615-298-8307
- Kirby Industries, Houston, TX. Contact: Amy Husted, 713-435-1068
- The Toepfer Group, Harahan, LA. Contact: Ray Greenwell, 504-739-0082

HONORS AND AWARDS

- 2004 Greg Phillips Award Winner – highest award given by the Indiana Emergency Response Commission
- 1998 Inducted into Hanover College Athletic Hall of Fame
- 1992 Outstanding Young Hoosier Award from the Indiana Jaycees
- Frequent speaker at environmental and pollution prevention seminars

SAM GEORGE, JD

130 EAST MAIN STREET • HANOVER, INDIANA 47243 • 812-701-9641 (C) •
SAMGEORGELLC@GMAIL.COM

WORK EXPERIENCE

- 2009 to Present **Principal**
Sam George & Associates LLC, Hanover, Indiana
Emergency Planning for LEPCs specializing in hazardous commodity flow studies, hazard analysis, and general planning. Environmental Consulting specializing in management systems and compliance audits.
- 2006 to 2009 **Vice President, Environmental Compliance**
American Commercial Lines Inc., Jeffersonville, Indiana
Responsible for all environmental management for large publicly traded inland marine company operating 150 towing vessels, 2800 barges, and ten (10) facilities in seven (7) states. Facilities include Jeffboat, the nation's largest inland shipyard employing 1500 and manufacturing over 450 vessels per year. Duties include responsibility for implementing all aspects of the Responsible Care® Management System in conformity with RC 14001, implementing pollution prevention and waste elimination projects throughout system, and conducting internal and external environmental auditing process. During tenure:
- 2007 ACL accepted into the Kentucky Excel program
 - 2007 Both ACL and Jeffboat accepted into the Indiana Environmental Stewardship Program
 - 2007 ACL certified to the Responsible Care® Management System
 - 2008 Jeffboat won Indiana Governor's Award for Pollution Prevention
 - 2008 ACL admitted to US EPA's National Environmental Performance Track Program
 - 2008 ACL received William M. Benkert Marine Environmental Protection Award (highest environmental award given by the Coast Guard)
- 1988 to 2006 **Vice President and Director of Corporate Affairs**
Madison Chemical Co., Inc., Madison, Indiana
Responsible for all environmental, health and safety regulatory compliance for a specialty chemical manufacturing firm with sixty-five employees. Duties also include acting as General Counsel. During tenure, Madison Chemical became registered to ISO 9001 and 14001 and received numerous awards from state and federal environmental agencies including:
- 1996 Indiana Governor's Award for Pollution Prevention
 - 1997 Indiana Governor's Award for Pollution Prevention
 - 1999 Indiana Governor's Award for Pollution Prevention
 - 1999 Indiana Governor's Award for Recycling
 - 2000 Charter membership in US EPA's National Environmental Performance Track
- 1995 to 2006 **Vice President**
Matrix Environmental Incorporated, Madison, Indiana
Responsible for developing environmental engineering and consulting business with emphasis on point source wastewater treatment plant design and construction, and regulatory compliance programs for heavy industry. Representative clients include Goodyear Tire and Rubber, Pfizer, Inc., Cessna Aircraft Company, Dana Corporation, American Commercial Lines, Canal Barge Company, Ingram Barge Company, Kirby Industries, and the Toepfer Group.
- 1982 to 1987 **Director of Special Projects**
American Commercial Barge Line Company, Jeffersonville, Indiana
Established internal environmental auditing program for an inland marine transportation company with operations throughout the U.S. river system and in 11 states.
- 1975 to 1981 **Plant Manager**
Madison Chemical Co., Inc., Madison, Indiana
Supervised all production, shipping and receiving of hazardous materials manufactured and used by the Company.

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:
VIA Charter School
2. Your full name: Darrell Hawkins
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.
Owner and Operator of a successful business, strong community member in Scott County
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

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

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

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

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

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

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

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

Arrell Hawkins

3-20-12

Darrell Hawkins

1156 S. State Rd. 3
Lexington, IN 47138
812-752-5438
darrell@hawkinsindustrialtruck.com

OBJECTIVE: To obtain a position where I can utilize the experience and knowledge I have gained in my career in the areas of business operations, management and growth, not limited to purchasing, sales, electrical and engineering design.

EXPERIENCE: **Hawkins Industrial Truck, Inc.**

1986 to present

President/ CEO and Founder

- Lead Sales Manager.
- Oversee and manage day to day operations.
- Responsible for purchasing along with controlling all aspects of sales and service.
- Responsible for all finances and money management, payables and receivables.
- Responsible for hiring and training all employees, to ensure strong leadership and good employee morale.
- Engineering and fabricating designs to help the company function more efficiently and effectively.
- Representative customers of the business include: Genesis Plastics & Engineering LLC; Genpak LLC; American Plastics & Molding Corp.; North Electric, Inc.; Wal-Mart Super Center; Scotts Ace Hardware; Multi-Color Corp.; Scott County Economic Development Corp.; Crop Production Services; Mid America Science Park; Scottsburg Electric Co.; ILPEA Industries; Fewell Monument Co.; Hanover College; Scottsburg Waste Water Treatment Plant; Scottsburg Water Dept. & Indiana Bottle Co.

Hawkins Seeding & Sodding

1997 to present

President/ CEO and Founder

- Site work, land development and erosion control management.
- Lead multiple crews to a successful completion of jobs.
- Responsible for all purchases, fleet management and customer service.
- Engineered & fabricated specific designs to help achieve faster & more productive completion of jobs.
- Responsible for all job quotes.

L & M Forklift Repair Corp.

1984 to 1986

- Lead sales representative.
- Responsible for all customer relations.
- Field technician from 1985 to 1986.

EDUCATION: Graduate of Scottsburg High School, 1983
Vocational classes for mechanical engineering and mechanics, 1983
Private school for business, real estate and money management, 1986

SUMMARY of ATTRIBUTES:

- Ability to make fast and accurate decisions under stressful situations.
- Excellent problem solving skills.
- Ability to lead effectively and successfully during times of economic downfall.
- Proven effective and respected leadership skills.
- Mentored several new Scott County businesses that have grown to be highly successful today.

SPECIAL SKILLS: Over 26 years experience in the following categories:

- All aspects of Business Management.
- Customer Service and Human Resources.
- Advertising and Marketing.
- Mechanics, Hydraulics and Pneumatics.
- Welding, Machining & Fabricating.
- Operating Heavy Equipment.
- General Construction including plumbing, electrical, HVAC both commercial and residential, excavation and concrete.

COMMUNITY INVOLVEMENT/ CONTRIBUTIONS

- Volunteered time and donated multiple pieces of equipment to the Scott County Family YMCA.
- Volunteered time and made donations to the Scottsburg High School Swim Team.
- Made contributions to the Scott County Relay for Life.
- Volunteered time at Abundant Life Baptist Church and donated supplies to support the children's Sunday school classes.
- Volunteered time and made donations to the Scottsburg Band of Warriors.
- Made several donations to support our local WE CARE auction.

REFERENCES AVAILABLE UPON REQUEST

Mary Jo West, Board of Directors

Mary Jo West, MLS

1237 West Weir Road
Scottsburg, IN 47170

Home: 812-752-4216
Cell: 812-595-0421
Email: westmj@scsd1.com

Retired School Media Specialist

Professional with 32 years experience providing reference, support and student services. Proven record in managing high school library resources encompassing automation, cataloging, inventory, and service desk administration. Experience in grant-writing and facilitating the implementation and evaluation of educational programs. Experienced in coordinating with teachers, administrators, and technology support to troubleshoot ongoing problems and foster a highly productive and efficient learning environment.

Areas of expertise include:

- Research & Analysis
- School Library Programs
- Material Selection
- Reference Tools
- User Services
- Information Literacy Skills
- Library Management
- Internet Research
- School Improvement Activities
- Professional Development Activities
- Grant Writing Activities

Education

Master of Library Science; Major: Library and Information Science
Indiana University-Bloomington, IN

Bachelor of Arts; Major: Library and Information Science
Purdue University West Lafayette, IN

Professional Experience

Austin High School-Austin, IN
Media Specialist/Librarian

1977-2009

Managed all facets of library collection and student services. Oversaw technology troubleshooting with the building computers and classroom audio-visual equipment. Designed and presented information literacy lessons and coordinated information literacy activities with teaching staff. Worked as grant writer for the entire district and also served in the duties listed below:

Academic Coordinator (Spell Bowl/Academic Bowl/Host Southern Indiana Academic Bowl area competition)
AHS Class Sponsor
AHS Book Club Sponsor
Association of Media Educators Member/Representative
Distance Education Coordinator
Indiana Department of Education TOPHAT Representative
Professional Development Coordinator for Scott School District I
Middle Grade Reading Team Representative
School To Work Program Chair
Scott School District I School Improvement Chair
Teacher Internship Coordinator

Community Activities

Current member of:

Austin Christian Church
Scott County Community Foundation Scholarship Committee

Past board member of the following:

Association of Indiana Media Educators
Indiana Cooperative Library Service Authority
Scott County Partnership Group
Scott County Public Library Board
YMCA Founding Board

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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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:
Next Step School Corporation
2. Full name: Mary Jo West

Business Name and Address: 1237 West Weir Road Scottsburg, IN 47170

Telephone No.: 812-752-4216

E-mail address: westmj@scsd1.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
5. Why do you wish to serve on the board of the proposed charter school?
To assist in the process of developing and nurturing a sound alternative educational path for the youth in our area.
6. What is your understanding of the appropriate role of a public charter school board member?
A board member should initially commit to assisting in the organization of the charter school and offer guidance during the planning and implementation phase. A board member should also recognize if the given school is on course academically and be willing to make improvements if necessary. Board members must remain focused on the mission of the school and lead through the use of a strategic plan.

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

I have served on a variety of committees which have focused on educational and community based issues. I am familiar with the procedures involved concerning the inner workings of a board and I have extensive experience in the field of education. I have facilitated communication among many groups and committees during my career in education.

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

I have spent thirty two years as an educator working with many fellow educators and administrators. I have witnessed many trends and various initiatives during my time in education. I feel, based on my experiences, I have a clear understanding of educational reform and what has proven to be effective in the classroom.

School Mission and Program

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

Next Step school proposed to follow a plan which utilizes the educational tools necessary to produce students who are successful contributors to the 21st century.

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

The administrators and staff hope to weave five educational theories into their instructional design. All of these instructional theories are research based with emphasis on individualized learning.

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

I feel the school climate should be nurturing and open for the students and parents. Differentiated learning should be key for each students academic success. A strategic plan should be in place which follows a research based model requiring frequent assessment. Professional development should be a priority of the administration and staff. Data driven decisions should be key to the success of the student and teacher performance.

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

Quality of our product-what is the data telling us about the success of our students.

Governance

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

We should remain focused on the mission and vision of the school and decide if the given assessments are indicative of student success. Board members should be aware of the academic and extracurricular activities of the school. We should have knowledge of academic performance as a whole and be aware of the day to day operations of the school.

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

It is my hope that new grade levels will be added with each year and that after four years of operation we will see a successful pre-school, elementary and middle school program.

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

Development of the following: 1. Sound strategic plan. 2. Strong curriculum at all grade levels.

3. Good professional development program. 4. Constant assessment of curriculum and classroom instruction.

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

We are united as a board and would discuss any issue together as a group.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

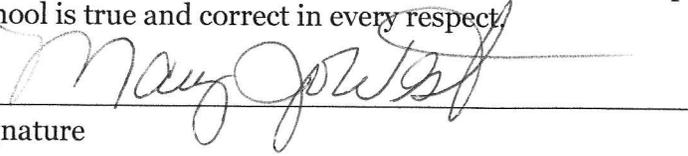
Does not apply to me, my spouse or family. Yes

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

Certification

I, Mary Jo West, 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 VIA Charter School is true and correct in every respect.

Signature



Date

4/5/2012

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE VI – Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his

or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

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

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VII – Indemnification and Duty to Defend

Section 1. Indemnification and Defense by the Corporation. To the extent consistent with applicable law, the Corporation shall defend and indemnify its officers, directors, and employees against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceedings as defined below and with respect to any criminal action or proceeding, so long as the Corporation has determined the officer, director or employee had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VII.

Section 2. Definitions.

- (a) As used in this Article VII, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
 - (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

| SOCIAL STUDIES CURRICULUM SCOPE AND SEQUENCE K-6 | K’GARTEN | FIRST | SECOND | THIRD | FOURTH | FIFTH | SIXTH | | | | | | | |
|---|-----------------|--------------|---------------|--------------|---------------|--------------|--------------|---|--|--|--|--|--|--|
| (ALIGNED WITH INDIANA ACADEMIC STANDARDS, COMMON CORE, AND AND THE INTERNATIONAL BACCALAUREATE THEMES) | | | | | | | | | | | | | | |
| HISTORY | X | X | X | X | | X | X | | | | | | | |
| CIVICS AND GOVERNMENT | X | X | X | X | | X | X | | | | | | | |
| GEOGRAPHY | X | X | X | X | X | X | X | | | | | | | |
| ECONOMICS | X | X | X | X | X | X | X | | | | | | | |
| INDIANA HISTORY | | | | | | X | | | | | | | | |
| INDIANA GOVERNMENT | | | | | | X | | | | | | | | |
| LIVING AND LEARNING TOGETHER | X | | | | | | | | | | | | | |
| HOME, SCHOOL AND NEARBY ENVIRONMENTS | | X | | | | | | | | | | | | |
| THE LOCAL AND REGIONAL COMMUNITY | | | X | | | | | | | | | | | |
| THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD | | | | X | | | | | | | | | | |
| INDIANA IN THE NATION AND THE WORLD | | | | | X | | | | | | | | | |
| THE UNITED STATES - THE FOUNDING OF THE REPUBLIC | | | | | | X | | | | | | | | |
| PEOPLE, PLACES AND CULTURES IN EUROPE AND THE AMERICAS | | | | | | | X | | | | | | | |
| HEALTH AND WELLNESS AND PHYSICAL EDUCATION CURRICULUM K-6 | | | | | | | | | | | | | | |
| (ALIGNED WITH INDIANA STANDARDS AND COMMON CORE) | | | | | | | | | | | | | | |
| MOTOR SKILLS AND MOVEMENT PATTERNS | X | X | X | X | X | X | X | | | | | | | |
| MOVEMENT CONCEPTS | X | X | X | X | X | X | X | | | | | | | |
| PHYSICAL ACTIVITY | X | X | X | X | X | X | X | | | | | | | |
| HEALTH - ENHANCING PHYSICAL FITNESS | X | X | X | X | X | X | X | | | | | | | |
| RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR | X | X | X | X | X | X | X | | | | | | | |
| VALUE OF PHYSICAL ACTIVITY | X | X | X | X | X | X | X | | | | | | | |
| READING FOR LITERACY IN PE | X | X | X | X | X | X | X | | | | | | | |
| WRITING FOR LITERACY IN PE | X | X | X | X | X | X | X | | | | | | | |
| HEALTH PROMOTION AND DISEASE PREVENTION | X | X | X | X | X | X | X | | | | | | | |
| ANALYZE THE INFLUENCES ON HEALTH BEHAVIORS | X | X | X | X | X | X | X | | | | | | | |
| ACCESS VALID INFORMATION TO ENHANCE HEALTH | X | X | X | X | X | X | X | | | | | | | |
| USE COMMUNICATION SKILLS TO ENHANCE HEALTH | X | X | X | X | X | X | X | | | | | | | |
| DECISION MAKING SKILLS TO ENHANCE HEALTH | X | X | X | X | X | X | X | | | | | | | |
| GOAL-SETTING SKILLS TO ENHANCE HEALTH | X | X | X | X | X | X | X | | | | | | | |
| PRACTICE HEALTH-ENHANCING BEHAVIORS | X | X | X | X | X | X | X | | | | | | | |
| ADVOCATE FOR PERSONAL/COMMUNITY HEALTH | X | X | X | X | X | X | X | | | | | | | |
| READING FOR LITERACY IN HEALTH AND WELLNESS | | | | | | | | X | | | | | | |
| WRITING FOR LITERACY IN HEALTH AND WELLNESS | | | | | | | | X | | | | | | |

EXIT STANDARDS FOR GRADUATING 6TH GRADE STUDENTS AT VIA CHARTER SCHOOL

READING ACADEMIC YEAR 2013-2014

- 6.1.1 Read aloud appropriate poems and literary texts fluently and accurately and with appropriate timing, changes in voice, and expression.
- 6.1.2 Identify and interpret figurative language and words with multiple meanings
- 6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing
- 6.1.4 Understand unknown words and information text by using word, sentence, and paragraph clues to determine meaning
- 6.1.5 Understand and explain slight differences in meaning in related words
- 6.2.1 Identify the structural features of popular media and use the features to obtain information
- 6.2.2 Analyze text that uses a compare - and - contrast organizational pattern
- 6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics
- 6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports
- 6.2.5 Follow multiple-step instructions for preparing applications
- 6.2.6 Determine the appropriateness of the evidence presented for an author's conclusions and whether it adequately supports inferences.
- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
- 6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.
- 6.2.9 Identify problems with an author's use of figures of speech, logic or reasoning (assumption and choice of facts or evidence.)
- 6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.
- 6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.
- 6.3.3 Analyze the influence of the setting on the problem and its resolution.
- 6.3.4 Convey tone or meaning in poetry using word choice, figurative language, sentence structure, line length, rhythm, punctuation and alliteration
- 6.3.5 Identify the speaker and recognize the difference between first-person and third person narration.
- 6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
- 6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional or nonfictional texts.
- 6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.
- 6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.
- 6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 6.4.2 Choose the form of writing that best suits the intended purpose.
- 6.4.3 Write informational pieces that state a clear purpose, engage the interest of the reader, develop the topic with details and a summary.
- 6.4.4 Use a variety of organizational patterns including compare contrast, categorical organization, and arrangement by order of importance.
- 6.4.5 Use note-taking skills when completing research for writing.
- 6.4.6 Use features of electronic text such as bulletin boards, databases, keyword searches, and e-mail addresses to locate information.
- 6.4.7 Use computer to compose by using word-processing skills and principles of design, including tabs, spacing, columns, and page orientation
- 6.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 6.4.9 Edit and proofread writing using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs

READING INDIANA STATE STANDARDS ACADEMIC YEAR 2013-2014

- 6.5.1 Write narratives, establish/develop plot and setting, and present a point of view that is appropriate to the stories, include sensory details.
- 6.5.2 Write descriptions, explanations, comparison/contrast papers, and problem/solution essays that state the purpose and explain the situation.
- 6.5.4 Write responses to literature that shows careful reading, organizes around clear ideas and includes support statement with evidence.
- 6.5.5 Write persuasive compositions that state a clear position, support the position and addresses possible reader concerns and counterarguments.
- 6.5.6 Use varied word choices to make writing interesting.
- 6.5.7 Write for different purposes and to specific audience or person, adjusting tone and style as necessary.
- 6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details.
- 6.5.3 Write or deliver a research report that has been developed using a systematic research process with different information that is credible.
- 6.6.1 Use simple, compound, and complex sentences; including both main ideas and supporting ideas in single sentences, to express thoughts.
- 6.6.6 Identify and correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.
- 6.6.2 Identify and properly use indefinite pronouns, present perfect, past perfect, and future perfect verb tenses.
- 6.6.3 Use colons after the salutation in business letters, semicolons to connect main clauses, and commas in compound sentences.
- 6.6.4 Use correct capitalization.
- 6.6.5 Spell correctly frequently misspelled words.
- 6.7.1 Relate the speaker's verbal communication to the nonverbal message.
- 6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.
- 6.7.3 Restate and carry out multiple-step oral instructions and directions.
- 6.7.4 Select a focus, an organizational structure, and a point a view, matching the purpose, message, and vocal modulation to the audience.
- 6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.
- 6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.
- 6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.
- 6.7.8 Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia for effect.
- 6.7.9 Identify persuasive and propaganda techniques used in electronic media and identify false and misleading information.
- 6.7.10 Deliver narrative presentations that establish a context, plot, and point of view and includes sensory details and a range of narrative devices.
- 6.7.11 Deliver informative presentations that pose relevant questions and develop the topic with facts from multiple authoritative sources.
- 6.7.12 Deliver oral responses to literature that shows careful reading, organized around several clear ideas, and justified with examples from text.
- 6.7.13 Deliver persuasive presentations that provide a clear statement, include relevant evidence and engage the listener to gain acceptance.
- 6.7.14 Deliver presentations on problems and solutions that establish connections between the defined problem and at least one solution.
- 6.7.15 Ask questions that seek information not already discussed.
- 6.7.16 Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.
- 6.7.17 Make descriptive presentations that use concrete sensory details.

- 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RI.2 Determine a central idea of a text and how it's conveyed through details; give a summary of the text distinct from personal opinions.
- 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6.RI.5 Analyze how a particular sentence or section fits into the overall structure of a text and contributes to the development of the ideas.
- 6.RI.6 Determine and author's point of view or purpose in a text and explain how it is conveyed in the text.
- 6.RI.7 Integrate information presented in different media or words to develop a coherent understanding of a topic or issue.
- 6.RI.8 Trace and evaluate the argument and claims in a text, distinguishing claims that are supported by evidence from claims that are not.
- 6.RI.9 Compare and contrast one author's presentation of events with that of another.
- 6.RI.10 By year's end, read and comprehend literary nonfiction in the grades 6-8 complexity band proficiently, with scaffolding as needed.
- 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.2 Determine a theme of a text through particular details; give a summary of the text distinct from personal opinions.
- 6.RL.3 Describe how a story's plot unfolds in a series of episodes as well as how the characters respond as the plot concludes.
- 6.RL.4 Determine the meaning of words used in a text, including figurative and technical meanings; analyze the impact of word choice.
- 6.RL.5 Analyze how a particular sentence or paragraph fits into the structure of a text and contributes to the theme, setting, or plot.
- 6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.RL.7 Compare and contrast the experience of reading a story to listening to or viewing the text.
- 6.RL.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- 6.RL.10 By year's end, read and comprehend literature in the 6-8 text complexity proficiently, with scaffolding as needed.
- 6.W.1 Write arguments to support claims with clear reasons and relevant evidence.
- 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas through the selection and analysis of relevant content.
- 6.W.3 Write narratives to develop real or imagined experiences using effective technique, descriptive details, and event sequences.
- 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.W.5 With some guidance from peers and adults, develop and strengthen writing by planning, editing, rewriting, or trying a new approach.
- 6.W.6 Use technology, including the Internet, to produce/ publish writing, collaborate with others and show command of keyboarding skills.
- 6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 6.W.8 Gather information from multiple credible sources; paraphrase the data and conclusions of others while avoiding plagiarism.
- 6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 6.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

- 6.L.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.
- 6.L.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.4 Determine the meaning of unknown words and phrases based on grade 6 reading content, choosing flexibly from a range of strategies.
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
- 6.L.6 Use accurately grade domain-specific words; gather vocabulary knowledge when considering a word important to comprehension.
- 6.SL.1 Engage in a range of discussions with partners on grade 6 topics, building on others' ideas and expressing their own clearly.
- 6.SL.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
- 6.SL.3 Delineate a speaker's argument, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.SL.4 Present findings, sequencing ideas logically and using facts to give main ideas or themes; use appropriate eye contact and volume.
- 6.SL.5 Include multimedia components and visual displays in presentation to clarify information.
- 6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

2013-2014 MATH INDIANA STATE STANDARDS

- 6.1.1 Understand and apply the basic concept of negative numbers.
- 6.1.2 Interpret the absolute value of a number as the distance from zero and find the absolute value of real numbers.
- 6.1.3 Compare and represent on a number line positive/negative integers, fractions, decimals, and mixed numbers.
- 6.1.4 Convert between any two representations of numbers without the use of a calculator.
- 6.1.5 Recognized decimal equivalents for commonly used fractions without the use of a calculator.
- 6.1.6 Use models to represent ratios.
- 6.1.7 Find the least common multiple and greatest common factor of whole numbers. Use to solve problems.
- 6.2.1 Add and subtract positive and negative integers.
- 6.2.2 Multiply and divide positive and negative integers.
- 6.2.3 Multiply and divide decimals.
- 6.2.4 Explain how to multiply and divide positive fractions and perform the calculations.
- 6.2.5 Solve problems involving +, -, X, and div of positive fractions. Explain why an operation was used.
- 6.2.6 Interpret and use ratios to show the relative sizes of two quantities. Use the notations: a/b , a to b , $a:b$.
- 6.2.7 Understand proportions and use them to solve problems.
- 6.2.8 Calculate given percentages of quantities and solve problems involving discounts, interest, and tips.
- 6.2.9 Use estimation to decide whether answers are reasonable in decimal problems.
- 6.2.10 Use mental arithmetic to add or subtract simple fractions and decimals.
- 6.3.1 Write and solve one-step linear equations and inequalities in one variable and check the answers.
- 6.3.2 Write and use formulas with up to three variables to solve problems.
- 6.3.3 Interpret and evaluate expressions that use grouping symbols such as parentheses.
- 6.3.4 Use parentheses to indicate operation to perform first when writing expressions.
- 6.3.5 Use variables in expressions describing geometric quantities.
- 6.3.6 Apply and justify the correct order of operations and the properties of real numbers to evaluate expressions.
- 6.3.7 Identify and graph ordered pairs in the four quadrants of the coordinate plane.
- 6.3.8 Solve problems involving linear functions with integer values. Write the equation and graph the ordered pairs.
- 6.3.9 Investigate how a change in one variable relates to a change in a second variable.
- 6.4.1 Identify and draw vertical, adjacent, complementary, and supplementary angles and describe these relationships.

- 6.4.2 Use and justify the properties of complementary, supplementary, and vertical angles to solve problems.
- 6.4.3 Draw quadrilaterals and triangles with equal sides but no right angles.
- 6.4.4 Know the sum of a triangle's interior angles is 180 and the sum of the quad's interior angles is 360 degrees.
- 6.4.5 Identify and draw two-dimensional shapes that are similar.
- 6.4.6 Draw the translation and reflection of shapes.
- 6.4.7 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.
- 6.5.1 Use units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.
- 6.5.2 Understand and use larger units for measuring length by comparing miles to yards and kilometers to meters.
- 6.5.3 Use larger units for measuring area by comparing acres and sq. miles to sq. yds and sq. kilos to square meters.
- 6.5.4 Understand the concept. Develop and use the formulas for the circumference and area of a circle.
- 6.5.5 Know common estimates of. Use these values to estimate and calculate. Compare with actual measurements.
- 6.5.6 Understand the concept of significant figures and round answers to an appropriate number of significant figures
- 6.5.7 Construct a cube and rectangular box from two-dimensional patterns and use to compute the surface area.
- 6.5.8 Use strategies to find the surface area and volume of right prisms and cylinders using appropriate units.
- 6.5.9 Use a formula to convert temperatures between Celsius and Fahrenheit.
- 6.5.10 Add, subtract, multiply, and divide with money in decimal notation.
- 6.6.1 Organize and display single-variable data in appropriate graphs and stem-and-leaf plots. Explain types of graphs.
- 6.6.2 Make frequency tables for numerical data. Understand and find relative and cumulative frequency.
- 6.6.3 Compare the mean, median, and mode for a set of data and explain which measure is most appropriate.
- 6.6.4 Show all possible outcomes for compound events and find the probability of each outcome.
- 6.6.5 Use data to estimate the probability of future events.
- 6.6.6 State probabilities as ratios, measures of relative frequency, decimals, and percentages between 0 and 100
- 6.7.1 Analyze problems, find relevant information, identify missing information, sequence information, observe patterns.
- 6.7.2 Make and justify mathematical conjectures based on a general description of a mathematical question or problem.
- 6.7.3 Decide when and how to break a problem into simpler parts.
- 6.7.4 Apply strategies and results from simpler problems to solve more complex problems.
- 6.7.5 Express solutions clearly using mathematical terms. Support solutions with evidence in verbal and symbolic work.
- 6.7.6 Recognize advantages of exact and approximate solutions and give answers to a specified degree of accuracy.
- 6.7.7 Select and apply appropriate methods for estimating results of rational-number computations.
- 6.7.8 Use graphing to estimate solutions and check the estimates with analytic approaches.
- 6.7.9 Make precise calculations and check the validity of the results in the context of the problem.
- 6.7.10 Decide whether a solution is reasonable in the context of the original situation.
- 6.7.11 Note the method of finding the solution; show a conceptual understanding of the method.

2014-2018 MATH COMMON CORE ACADEMIC STANDARDS

- 6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- 6.RP.2 Understand concept of a unit rate a/b associated with a ratio $a:b$, and use rate language in the context of a ratio relationship.
- 6.RP.3 Use ratio and rate reasoning to solve problems, e.g., by reasoning about tables of equivalent ratios, double number lines, or equations.
- 6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.
- 6.NS.2 Fluently divide multi-digit numbers using the algorithm.

- 6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the algorithm for each operation.
- 6.NS.4 Find the greatest common factor of two numbers and the least common multiple of two numbers. Use the distributive property.
- 6.NS.5 Understand that + and - numbers describe quantities having opposite directions or values; explain the meaning of 0 in each situation.
- 6.NS.6 Understand a rational number as a point on a number line. Extend number line diagrams and coordinate axes to a plane with negative numbers.
- 6.NS.7 Understand ordering and absolute value of rational numbers.
- 6.NS.8 Solve problems by graphing points in four quadrants of the coordinate plane. Include use of coordinates to find distances between points.
- 6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.
- 6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.
- 6.EE.3 Apply the properties of operations to generate equivalent expressions.
- 6.EE.4 Identify when two expressions are equivalent.
- 6.EE.5 Understand an equation as a process of answering which values from a specified set, if any, make the equation or inequality true?
- 6.EE.6 Use variables to represent numbers and write expressions. understand a variable can represent an unknown number, or any number in a set.
- 6.EE.7 Solve real-world and mathematical problems by writing and solving simple simultaneous equations
- 6.EE.8 Recognize that inequalities have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
- 6.EE.9 Write an equation to express one quantity, thought of as the dependent variable, in terms of another quantity, an independent variable.
- 6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles.
- 6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes. Apply the formulas.
- 6.G.3 Draw polygons in the coordinate planes; use coordinates to find the length of a side joining points with the same first or second coordinate.
- 6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.
- 6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
- 6.SP.2 Understand a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and shape.
- 6.SP.3 Recognize that a measure of variation describes how its values vary with a single number.
- 6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- 6.SP.5 Summarize numerical data sets in relation to their context.

2013-2014 SCIENCE INDIANA STATE STANDARDS

- 6.1.1 Understand that the properties of matter as a model that depicts particles representing atoms or molecules in motion.
- 6.1.2 Explain properties of solids, liquids and gases using drawings and models that represent matter as particles in motion.
- 6.1.3 Using a model, investigate that when substances undergo a change in state, mass is conserved.
- 6.1.4 Recognize that objects in motion have kinetic energy and objects at rest have potential energy.
- 6.1.5 Describe with examples that potential energy exists in several different forms.

SCIENCE INDIANA STATE STANDARDS ACADEMIC YEAR 2013-2014

- 6.1.6 Compare and contrast potential and kinetic energy and how they can be transformed from one form to another.
- 6.1.7 Explain energy as heat, light, electricity, mechanical motion, and sound and is often associated with chemical reactions.

- 6.2.1 Describe how the position, size and motions of the earth, moon and sun cause night, eclipses, and moon phases.
- 6.2.2 Recognize gravity keeps celestial bodies in regular and predictable motion, holds objects to earth and causes tides.
- 6.2.3 Understand that the sun, a star where nuclear reactions occur, is the central and largest body in the solar system.
- 6.2.4 Compare and contrast the planets of the solar system with one another and with asteroids and comets.
- 6.2.5 Demonstrate seasons are the result of the inclination of earth on its axis, causing changes in sunlight and length of day.
- 6.3.1 Describe specific relations between organisms and determine whether these relationships are competitive or beneficial.
- 6.3.2 Describe how changes caused by organisms in habitat can be beneficial or detrimental to themselves or to native plants and animals.
- 6.3.3 Describe how certain factors-i.e. predators, light and water, temperatures -can limit the number of organisms an ecosystem can support.
- 6.3.4 Recognize that plants use energy from the sun to make sugar by the process of photosynthesis.
- 6.3.5 Describe how all animals, including humans, meet their energy needs by consuming other organisms, and use materials to grow.
- 6.3.6 Recognize that food provides energy for work that cells do and is source of the molecular building blocks that can be incorporated in a cell.
- 6.4.1 Understand how to apply potential or kinetic energy to power a simple device.
- 6.4.2 Construct a simple device that uses potential or kinetic energy to perform work.
- 6.4.3 Describe the transfer of energy amongst energy interactions.

2014-2018 SCIENCE COMMON CORE ACADEMIC STANDARDS

- 6-8.RS.1 Cite specific textual evidence to support analysis of science texts.
- 6-8.RS.2 Determine the central ideas of a text; provide an accurate summary distinct from prior knowledge or opinions.
- 6-8.RS.3 Follow a multi-step procedure when carrying out experiments or taking measurements.
- 6-8.RS.4 Determine the meaning of symbols, key terms, and domain specific words used in scientific context to grades 6-8 topics.
- 6-8.RS.5 Analyze the structure an author uses to organize a text including how major sections contribute to the whole for understanding.
- 6-8.RS.6 Analyze the author's purpose in providing an explanation, a procedure, or discussing an experiment.
- 6-8.RS.7 Integrate quantitative information expressed in words in a text with info expressed visually.
- 6-8.RS.8 Distinguish among facts, reasoned judgment, based on research and speculation in a text.
- 6-8.WS.1 Write arguments to focus on discipline specific content.
- 6-8.WS.2 Write informative texts using scientific procedures and experiments.
- 6-8.WS.3 Write step by step procedures used in investigation so that others can replicate them.
- 6-8.WS.4 Produce clear writing in which the organization is appropriate for task, purpose, and audience.
- 6-8.WS.5 With guidance from peers and adults, develop writing by planning, revising, editing, and focusing on audience and purpose.
- 6-8.WS.6 Use technology to produce and publish writing and present the relationships between information and ideas clearly.
- 6-8.WS.7 Conduct short research projects to answer a question drawing on several sources and avenues of exploration.
- 6-8.WS.8 Gather relevant information from print and digital sources; assess accuracy and paraphrase the data while avoiding plagiarism.
- 6-8.WS.9 Draw evidence from information texts to support analysis and research.
- 6-8.WS.10 Write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences.

SOCIAL STUDIES INDIANA STATE ACADEMIC STANDARDS 2013-2014

- 6.1.1 Describe the rise; the political, technological and cultural achievements, and the decline of ancient civilization in Europe and Mesoamerica.
- 6.1.2 Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.
- 6.1.3 Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.
- 6.1.4 Describe and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.
- 6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought by the Crusades.
- 6.1.6 Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe and Mesoamerica.
- 6.1.7 Explain the effects of Black Death, or bubonic plague, with economic, environmental/ social factors that led to the decline of medieval society.
- 6.1.8 Compare the diverse perspectives, idea, interests and people that brought about the Renaissance in Europe.
- 6.1.9 Analyze the interconnections of people, places and events in the European Renaissance that lead to the Scientific Revolution.
- 6.1.10 Examine and explain the outcomes of European colonization on the Americas and the rest of the world.
- 6.1.11 Compare Spanish and Portuguese colonies in Mexico and South America with French and British colonies in North America.
- 6.1.12 Describe the Reformations and their effects on European and American society.
- 6.1.13 Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment.
- 6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the changes it brought about.
- 6.1.15 Describe the impact of industrialization/urbanization on the lives of individuals between Europe and the Americas and the rest of the world.
- 6.1.16 Trace the individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth centuries.
- 6.1.17 Compare the opportunities and dangers related to the development of a highly technological society.
- 6-1-18 Create/compare timelines that identify major people, events and developments in the history of countries that comprise Europe and Americas.
- 6.1.19 Define and use the terms decade, century, and millennium, and compare ways historical periods organizing principles.
- 6.1.20 Recognize historical perspectives in fiction/nonfiction by identifying the historical context in which events unfolded.
- 6.1.21 Analyze cause-and-effect relationships including the importance of individuals, ideas, human interest, beliefs and chance in history.
- 6.1.22 Differentiate between fact and interpretation in historical accounts by identifying who was involved, what/where it happened, and the outcome.
- 6.1.23 Form research questions to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.
- 6.1.24 Identify issues related to an historical event and give basic arguments for and against that issue utilizing many perspectives.
- 6.2.1 Identify and compare major forms of historical and contemporary governments in Europe and the Americas.
- 6.2.2 Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.
- 6.2.3 Examine key ideas of Magna Carta, the Petition of Right, and the English Bill of Rights as documents to place limits on the English monarchy.

- 6.2.4 Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.
- 6.2.5 Describe how major forms of government in Europe and the Americas protect or protected citizens and their civil and human rights.
- 6.2.6 Identify the functions of international political organizations in the world today.
- 6.2.7 Define and compare citizenship and citizen's role in selected countries of Europe and the Americas.
- 6.3.1 Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil.
- 6.3.2 Use latitude/longitude to locate the capital cities of Europe and the America, and use Global Positioning System to describe Earth's surfaces.
- 6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas.
- 6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.

SOCIAL STUDIES INDIANA STATE ACADEMIC STANDARDS 2013-2014

- 6.3.5 Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.
- 6.3.6 Explain how ocean currents and winds influence climate differences on Europe and the Americas.
- 6.3.7 Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.
- 6.3.8 Identify major biomes of Europe and the Americas and explain how these are influenced by climate.
- 6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations.
- 6.3.10 Explain that cultures change in three ways: cultural diffusion, invention and innovation.
- 6.3.11 Define the terms anthropology/ archeology and explain how these fields contribute to our understanding of societies in the present and past.
- 6.3.12 Compare the distribution of natural gas, oil, forests, minerals, coal, seafood and water in Mexico, Canada, Great Britain and Russia.
- 6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.
- 6.3.14 Explain and give examples of how nature has impacted the physical environment and human population in Europe and the Americas.
- 6.4.1 Give examples of how trade related to keep developments in the history of Europe and the Americas.
- 6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.
- 6.4.3 Explain why international trade requires a system for exchanging currency between various countries.
- 6.4.4 Describe how different economic systems in Europe and the Americas answer basic economic questions.
- 6.4.5 Explain how financial institutions channel funds from savers to borrowers and investors.
- 6.4.6 Compare the of living of various countries of Europe and the Americas using Gross Domestic Product per capita as an indicator.
- 6.4.7 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.
- 6.4.8 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills for success.
- 6.4.9 Identify situations in which the actions of consumers/producers create helpful/harmful spillovers to people not involved with the product.
- 6.4.10 Explain how saving/investing help increase economic growth and compare and contrast individual saving and investing options.

2014-2018 SOCIAL STUDIES COMMON CORE ACADEMIC STANDARDS

- 6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2 Determine the central idea or information of a primary or secondary source; provide an accurate summary.
- 6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies.
- 6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to history/social studies.

- 6-8.RH.5 Describe how a text presents information.
- 6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose.
- 6-8.RH.7 Integrate visual information with other information in print and digital texts.
- 6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- 6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.
- 6-8-RN.10 By the end of grade 8, read and comprehend history/social studies text in the grades 6-8 text complexity band independently and proficiently.
- 6-8.WH.1 Write arguments focused on discipline-specific content.
- 6-8.WH.2 Write informative/explanatory texts, including the narration of historical events.
- 6-8-WH.3 Students will incorporate narrative accounts into their analysis of individuals or events of historical import.
- 6-8.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.WH.5 With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, focusing on audience.
- 6-8.WH.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly.
- 6-8.WH.7 Conduct short research projects to answer a questions, drawing on several sources and generating additional related, focused questions.
- 6-8.WH.8 Gather relevant information from multiple print and digital sources; assess the credibility; quote or paraphrase others while avoiding plagiarism.
- 6-8.WH.9 Draw evidence from informational text to support analysis, reflection, and research.
- 6-8.WH.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SPANISH INDIANA STATE ACADEMIC STANDARDS 2013-2014

- WL.MA6.1 2007 Communication: Write and speak in a language other than English.
- WL.MA6.2 2007 Communication: Interpret information in a language other than English.
- WL.MA6.3 2007 Communication: Present information in a language other than English
- WL.MA6.4 2007 Cultures: Develop awareness of other cultures.
- WL.MA.6.5 2007 Connections: Make connections to other content areas.
- WL.MA.6.6 2007 Connections: Access and connect information through various media.
- WL.MA6.7 2007 Comparisons: Investigate the nature of language and culture.
- WL.MA6.8 2007 Communities: Become a global citizen by trying languages and cultures in many settings.

2013-2018 INDIANA AND COMMON CORE PE, HEALTH AND WELLNESS STANDARDS

- 6-8.RT.1 Cite specific textual evidence to support analysis of technical health, fitness, sport and physical education texts.
- 6-8.RT.3, 6.1, 6.3, 6.6 Follow a multistep procedure when performing physical education tasks.
- 6-8.RT.4 Determine the meaning of symbols, key terms, as they are used in a specific scientific, fitness, sport or health contexts.
- 6-8.RT.7 Integrate technical health, fitness, sport, and physical education, quantitative information express in words in a text.
- 6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 6-8.RT.9 Compare and contrast the information gained from performances or multimedia sources with reading a text on the same topic.
- 6-8.WT.2 Write informative/explanatory texts, including technical process, scientific procedures/experiments.
- 6-8.WT.7 Conduct short research projects to answer a question, using several sources and generating addition related, focused questions.
- 6-8.WT.8 Gather relevant information from multiple sources; avoiding plagiarism.
- 6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.
- 6-8.wt.10 Write routinely over extended time frames for a range of discipline-specific tasks, and audiences.

Sample Master Schedule 2013-2014

| | | 7:30 AM | 8:15 AM | 8:30 AM | 8:45 AM | 9:00 AM | 9:15 AM | 9:30 AM | 9:45 AM | 10:00 AM | 10:15 AM | 10:30 AM | 10:45 AM | 11:00 AM | 11:15 AM | 11:30 AM | 11:45 AM | 12:00 PM | 12:15 PM | 12:30 PM | 12:45 PM | 1:00 PM | 1:15 PM | 1:30 AM | 1:45 PM | 2:00 PM | 2:15 PM | 2:30 PM | 2:45 PM | 3:30 PM | |
|--------------|---|---------|---------------|---------------|---------------|---------------|---------------|---------------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------|
| Kindergarten | K | GE | Reading Block | B | LA | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math |
| 1st Grade | 1 | GE | Reading Block | B | LA | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math |
| 2nd Grade | 2 | GE | Reading Block | B | LA | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math |
| 3rd Grade | 3 | GE | Reading Block | B | LA | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math |
| 4th Grade | 4 | GE | Reading Block | B | LA | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math |
| 5th Grade | 5 | GE | Reading Block | B | LA | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math |
| 6th Grade | 6 | GE | Reading Block | B | LA | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math | Math |

Schedule Key

| | |
|--|--|
| | Optional Guided Exploration (GE) |
| | Reading Block (90 minutes) |
| | Break |
| | Language Arts (LA) (30 minutes) |
| | Math Block (60 minutes) |
| | Lunch/Recess |
| | Cross-disciplinary Social Studies, Science, Fitness, Spanish, Art, Music |
| | Enrichment and Remediation (E/R) |

Attachment 11

Student Enrollment Policy/Lottery

VIA seeks to enroll students in a fair manner, without regard to race, gender, religion, national origin, ancestry, or color. In an effort to ensure a system of equal and fair admission, this policy will be enacted by VIA.

Applications will be made available online through the school website, and in paper form at local distribution sites. Enrollment applications will be available upon the granting of the charter and must be received by 3:00pm on March 1, 2013. Class size will be limited to determined numbers outlined in VIA's charter application, unless special permission from the Board of Directors is granted. Applicants shall be automatically enrolled in any grade where the number of applications does not exceed the maximum number of available openings. If applications exceed predetermined class sizes, a lottery will occur. If necessary, a lottery will occur before the end of March.

Rules, process, and procedures for the lottery are as follows:

1. In those grades where the number of applicants exceeds the maximum capacity, preference will be given to those applicants who have a sibling(s) enrolled in VIA.
2. Applicants who have a sibling enrolled in VIA will automatically be enrolled.
3. Children or grandchildren of VIA's founders, teachers, staff, and Board of Directors will be given preference for enrollment.
4. All other openings will be filled by a random selection drawing. This drawing will be conducted at an open meeting and will be conducted under the supervision of an unbiased third party having no affiliation with VIA. The lottery drawing will be video- taped.
5. Once all available openings are filled, the names of remaining applicants will be placed on a waiting list. Should vacancies arise, they will be filled with applicants from the waiting list, in the order of names listed on the earliest date of the student's application. The waiting list will be kept in the VIA office.
6. If the number of applicants is less than the number of seats available, no public lottery will be conducted for that grade.

Parents and/or legal guardians of students who are granted admission will be notified in writing by mail. Students who are currently enrolled at VIA will not need to apply on an annual basis. However, a letter of reenrollment intent will be sent annually to parents and/or legal guardians of all students enrolled at VIA. The letter will confirm that enrolled students will be returning for the next school year. Response to these letters will be expected within a predetermined amount of time. Parents and/or legal guardians who do not respond to this letter, will not have their student(s) automatically reenrolled and will be expected to repeat the admission process.

Any student who withdraws from VIA, for any reason, may not reenroll without re-application and participation in the admissions process.

Late application rules, process and procedures are as follows:

Any application received after the announced application period will be handled in the following manner:

1. **Applications for undersubscribed grades:** Any applicant who is properly eligible for a grade will be accepted into that grade if student openings are available. Proper eligibility includes providing documentation of successful completion of the previous grade and legal residency in the state of Indiana at the time of beginning classes. Any late kindergarten or first grade applicants will be enrolled in accordance with policies established for kindergarten entrance and kindergarten and first grade initial placement. Any other applicant seeking entrance to a grade out of his/her ordinary sequence will be assessed for placement eligibility according to a model assessment based on the student's intellectual, academic, emotional, and social components. The assessment process will be conducted by the School Leader and/or the teacher of the grade applied and/or the teacher of the grade the student would be placed. The School Leader will have final authority in placement decisions.
2. **Applications for fully or over-subscribed grades:** All applications will be held, with record of the date received, and will be used to fill vacancies through February 28. As of March 1, all applications for the current school year become null and void.

Kindergarten Enrollment

Students who are age 5 on or before August 1 may apply for kindergarten admission in VIA. If the class is undersubscribed, they will be accepted into admission. If the class is oversubscribed, they will be entered in the lottery and all lottery policies will apply. Parents and/or legal guardians of the students who are not age 5 on or before August 1 appeal to VIA for early entrance for their child.

Conditions and Agreement for Early Kindergarten Enrollment

The following guidelines will be followed when allowing a student younger than 5 years of age to enroll in VIA's kindergarten program:

1. The student will be screened by designated VIA certified staff.
2. Parent and/or legal guardian will be interviewed by VIA personnel.
3. Student's preschool progress reports will be reviewed by VIA personnel if applicable.
4. If granted admittance, student will begin the kindergarten program on a probationary status.
5. The probationary status will be set as the first grading period.

6. If during the probationary period, the student fails to progress sufficiently with the academic curriculum or displays difficulties socially, the parent and/or legal guardian will agree to remove the student from school and reenroll the student the following school year.
7. Parents will be notified of all student progress.

School Discipline Policy

VIA believes that schools need rules and regulations to protect the rights of all students. VIA also believes that students and their parents/guardians have the right to know what is expected of them. VIA school rules are written to describe limits of student behavior and to improve educational climate. Students and their parents/guardians will be provided with a list of all school rules and consequences for rule violation in the student handbook, posting on the school's website, and hard copies available at the school office. A detailed list of all school rules and consequences will be developed by the VIA staff before the opening of school.

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behavior; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a loving desire to help the student to do what is right. Though few students desire discipline, they often need it in order to reach their full potential.

Grounds for suspension or expulsion apply when a student is on school grounds before or during school hours; after school hours or at any other time when the school is being used by a school group; off school grounds at a school activity or event; and traveling to or from a school activity or event. A student's degree of involvement for violating any type of inappropriate behavior may be considered.

Minor infractions would include items such as dress code violations, horseplay, tardiness, misuse of equipment, or failure to do homework. In order to resolve minor discipline infractions, the following options will be available:

- Conference with teacher
- Parent Contact
- Conference with teacher and parent(s)
- Conference with School Leader or designee
- Conference with counselor
- Behavioral Contract
- Detention

Major infractions would include items such as disrespect, cheating, having a weapon on campus, and smoking, having drugs on campus, fighting, or skipping school. In order to resolve a major infraction/offense, more formal disciplinary actions shall be used. Formal actions include, but are not limited to:

- Detention (after school administrative)
- Detention (after school teacher)
- In school suspension
- Conference with Principal or designee
- Out of school suspension
- Community Service
- Expulsion

This list includes examples of, and by no means exhausts all types of student misconduct.

Students who become violent or disruptive shall, when safety permits, be removed from other

students. If safety does not permit the removal of the student, the School staff will immediately remove the other students from the area and relocate them in a safe area. The student's parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, law enforcement shall be immediately notified and the appropriate disciplinary action shall be taken. The School will maintain a safe learning environment at all times.

Each teacher will establish appropriate procedures for behavior in his/her classroom based on these guidelines. The following list is not all-inclusive.

1. Students are expected to respect the authority of all school personnel which includes but is not limited to: administrations, teachers, staff, and substitutes. All teachers and staff have authority over all students.
2. Malicious destruction of school property results in the replacement, repair or payment for damages by either the students or his/her parents.
3. Students shall help keep the school clean at all times.
4. No profane, abusive or slang language is to be used.
5. Zero tolerance for bullying or aggression-verbal, physical, or cyber.
6. No notebooks, albums, magazines, etc. will be permitted that carry pictures or slogans referring to drugs, alcohol, gangs or violence.
7. Items such as electronic devices, toys, matches, weapons of any sort, etc. are not permitted at school and will be confiscated as well as the appropriate consequence will be issued.
8. Teachers will encourage a sense of community and inclusiveness that is apparent through the involvement of all children in all class activities.
9. All cell phones/electronic devices must be turned off and placed safely out of sight once the student enters school. These devices must remain off until the student is released from class at the end of the school day.

Consequences may include, but not limited to: verbal warning, seat change, detentions, removal from class, in-school suspension, out of school suspension, and expulsion based. Detentions can be given by administration, teachers or school staff. Parents will be notified at a later date of the school wide procedures regarding detention.

CHARACTER BUILDING

VIA expects students and staff to demonstrate superior character and citizenship. VIA encourages students to always do the right thing and seek the assistance of staff members when troublesome situations arise. VIA will implement an integrated character education that includes the Character Counts model to instill a strong sense of character and citizenship.

STUDENTS WITH DISABILITIES

All discipline issues regarding students with disabilities will be handled in accordance with IDEA and ISBE special education rules (511 IAC 7-44-1 through 511 IAC 7-44-10) and regulations. Expulsion of a student with disabilities is considered a change in placement. If there is a situation that may warrant a recommendation of expulsion for a student with disabilities, then a CCC must be held prior to any consideration of punishment to determine whether there is a relationship between the misconduct and the disability. If there is no causal relationship, the regular due process procedures should be followed. If there is a causal relationship between the misconduct and the disability, the Case Conference Committee should consider whether or not a change of placement is necessary and determine what the

placement should be. The student with disabilities should not be suspended pending an expulsion meeting unless the student is a substantial disruption to the school environment or a danger to herself or himself or others. If the student is a substantial disruption or a danger, he or she may be suspended only until the school is able to place the student in an appropriate, more restrictive environment. In addition, any student with a disability attending VIA that displays behaviors that are interfering with his/her education or the education of others will determine the need of the CCC to conduct a functional behavior assessment and develop a behavior intervention plan.

DUE PROCESS RIGHTS IN EVENT OF SUSPENSION, EXCLUSION OR EXPULSION

The following rules and procedures will apply with regard to the administration of discipline involving suspension, exclusion, except that due process for special education students will follow the guidelines of Article 7. Before a student may be suspended, expelled, or excluded from school, there are specific procedures that must be followed.

SUSPENSION FROM SCHOOL

The School Leader may deny a student the right to attend school or take part in any school function for up to 10 consecutive school days. The suspension period may, at the discretion of the administrator, be In-School or Out of School in the care of the student's parents.

When a student is being considered for a suspension, the administrator in charge will notify the student of the reason. The student will then be given an opportunity to explain their side. After that informal conference, the school leader will make a decision whether or not to suspend. If a student is suspended, the student and their parents will be notified, within one day, of the reason for and the length of the suspension. The suspension may be appealed in writing directed to the School Leader. Students are not to be on school property during any suspension from school. The suspension will be counted as an unexcused absence. During the appeal process, the student will not be allowed to remain in school.

EXCLUSION FROM SCHOOL

A student may be excluded from school if the student poses a substantial threat to the health or safety of other students or staff. Upon written request to the VIA administration, a hearing may be arranged within ten days after the student has been suspended pending the exclusion hearing. A decision to exclude may be appealed to the State Department of Education.

EXPULSION FROM SCHOOL

An expulsion is a denial of the right of a student to take part in any school function for a period greater than 10 consecutive school days. When a student is being considered for expulsion, the student will receive a formal letter of notification addressed to the parents indicating, among other requirements, their right to request an expulsion meeting within 10 days after receipt of the hearing examiner's letter. If no request is received within that time period, the right to a hearing has been waived. Students being considered for expulsion may or may not be removed immediately in the discretion of the administration. At the expulsion meeting the student may be represented by parents and/or legal counsel. The school administration shall review the hearing examiner's report and make a decision within two school days after receiving the report. If the student is excluded or expelled, the parents may appeal, in writing, to the Board of Directors. The appeal can be based only on evidence from the hearing or evidence presented in the appeal. All opportunity to earn grades or credit ends when a student is expelled. Students are not to be on school property during any period of expulsion from school.

City of Scottsburg Indiana

CITY HALL
TELEPHONE (812) 752-3169
FAX (812) 752-5332
e-mail: myrgr@c3bb.com

2 EAST McCLAIN AVENUE
SCOTTSBURG, INDIANA 47170

Office of the Mayor

BILL GRAHAM

April 5, 2012

Ms. Claire Fiddian-Green
Executive Director of Charter School Board
Indiana Charter School Board
151 West Ohio Street
Indianapolis, IN 46204-1905

RE: VIA Charter School

Dear Charter School Board Members,

Please accept this letter of support for the charter application for VIA Charter School and the Next Step School Corporation. I have had several conversations with the founding members and I am impressed by their passion and ideas about education. Their goals align with my goals for this community. I support VIA Charter School and their mission. I will be available to assist them in any way that I can. VIA Charter School has expressed an interest in forming a relationship with the City of Scottsburg to share resources with the intentions of improving individuals, families and our community.

I ask that you please consider their application for approval. If you have any questions please feel free to contact me at (812) 752-3169.

Sincerely,



William H. Graham, Mayor
City of Scottsburg

Indiana State University

— More. From Day One —

Department of
Educational Leadership

Terre Haute, Indiana 47809
812-237-2900

April 4, 2012

Claire Fiddian-Green, Executive Director
Indiana Charter School Board
151 W. Ohio Street
Indianapolis, IN 46204

Executive Director Fiddian-Green :

I take great pleasure in offering my support for the charter application for VIA and the Next Step School Corporation (NSSC). I am excited about the opportunities VIA will provide for the community, families and students of the Scott County and Scottsburg area.

Mr. Comer and the Board of Directors of NSSC have diligently planned and organized VIA to guarantee a successful charter school program that should serve as a model of future charter initiatives. Every part of the charter initiative has been carefully designed with high standards and expectations. The vision and mission statements properly reflect a desire to provide for the educational needs of Scott County, understanding the challenges of poverty and the several factors associated with poverty that diversely affect the community- teen pregnancy, divorce, drug usage, low high school graduation rates, and few college graduates.

Several initiatives and parts of the charter plan that are most impressive and will be major factors in achieving the mission.

The Educational Quality Management System

A part that is often missing from any successful educational program is assessment. It is essential that continued transparent assessment be initiated. VIA plans for an Educational Quality Management System committee to audit the program annually to review the core threads of the program. This will allow for adjustments and changes in the program, if needed.

The Five Educational Teaching Methods

The *Montessori Model* will allow the students to learn through hands-on learning, something that is critical to early childhood education. Montessori has been very successful in allowing children to grow at their own rate. VIA also plans to use *Gardner's Theory of Multiple Intelligences*. This is vital to the program because VIA wants to be open to all students, regardless of ability or handicaps. Gardner's Multiple

Intelligence focus on the various learning styles of individuals. *Expeditionary Learning* will provide the opportunity for students to learn through exploration of places outside the classroom. This will be accomplished through both virtual and actual expeditions to other learning locations. Teachers will also be very aware of developing the students based on both *Maslow's Hierarchy of Needs* and *Bloom's Taxonomy*. I personally find this critical in terms of student development and a positive educational experience, especially in this age of standardized testing and a state and national assessment system that disregards the higher levels of Maslow and Bloom. It is critical that while we assure we meet the basic needs of Maslow and teach knowledge and understanding, the lower end of Bloom's taxonomy, we must also strive to help our children become self-actualized citizens, at the top of the Maslow pyramid and to develop students who can analyze, synthesize and evaluate, in terms of reaching the higher levels of Bloom.

Individual Learning Plans

I have often remarked in my classes that schools will eventually have an individual educational plan for every student and that is what every student deserves. VIA plans to do this. Every student, based on ability, learning style, and level of achievement will have an individual learning plan. Student growth will be reflected on the individual level of achievement.

Family Oriented

Research demonstrates that successful educational programs incorporate the family into the educational process. Carter's book, *No Excuses; Twenty-one High Poverty High Achieving Schools* documents the need for parental involvement in the student's education. VIA requires a high degree of commitment from the parents. Parents will be required to volunteer, to attend conferences, and to be involved in the education of the child. VIA also assures the student commitment, through the involvement in the parent/student/teacher conferences, projects, and a home visit. The VIA staff is directly committed to this pact as well, committing to professional development, acceptance of the five teaching models, agreeing to looping, following students from one grade to the next for at least two years, following the collaboration/communication model of VIA, and being committed to attain a highly effective teacher evaluation rating.

Core Standards-Based Curriculum

VIA has recognized that the stage of the students is one of a global nature and cannot be simply a desire to meet local standards. Therefore, they have made a commitment to a curriculum that is based on the common core standards, this will assure that the children of VIA will be able to compete and function with a global, "flat" world of the 21st century.

A Commitment to Post-Secondary Education

Meetings and correspondence with Indiana State University has been ongoing since the inception of VIA. Vital and paramount to the desires of the NSSC board has been a partnership with the university. As VIA continues in its vision to provide a pre-K-12 education, the Board recognizes the importance of providing a link to the university. They see this as an important part not only for students, but for the community to

understand the need to make education a priority to the growth and development of Scott County and Scottsburg. This partnership will provide a resource for the staff as well. Personally, I am very excited about the opportunity to work with VIA.

When I was a professor at Ball State University I worked with the charter schools the university sponsored. I conducted financial audits, which provided the opportunity to look at the educational structures of the schools. As would be expected, some were good schools, while some were poorly designed with no direction or purpose. The whole process left me with a less than desirable impression of most charter schools. But since the very beginning of the Scottsburg charter effort I have been not only pleased, but excited. Every detail has been carefully planned and scrutinized. Even for every board member, a list of qualifications and expectations had to be met. What I see is a group so committed and dedicated to the success for this charter for the students and the community, there is absolutely no chance for failure. I would doubt that any charter effort could match the planning and detail the NSSC board and planning members have put forth.

I am in total support of VIA and NSSC. I urge the Indiana Charter School Board to readily accept the VIA application. I am anxious to work with VIA and NSSC as they prepare to open the doors next fall!

Respectfully,

Terry McDaniel, Ph. D.
Assistant Professor
Educational Leadership
Indiana State University

March 8, 2012

Claire Fiddian-Green
Executive Director
Indiana Charter School Board
151 West Ohio Street
Indianapolis, Indiana 46204

Subject: Recommendation for Via Charter School

Dear Ms. Fiddian-Green,

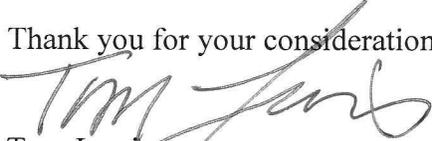
My name is Tom Lewis. I am a Structural Engineer and a resident of Scottsburg, Indiana. When my wife and I had the opportunity to move back to southern Indiana in 1983, we specifically chose Scottsburg as the community where we would raise our small children, even though this would require that I commute to my work in Louisville, Kentucky. I chose to make the commute each day because of my unwavering commitment to living here and raising my children in the safe, small-town atmosphere that Scottsburg offers.

My father, Jim Lewis, served as an Indiana State Senator for over three (3) decades, and he instilled in me the importance of dedication to family and building a strong community. Because of these lessons, and because of my desire to improve our community, I was recently elected, and currently serve on the Scottsburg City Council. I also serve as an Elder at Scottsburg First Christian Church. Among other responsibilities, the board of Elders oversees our church pre-school and daycare ministry, which has around 100 students. I am writing to express my personal support of the proposed Via Charter School.

I was very excited to learn that the Next Step School Corporation is seeking a charter for Via Charter School from the Indiana Charter School Board. I am a strong proponent of school choice and I believe that the Via Charter School will offer a much needed educational alternative to the families of Scott County. I believe the education of our children, in a caring and stimulating environment, is vital in building a positive future for Scottsburg and Scott County. The Next Step School Corporation has a board of directors that share my firm commitment to quality education for the betterment of the children of Scott County. I have great confidence that they will work tirelessly to assure that the students in Via Charter School have exciting stimulation, appropriate challenges, and every possible opportunity to learn, to grow, and to become successful and contributing citizens in our community and state. I fully expect Via Charter School to become a leader among state charter schools.

With complete confidence, I highly recommend that you grant Next Step School Corporation a state charter for the formation of Via Charter School.

Thank you for your consideration,



Tom Lewis
302 Nicole Lane
Scottsburg, IN 47170
812-752-2665

April 5, 2012

Ms. Claire Fiddian-Green and ICSB Members
151 West Ohio Street
Indianapolis, IN 46204-1905

RE: VIA Charter School

Dear Ms. Fiddian-Green and ICSB Members,

This letter comes to recommend the establishment of the VIA Charter School in Scottsburg, Indiana. This school is vital to our small rural area. Connecting our school population with the global economy is crucial for student success. Giving families educational choice within a small community through an international dual language school that has a partnership with Indianan State University shall give Scott County a much needed opportunity to fill a limited educational void.

As life long teachers in Scott County for 30 years, my husband and I recognize the need for improvement and change in this ever changing educational environment. As teacher, principal and coach, Mr. Gullion has worked to help students reach their full potential. I have been an elementary teacher, reading curriculum coordinator, drama coach, initiated our kindergarten program, advocated for gifted education and teachers. Upon early retirement at age 50, both my husband and I have continued our work to improve opportunities in Scott County for all residents; Mr. Gullion as city water board and claims for City, Citizens Communication board, basketball coach and girls and boys golf coach. Recognizing the need for advanced curriculum within a small nurturing environment, I founded a private school for gifted education in Scottsburg called Scottsburg Academy. We developed advanced integrated programs, employed licensed teachers, and had a new building designed and built for us. I testified for the charter school bill in Indianapolis before it became law. Since we were a targeted population for gifted education only, we could not qualify to be a charter school; however, Scottsburg Academy became a well respected private school for grades 6-8. After 10 years at the Academy I retired, closed the school and began a new adventure. I have developed Imagination Station, an age appropriate indoor play center for young children. We have drama productions for the community with home school students and private school students. We are working with "Kids Place Connections Program" for pregnant teens and with "All Kids Can" Speech Therapy group. We believe every child deserves a chance to develop to his highest potential. Since children learn through play, Imagination Station encourages all children and parents to "Come Play With Us".

Mr. Gullion and I highly recommend Brent Comer and the VIA Charter School Plan! Mr. Comer is a bright, personable, dedicated educator. As a life long resident, he will see this wonderful project through and Scott County will become what we have envisioned and worked for all these years-an innovative yet nurturing environment for all students.

Sincerely,



Beverly Gullion
Imagination Station, Scottsburg
812-525-2792
bgullion@hotmail.com
www.imaginationstationscottsburg.com

April 5, 2021

To Whom It May Concern,

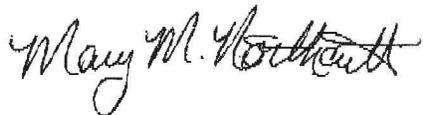
It has been brought to our attention there are individuals in our community including Brent Comer and Linda George who are actively pursuing opening a Charter school. The intention of this letter is to express our joy and firm support of this endeavor.

Our daughter, Anne Northcutt, needs more educational choices in her own community. Annie is absolutely delightful...sunshine when she walks in a room. However, Annie learns differently from other children in that she has an Autism spectrum disorder known as Sensory Integrative Dysfunction. This particular difference can be mostly overcome very slowly with more individual attention and instruction. It just takes Annie a lot longer to learn, but learn she can.

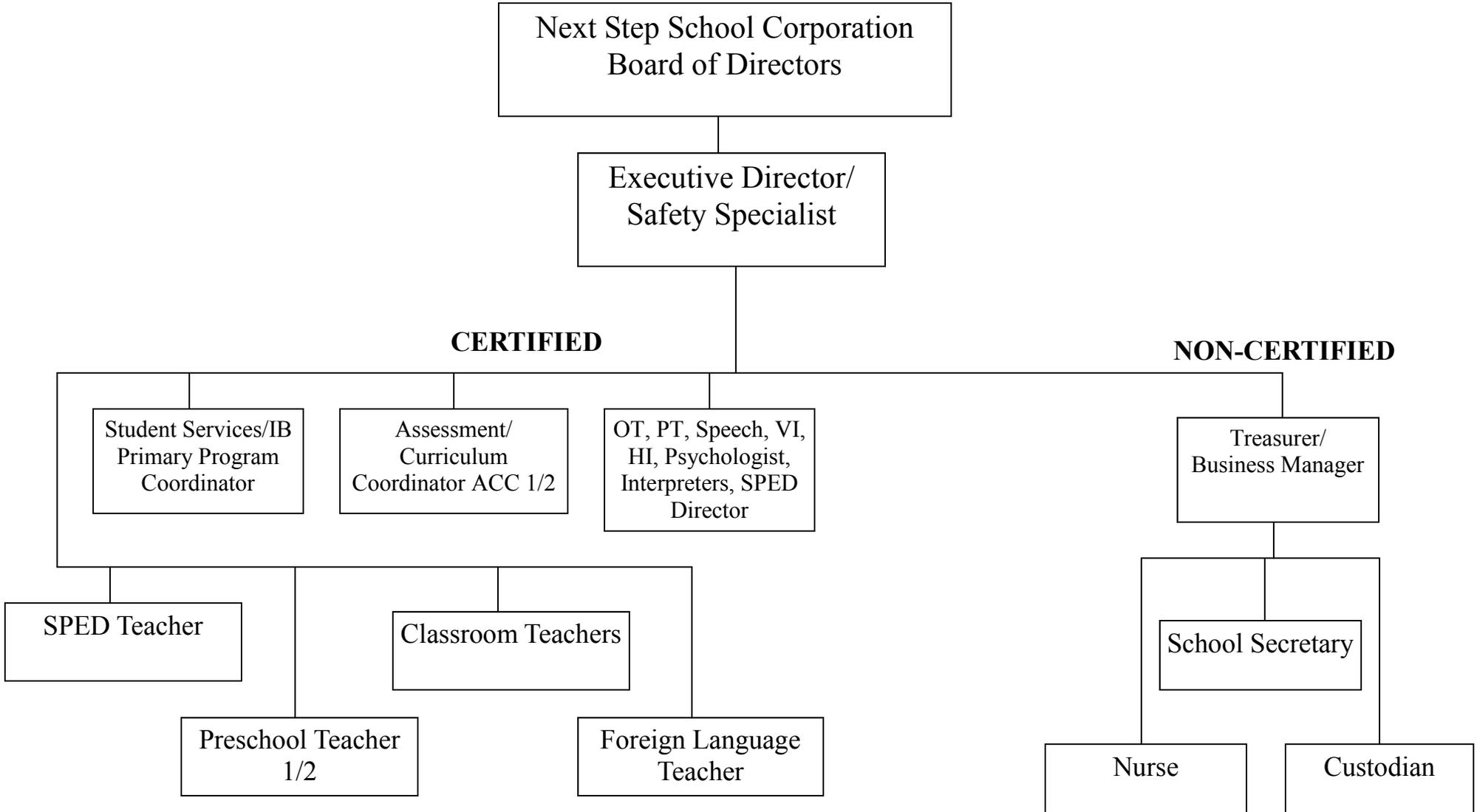
We made the difficult choice to home school Annie because we did not feel her learning differences fit into the school system once she arrived at middle school. With the autism birth rate being 1 in 120 in addition to all the other learning differences, we are well aware that the resource rooms are full in the public school systems. Annie is not the only one, that is for sure. When we called the Office of Special Education at the Indiana Board of Education, we were regretfully informed that there were no other choices in Indiana within driving distance for our daughter. We found that our choices included private school in Louisville, KY at \$3500 per semester or home school, and that the voucher law was not written to include crossing the state line in the case that there was nothing else available.

In addition to special needs kids, the Charter school will be open to all children, including gifted children who also need more individualized instruction. We demand that this Charter school be allowed to open. Brent Comer and Linda George have only the good of the children and the community in mind. We are overjoyed with the prospect of this need being fulfilled. The future of our children and community are at stake based on your decision.

Thank you for your consideration,


Ron Northcutt
Mary Northcutt

NEXT STEP SCHOOL CORPORATION ORGANIZATIONAL CHART



Start-up Plan

June, 2012

- Website, Twitter, Facebook, and blog launch
- Community campaign begins with presence at festivals, fairs, fundraisers, information sessions
- Evaluate and prepare to select sites for school
- Via fundraising campaign begins
- Common School Loan application starts
- Deliver list of schools Board of Directors to ICSB
- Obtain quotes for insurance
- Interview candidates for Head of School
- Interview candidates for accounting services
- Application process will begin

July, 2012

- Hire Head of School
- Hire accounting services company (payroll)
- Give notice to ICSB of Head of School within 5 days, include resume
- Select insurance provider
- Select and secure Building/Facility
- Secure all permits and certificates of occupancy
- Draft written procedures to accommodate handicapped persons
- Project manager chosen for building make-over

August, 2012

- Update organizational chart, deliver to ICSB
- Expanded background check authorizations for Board Members and school leaders delivered to ICSB
- Copy ratified By-Laws sent to ICSB
- Copy letter from IRS affirming tax exempt status delivered to ICSB
- Written staff plan delivered to ICSB
- Deliver fiscal policies and procedures to ICSB
- Accounting contract delivered to ICSB
- Certificate of Insurance delivered to ICSB
- On site visit to facility by ICSB
- Verification that insurance company is licensed and at least A- Best rating
- Building redesign and remodeling begins
- Building evacuation and safety plans prepared and posted
- Monthly parent work sessions begin to organize task force to tackle acquisition of necessary furnishings and equipment.

September, 2012

- Monthly parent work session

- School leader attends IB category 1 workshop.

October, 2012

- Monthly parent work session
- Identify necessary furniture and solicit quotes on items needed

November, 2012

- Monthly parent work session
- Order furniture

December, 2012

- Monthly parent work session

January, 2013

- Monthly parent work session
- Facility tours begin
- Request school zone and speed limit signs
- Book retreat site for July

February, 2013

- Monthly parent work session
- Get quotes for food service
- Solicit bids for health clinic or nurse
- Open House

March, 2013

- Building remodeling
- Monthly parent work session.
- Interview health clinic or nurse
- Student application process ends
- Conduct admissions lottery if necessary

April, 2012

- Contract with health care clinic or school nurse

May, 2013

- Copy of Student Handbook delivered to ICSB
- Copy of procedures consistent with FERPA for storage of student files delivered to ICSB
- Summary of school enrollment statistics delivered to ICSB
- Documents pertaining to lotteries delivered to ICSB
- Evidence that electronic data system is in place delivered to ICSB
- Written assurance from the school that all student records have been received
- Secure storage of student records completed
- Copy of student health records in locked storage area completed

- Contract for food services
- Deliver appropriate licenses to ICSB from food service vendor
- Post safety procedures in classrooms
- Deliver evidence of request for school zone and speed limit signs
- Deliver written plan for providing health services, policies for medication administration, and immunization record form completed

June, 2013

- All teaching staff obtain valid IN teaching licenses on file and delivered to ICSB
- Signed contract for Special Ed teacher with valid IN certification on file
- Expanded background check authorizations for all staff and volunteers are on file
- Classrooms prepared for teaching and learning included curricular materials and supplies
- Copies of annual school calendar and class schedules delivered to ICSB
- Comprehensive written plan for addressing students with special needs delivered to ICSB
- Written documentation that school has contracted with certified special education staff delivered to ICSB
- Plan retreat and finalize

July, 2013

- Five day retreat for all employees

August, 2013

- School opens August 1

From: Bill Parris <bill.parris@neacelukens.com>

Date: April 2, 2012 9:17:59 AM EDT

To: Sam George <samgeorgellc@gmail.com>

Subject: RE: Coverage for a School Board

Sam:

Sounds very exciting and very much needed. We deal with several insurance companies with strong underwriting appetites for schools. However, many of those are only interested in private schools. Still, there are some with underwriting departments dedicated to public schools.

For current and future reference, is there a name or prospective name for the school we should use for our files?

As soon as the entity is created, the school and its Board will have immediate liability exposures. Admittedly, they will be lesser than those of an open and functioning school and the early insurance costs should reflect that. Once the entity is created, we'll need its official/legal name and its FEIN.

As Board members will be making many early decisions in the planning stage, you will already have fertile ground for suits or claims alleging some type of "wrongful acts". Thus, you need to have Directors & Officers Liability insurance. Attached is a multi-coverage application we would need to shop the market for formal quotes, terms & conditions. As purely a good faith estimate, I would guess a \$1,000,000 D&O policy would run \$2,500 to \$3,000 annually. Eventually, you'll have Educators Legal Liability (failure to educate, negligent instruction, failure to prepare for college success, etc) exposures that can easily be covered or added to the D&O policy.

Please note this application has other "line of coverages" that could be added as exposures develop. They include Employment Practices Liability (including 3rd Party EPL--both very important coverages once you have employees), Fiduciary Liability (for allegations of breach of fiduciary duties in the management of employment benefit plans), Crime Insurance, Employed Lawyers and Kidnap-Ransom-Extortion (which might include child abduction).

Next, it will be important to secure General Liability (GL) insurance even to cover the coming and goings of the Board members while the school is being created, including vicarious liability for the construction of the school facilities, as well as slip & fall exposures on the school land once purchased. Similar to your current situation with Rivergreen, the cost of the GL should be quite small until the school is operational. As purely a good faith estimate (pre-opening), I would guess a \$1,000,000 GL would cost about \$500 annually. Ultimate GL cost for an open school will depend on number of students, square footage of the buildings and annual receipts from non-tuition (concessions, athletic events, plays, etc)

Next, even before you have school buses, vans or maintenance trucks, the Board and the entity will have Hired & Non-Owned Auto Liability exposures. Again as a good faith estimate, I would expect a \$1,000,000 limit would cost \$250 annually.

Once the school is open, we'd need to work together to secure coverage for additional exposures on the GL such as:

- 1 sexual abuse or molestation
- 2 corporate punishment
- 3 athletic participation
- 4 products liability
- 5 International liability if any foreign field trips
- 6 day care exposures if you have any such exposures or after hour exposures
- 7 infirmary or medical liability for staff nurses, athletic trainers, etc
- 8 limited above ground pollution liability
- 9 Law enforcement liability if providing armed or unarmed security
- 10 watercraft liability if any exposure
- 11 Employee Benefits Liability for risks of errors in the administration of employee benefit plans

To cover the operational school and get coverage for the items above, we'll eventually need a detailed Schools Liability application completed.

Next, we would recommend an Umbrella policy to provide Excess Liability limits over the primary General Liability, Auto Liability and Employers Liability (part 2 of a Workers Compensation policy). Until the school is up and running, a good faith estimate would be \$1,000 for a \$1,000,000 limit. Higher limits are available.

As soon as you hire your first Employee, you'll need Workers Compensation/Employers Liability Insurance (WC/EL). While there will be several factors affecting the final premium, the basic part will be a fixed rate per \$100 ANNUAL payroll broken into 2-3 class codes. All school white collar and professional payroll will go into code 8868 with an estimated rate of \$.29 per \$100 payroll. Bus/Van drivers would go into code 7380 with an estimated rate of \$2.92 per \$100 payroll. All other classes of employees (maintenance, janitorial, cafeteria, etc) will go into code 9101 with an estimated rate of \$2.98 per \$100 payroll. Even before you hire any staff, you'll have a WC exposure if you hire any contractor or subcontractor that does not have their own WC insurance (ie, grass cutting, excavation,)

Once the school construction starts, we would be happy to place the Builders Risk Insurance. In addition to covering property damage at the jobsite, it can also cover material/supplies intended for the building while in transit and at temporary storage locations. I'm guessing it's cost would be about \$.35 per \$100 total insurable value (excluding land, foundations, pavements, sidewalks).

Once the Builder Risk is finished, coverage would be needed for Property Damage (building, machinery, contents, furniture & fixtures, audio visual equipment, books, musical instruments, athletic equipment, uniforms, cafeteria food, etc)-Boiler & Machinery or Equipment Breakdown--Electronic Data Processing (EDP--computers, data, media)--Business Interruption/Extra Expense (ask Henryville High School right now how important that it). Ultimately, this insurance will be an average blanket rate per \$100 total insurable values. As a pure good faith estimate (assuming automatic sprinkler system and coverage for Flood and Earthquake), I would guess an annual cost of \$.15 per \$100 total insurable values.

If the school or Board has any temporary office, we'd look to insure its office contents, Extra Expense and General Liability.

Please let us know if you would like for us to place the initial covers for D&O, GL, (hired/non-owned) Auto Liability, Crime, Umbrella and WC. We'll need underwriting data for each line of coverage.

We're ready to move when you are. Thank you for this opportunity.

-----Original Message-----

From: Sam George [mailto:samgeorgellc@gmail.com]

Sent: Sunday, April 01, 2012 7:06 PM

To: Bill Parris

Subject: Coverage for a School Board

Greetings Bill:

I am involved in the start up of a public charter school in Scottsburg Indiana. As part of the charter application, our group needs a quote on some coverages. We are starting a K-6 elementary school. We do not have a location yet, but we need employer's liability, O and D coverage, and probably some kind of comprehensive coverage. We will have one employee starting August 2012 and probably a dozen or so starting August 2013. We will probably rent a location early on, but we will need full casualty coverage for a building eventually. We must submit some evidence that we have discussed insurance, so if I can get a quote or a letter from Neace detailing what coverages you would recommend and either a formal quote or a ball park figure, that would suffice for now. We have a five member board and we are subject to most of the regulations applicable to other public schools. Is this something you guys would be interested in quoting? Can you get me something in writing this week to include in our application packet (even a email would suffice right now)? If you are interested, what else would do you need to know?

Thanks for all your work on Rivergreen. I guess one start up is not enough.....

Sam George, JD

Sam George and Associates LLC

130 East Main Street

Hanover, IN 47243

812 701 9641

samgeorgellc@gmail.com

School Name: _____

SCHOOL ENROLLMENT PROJECTIONS

| Planned Number of Students | | | | | | | | | | | | | | % ELL | % SPED | % FRL | |
|----------------------------|----|----|----|----|----|----|----|---|---|---|----|----|----|-------|--------|-------|--|
| ACADEMIC YEAR | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL | | | |
| Year 1: 2013-2014 | 40 | 40 | 44 | 44 | 50 | 50 | 50 | | | | | | | 318 | | | |
| Year 2: 2014-2015 | 60 | 60 | 44 | 44 | 50 | 50 | 50 | | | | | | | 358 | | | |
| Year 3: 2015-2016 | 60 | 60 | 66 | 44 | 50 | 50 | 50 | | | | | | | 380 | | | |
| Year 4: 2016-2017 | 60 | 60 | 66 | 66 | 50 | 50 | 50 | | | | | | | 402 | | | |
| Year 5: 2017-2018 | 60 | 60 | 66 | 66 | 75 | 50 | 50 | | | | | | | 427 | | | |

| Planned Number of Classes | | | | | | | | | | | | | | |
|---------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| ACADEMIC YEAR | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Year 1: 2013-2014 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | 14 |
| Year 2: 2014-2015 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | | | | | | | 16 |
| Year 3: 2015-2016 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | | | | | | | 17 |
| Year 4: 2016-2017 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | | | | | | | 18 |
| Year 5: 2017-2018 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | | | | | | | 19 |

| School Name: | | | | | | |
|--|------------|--------------|--------------|--------------|--------------|--------------|
| | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| REVENUE | | | | | | |
| State Revenue | | | | | | |
| Basic Grant | | \$ 874,500 | \$ 1,873,768 | \$ 2,075,853 | \$ 2,232,583 | \$ 2,402,304 |
| Common School Loan | | \$ 1,800,000 | \$ - | \$ - | \$ - | \$ - |
| Charter School Start-Up Grant | | \$ - | \$ - | \$ - | \$ - | \$ - |
| State Matching Funds for School Lunch Program | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Professional Development | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Remediation Program | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Full-Day Kindergarten | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Gifted and Talented Program | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Textbook Reimbursement | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Summer School | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other State Revenue (please describe) | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other State Revenue (please describe) | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Federal Revenue | | | | | | |
| Public Charter School Program (PCSP) Grant | \$ 125,000 | \$ 112,500 | \$ 112,500 | | | |
| Facilities Assistance Program Grant | | \$ 150,000 | \$ - | | | |
| Title I | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Title II | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Federal Lunch Program | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Federal Breakfast Reimbursement | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other Revenue Federal sources (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other Revenue Federal sources (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other Revenue Federal sources (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other Revenues | | | | | | |
| Committed Philanthropic Donations | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Before and After Care Fees | | \$ 26,250 | \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 30,000 |
| Interest Income | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Food Service | \$ - | \$ 213,562 | \$ 240,426 | \$ 255,200 | \$ 269,975 | \$ 286,765 |
| Pre-K Fees | \$ - | \$ 16,746 | \$ 19,610 | \$ 20,092 | \$ 20,587 | \$ 21,094 |
| Textbook Rental | \$ - | \$ 25,440 | \$ 28,640 | \$ 30,400 | \$ 32,160 | \$ 34,160 |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Revenue | \$ 125,000 | \$ 3,218,998 | \$ 2,304,944 | \$ 2,411,545 | \$ 2,585,305 | \$ 2,774,323 |
| EXPENDITURES | | | | | | |
| Personnel Expenses | | | | | | |
| Wages, Benefits and Payroll Taxes | \$ 99,420 | \$ 1,211,113 | \$ 1,474,100 | \$ 1,569,382 | \$ 1,679,991 | \$ 1,781,703 |
| Substitutes | | \$ 5,400 | \$ 6,000 | \$ 6,300 | \$ 6,600 | \$ 6,900 |
| Professional Development | \$ - | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 |
| Bonuses | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Unemployment Compensation | \$ - | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 |
| Worker's Compensation Insurance | \$ 1,280 | \$ 14,625 | \$ 18,081 | \$ 19,305 | \$ 20,561 | \$ 21,867 |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Personnel Expenses | \$ 100,700 | \$ 1,241,138 | \$ 1,508,181 | \$ 1,604,987 | \$ 1,717,152 | \$ 1,815,470 |
| Instructional Supplies and Resources | | | | | | |
| Textbooks | \$ - | \$ 25,440 | \$ 28,640 | \$ 30,400 | \$ 32,160 | \$ 34,160 |
| Library, periodicals, etc | \$ - | \$ 1,000 | \$ 500 | \$ 500 | \$ 500 | \$ 500 |
| Technology | \$ - | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 |
| Assessment materials | \$ - | \$ 5,000 | \$ 5,629 | \$ 5,975 | \$ 6,321 | \$ 6,714 |
| Computers | \$ - | \$ 70,500 | \$ 9,000 | \$ 4,500 | \$ 4,500 | \$ 4,500 |
| Software | \$ - | \$ 15,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 |
| Other classroom supplies | \$ - | \$ 5,000 | \$ 5,629 | \$ 5,975 | \$ 6,321 | \$ 6,714 |
| Field trips, other unclassified items | \$ - | \$ 5,000 | \$ 5,629 | \$ 5,975 | \$ 6,321 | \$ 6,714 |
| Co-curricular & Athletics | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Instructional Supplies and Resources | \$ - | \$ 131,940 | \$ 63,027 | \$ 61,325 | \$ 64,123 | \$ 67,302 |
| Support Supplies and Resources | | | | | | |
| Administrative Computers | \$ 1,000 | \$ 5,000 | \$ - | \$ - | \$ - | \$ - |
| Administrative Software | \$ - | \$ 32,000 | \$ 8,000 | \$ 8,000 | \$ 8,000 | \$ 8,000 |
| Administration Dues, fees, misc expenses | \$ - | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 |
| Office supplies | \$ 1,000 | \$ 8,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Support Supplies and Resources | \$ 2,000 | \$ 46,500 | \$ 14,500 | \$ 14,500 | \$ 14,500 | \$ 14,500 |
| Board Expenses | | | | | | |
| Charter Board Services, including Board Training, retreats | \$ - | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 |
| Charter Board Supplies & Equipment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Charter Board Dues, fees, etc | \$ - | \$ 2,100 | \$ 2,300 | \$ 2,400 | \$ 2,500 | \$ 2,600 |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Board Expenses | \$ - | \$ 3,100 | \$ 3,300 | \$ 3,400 | \$ 3,500 | \$ 3,600 |
| Professional Purchased or Contracted Services | | | | | | |
| Legal Services | \$ - | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 |
| Audit Services | \$ - | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 7,500 |
| Payroll Services | \$ - | \$ 8,000 | \$ 8,000 | \$ 8,000 | \$ 8,000 | \$ 8,000 |
| Accounting Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Printing/Newsletter/Annual Report Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

| | | | | | | | |
|--|------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Consultants | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Internet Services | \$ - | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 |
| Telephone/Telecommunication Services | \$ - | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 |
| Total Insurance Costs (per ICSB requirements detailed in charter school application) | \$ - | \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 30,000 |
| Travel | \$ 1,500 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 |
| Postage | \$ 1,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 |
| Special Education Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Student Information Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Food service | \$ - | \$ 213,562 | \$ 240,426 | \$ 255,200 | \$ 269,975 | \$ 286,765 | \$ 286,765 |
| Transportation | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Advertising | \$ 15,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 |
| Other (please describe) | \$ - | \$ 26,250 | \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 30,000 |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Professional Purchased or Contracted Services | \$ 17,500 | \$ 301,312 | \$ 331,926 | \$ 346,700 | \$ 361,475 | \$ 378,265 | \$ 378,265 |
| Facilities | | | | | | | |
| Rent, mortgage, or other facility cost | \$ - | \$ 120,000 | \$ 120,000 | \$ 120,000 | \$ 120,000 | \$ 120,000 | \$ 120,000 |
| Furniture | \$ - | \$ 104,950 | \$ 11,500 | \$ 6,650 | \$ 6,650 | \$ 7,400 | \$ 7,400 |
| Gas/electric | \$ - | \$ 55,000 | \$ 57,750 | \$ 60,638 | \$ 63,669 | \$ 66,852 | \$ 66,852 |
| Water/Sewer | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Grounds Keeping | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Maintenance Services | \$ - | \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 |
| Custodial | \$ - | \$ 7,500 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 |
| Waste disposal | \$ - | \$ 2,160 | \$ 2,268 | \$ 2,381 | \$ 2,500 | \$ 2,625 | \$ 2,625 |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Facilities | \$ - | \$ 304,610 | \$ 211,518 | \$ 209,669 | \$ 212,819 | \$ 216,877 | \$ 216,877 |
| Other | | | | | | | |
| Contingency | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Indiana Charter School Board Administrative Fee | \$ - | \$ 17,490 | \$ 37,475 | \$ 41,517 | \$ 44,652 | \$ 48,046 | \$ 48,046 |
| CMO/EMO Fee | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Debt Service | \$ - | \$ 60,494 | \$ 120,988 | \$ 120,988 | \$ 120,988 | \$ 120,988 | \$ 120,988 |
| Site Purchase | \$ - | \$ 625,000 | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other (please describe) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Other | \$ - | \$ 702,984 | \$ 158,463 | \$ 162,505 | \$ 165,640 | \$ 169,034 | \$ 169,034 |
| Total Expenditures | \$ 120,200 | \$ 2,731,584 | \$ 2,290,916 | \$ 2,403,087 | \$ 2,539,209 | \$ 2,665,048 | \$ 2,665,048 |
| Carryover/Deficit | \$ 4,800 | \$ 487,414 | \$ 14,028 | \$ 8,458 | \$ 46,096 | \$ 109,275 | \$ 109,275 |
| Cumulative Carryover/(Deficit) | \$ 4,800 | \$ 492,214 | \$ 506,242 | \$ 514,700 | \$ 560,796 | \$ 670,071 | \$ 670,071 |

| Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30 | | |
|---|--------------|---|
| REVENUE | Amount | Notes |
| State Revenue | | |
| Basic Grant | \$ 874,500 | |
| Common School Loan | \$ 1,800,000 | |
| Charter School Start-Up Grant | | One-third of first year's ADM funding |
| State Matching Funds for School Lunch Program | | |
| Professional Development | | |
| Remediation Program | | |
| Full-Day Kindergarten | | |
| Gifted and Talented Program | | |
| Textbook Reimbursement | | |
| Summer School | | |
| Other State Revenue (please describe) | | |
| Other State Revenue (please describe) | | |
| Federal Revenue | | |
| Public Charter School Program (PCSP) Grant | \$ 112,500 | Competitive grant for planning & implementation |
| Charter School Facilities Assistance Program Grant | \$ 150,000 | |
| Title I | | |
| Title II | | |
| Federal Lunch Program | | |
| Federal Breakfast Reimbursement | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenues | | |
| Committed Philanthropic Donations | | |
| Before and After Care Fees | \$ 26,250 | |
| Interest Income | | |
| Food Service | \$ 213,562 | |
| Pre-K Fees | \$ 16,746 | |
| Textbook Rental | \$ 25,440 | |
| Other (please describe) | | |
| Total Revenue | \$ 3,218,998 | |
| EXPENDITURES | | |
| Personnel Expenses | | |
| Wages, Benefits and Payroll Taxes | \$ 1,211,113 | Use staffing workbook |
| Substitutes | \$ 5,400 | 6 days/teacher/year @\$50/day |
| Professional Development | \$ 5,000 | |
| Bonuses | | |
| Unemployment Compensation | \$ 5,000 | |
| Worker's Compensation Insurance | \$ 14,625 | |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Personnel Expenses | \$ 1,241,138 | |
| Instructional Supplies and Resources | | |
| Textbooks | \$ 25,440 | |
| Library, periodicals, etc | \$ 1,000 | |
| Technology | \$ 5,000 | |
| Assessment materials | \$ 5,000 | |
| Computers | \$ 70,500 | |
| Software | \$ 15,000 | |
| Other classroom supplies | \$ 5,000 | |
| Field trips, other unclassified items | \$ 5,000 | |
| Co-curricular & Athletics | | |
| Other (please describe) | | |
| Total Instructional Supplies and Resources | \$ 131,940 | |
| Support Supplies and Resources | | |
| Administrative Computers | \$ 5,000 | 4 computers, 1 printer |

| | | | |
|--|----|---------|----------------------------------|
| Administrative Software | \$ | 32,000 | |
| Administration Dues, fees, misc expenses | \$ | 1,500 | |
| Office supplies | \$ | 8,000 | |
| Other (please describe) | | | |
| Total Support Supplies and Resources | \$ | 46,500 | |
| Board Expenses | | | |
| Charter Board Services, including Board Training, retreats | \$ | 1,000 | |
| Charter Board Supplies & Equipment | | | |
| Charter Board Dues, fees, etc | \$ | 2,100 | IN Charter School Board Assoc |
| Other (please describe) | | | |
| Total Board Expenses | \$ | 3,100 | |
| Professional Purchased or Contracted Services | | | |
| Legal Services | \$ | 5,000 | |
| Audit Services | \$ | 7,500 | |
| Payroll Services | \$ | 8,000 | |
| Accounting Services | | | |
| Printing/Newsletter/Annual Report Services | | | |
| Consultants | | | |
| Internet Services | \$ | 2,000 | |
| Telephone/Telecommunication Services | \$ | 3,000 | |
| Total Insurance Costs (per ICSB requirements detailed in charter school application) | \$ | 30,000 | |
| Travel | \$ | 1,000 | |
| Postage | \$ | 2,000 | |
| Special Education Services | | | |
| Student Information Services | | | |
| Food service | \$ | 213,562 | |
| Transportation | | | |
| Advertising | \$ | 3,000 | |
| Before and After Care | \$ | 26,250 | |
| Other (please describe) | | | |
| Other (please describe) | | | |
| Other (please describe) | | | |
| Total Professional Purchased or Contracted Services | \$ | 301,312 | |
| Facilities | | | |
| Rent, mortgage, or other facility cost | \$ | 120,000 | |
| Furniture | \$ | 104,950 | |
| Gas/electric | \$ | 55,000 | |
| Water/ Sewer | | | |
| Grounds Keeping | | | |
| Maintenance Services | \$ | 15,000 | |
| Custodial | \$ | 7,500 | |
| Waste disposal | \$ | 2,160 | |
| Other (please describe) | | | |
| Total Facilities | \$ | 304,610 | |
| Other | | | |
| Contingency | | | |
| Indiana Charter School Board Administrative Fee | \$ | 17,490 | Assume 2% of Basic Grant (Row 6) |
| CMO/EMO Fee | | | |
| Debt Service | \$ | 60,494 | |
| Site Purchase | \$ | 625,000 | |
| Other (please describe) | | | |
| Other (please describe) | | | |

| | | | |
|---------------------------|----|-----------|--|
| Total Other | \$ | 702,984 | |
| | | | |
| Total Expenditures | \$ | 2,731,584 | |
| | | | |
| Carryover/Deficit | \$ | 487,414 | |

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30

| REVENUE | Amount | Notes |
|--|--------------|---|
| State Revenue | | |
| Basic Grant | \$ 1,873,768 | |
| Common School Loan | | |
| State Matching Funds for School Lunch Program | | |
| Professional Development | | |
| Remediation Program | | |
| Full-Day Kindergarten | | |
| Gifted and Talented Program | | |
| Textbook Reimbursement | | |
| Summer School | | |
| Other State Revenue (please describe) | | |
| Other State Revenue (please describe) | | |
| Federal Revenue | | |
| Public Charter School Program (PCSP) Grant | \$ 112,500 | Competitive grant for planning & implementation |
| Charter School Facilities Assistance Program Grant | | |
| Title I | | |
| Title II | | |
| Federal Lunch Program | | |
| Federal Breakfast Reimbursement | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenues | | |
| Committed Philanthropic Donations | | |
| Before and After Care Fees | \$ 30,000 | |
| Interest Income | | |
| Food Service | \$ 240,426 | |
| Pre-K Fees | \$ 19,610 | |
| Textbook Rental | \$ 28,640 | |
| Other (please describe) | | |
| Total Revenue | \$ 2,304,944 | |
| EXPENDITURES | | |
| Personnel Expenses | | |
| Wages, Benefits and Payroll Taxes | \$ 1,474,100 | Use staffing workbook |
| Substitutes | \$ 6,000 | 6 days/teacher/year @\$50/day |
| Professional Development | \$ 5,000 | |
| Bonuses | | |
| Unemployment Compensation | \$ 5,000 | |
| Worker's Compensation Insurance | \$ 18,081 | |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Personnel Expenses | \$ 1,508,181 | |
| Instructional Supplies and Resources | | |
| Textbooks | \$ 28,640 | |
| Library, periodicals, etc | \$ 500 | |
| Technology | \$ 5,000 | |
| Assessment materials | \$ 5,629 | |
| Computers | \$ 9,000 | |
| Software | \$ 3,000 | |
| Other classroom supplies | \$ 5,629 | |
| Field trips, other unclassified items | \$ 5,629 | |
| Co-curricular & Athletics | | |
| Other (please describe) | | |
| Total Instructional Supplies and Resources | \$ 63,027 | |
| Support Supplies and Resources | | |
| Administrative Computers | | |
| Administrative Software | \$ 8,000 | Software Maintenance |

| | | | |
|--|----|---------|----------------------------------|
| Administration Dues, fees, misc expenses | \$ | 1,500 | |
| Office supplies | \$ | 5,000 | |
| Other (please describe) | | | |
| Total Support Supplies and Resources | \$ | 14,500 | |
| Board Expenses | | | |
| Charter Board Services, including Board Training, retreats | \$ | 1,000 | |
| Charter Board Supplies & Equipment | | | |
| Charter Board Dues, fees, etc | \$ | 2,300 | |
| Other (please describe) | | | |
| Total Board Expenses | \$ | 3,300 | |
| Professional Purchased or Contracted Services | | | |
| Legal Services | \$ | 5,000 | |
| Audit Services | \$ | 7,500 | |
| Payroll Services | \$ | 8,000 | |
| Accounting Services | | | |
| Printing/Newsletter/Annual Report Services | | | |
| Consultants | | | |
| Internet Services | \$ | 2,000 | |
| Telephone/Telecommunication Services | \$ | 3,000 | |
| Total Insurance Costs (per ICSB requirements detailed in charter school application) | \$ | 30,000 | |
| Travel | \$ | 1,000 | |
| Postage | \$ | 2,000 | |
| Special Education Services | | | |
| Student Information Services | | | |
| Food service | \$ | 240,426 | |
| Transportation | | | |
| Advertising | \$ | 3,000 | |
| Before and After Care | \$ | 30,000 | |
| Other (please describe) | | | |
| Other (please describe) | | | |
| Other (please describe) | | | |
| Total Professional Purchased or Contracted Services | \$ | 331,926 | |
| Facilities | | | |
| Rent, mortgage, or other facility cost | \$ | 120,000 | |
| Furniture | \$ | 11,500 | |
| Gas/electric | \$ | 57,750 | |
| Water/ Sewer | | | |
| Grounds Keeping | | | |
| Maintenance Services | \$ | 15,000 | |
| Custodial | \$ | 5,000 | |
| Waste disposal | \$ | 2,268 | |
| Other (please describe) | | | |
| Total Facilities | \$ | 211,518 | |
| Other | | | |
| Contingency | | | |
| Indiana Charter School Board Administrative Fee | \$ | 37,475 | Assume 2% of Basic Grant (Row 6) |
| CMO/EMO Fee | | | |
| Debt Service | \$ | 120,988 | |
| Other (please describe) | | | |
| Other (please describe) | | | |
| Other (please describe) | | | |
| Total Other | \$ | 158,463 | |

| | | |
|---------------------------|----|-----------|
| | | |
| Total Expenditures | \$ | 2,290,916 |
| Carryover/Deficit | \$ | 14,028 |

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

| REVENUE | Amount | Notes |
|---|--------------|---|
| State Revenue | | |
| Basic Grant | \$ 2,075,853 | |
| Common School Loan | | |
| State Matching Funds for School Lunch Program | | |
| Professional Development | | |
| Remediation Program | | |
| Full-Day Kindergarten | | |
| Gifted and Talented Program | | |
| Textbook Reimbursement | | |
| Summer School | | |
| Other State Revenue (please describe) | | |
| Other State Revenue (please describe) | | |
| Federal Revenue | | |
| Title I | | |
| Title II | | |
| Federal Lunch Program | | |
| Federal Breakfast Reimbursement | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenues | | |
| Committed Philanthropic Donations | | |
| Before and After Care Fees | \$ 30,000 | |
| Interest Income | | |
| Food Service | \$ 255,200 | |
| Pre-K Fees | \$ 20,092 | |
| Textbook Rental | \$ 30,400 | |
| Other (please describe) | | |
| Total Revenue | \$ 2,411,545 | |
| EXPENDITURES | | |
| Personnel Expenses | | |
| Wages, Benefits and Payroll Taxes | \$ 1,569,382 | Use staffing workbook |
| Substitutes | \$ 6,300 | 6 days/teacher/year @\$50/day |
| Professional Development | \$ 5,000 | |
| Bonuses | | |
| Unemployment Compensation | \$ 5,000 | |
| Worker's Compensation Insurance | \$ 19,305 | |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Personnel Expenses | \$ 1,604,987 | |
| Instructional Supplies and Resources | | |
| Textbooks | \$ 30,400 | |
| Library, periodicals, etc | \$ 500 | |
| Technology | \$ 5,000 | |
| Assessment materials | \$ 5,975 | |
| Computers | \$ 4,500 | |
| Software | \$ 3,000 | |
| Other classroom supplies | \$ 5,975 | |
| Field trips, other unclassified items | \$ 5,975 | |
| Co-curricular & Athletics | | |
| Other (please describe) | | |
| Total Instructional Supplies and Resources | \$ 61,325 | |
| Support Supplies and Resources | | |
| Administrative Computers | | |
| Administrative Software | \$ 8,000 | Software Maintenance |
| Administration Dues, fees, misc expenses | \$ 1,500 | |
| Office supplies | \$ 5,000 | |

| | | |
|--|----|-----------|
| Other (please describe) | | |
| Total Support Supplies and Resources | \$ | 14,500 |
| Board Expenses | | |
| Charter Board Services, including Board Training, retreats | \$ | 1,000 |
| Charter Board Supplies & Equipment | | |
| Charter Board Dues, fees, etc | \$ | 2,400 |
| Other (please describe) | | |
| Total Board Expenses | \$ | 3,400 |
| Professional Purchased or Contracted Services | | |
| Legal Services | \$ | 5,000 |
| Audit Services | \$ | 7,500 |
| Payroll Services | \$ | 8,000 |
| Accounting Services | | |
| Printing/Newsletter/Annual Report Services | | |
| Consultants | | |
| Internet Services | \$ | 2,000 |
| Telephone/Telecommunication Services | \$ | 3,000 |
| Total Insurance Costs (per ICSB requirements detailed in charter school application) | \$ | 30,000 |
| Travel | \$ | 1,000 |
| Postage | \$ | 2,000 |
| Special Education Services | | |
| Student Information Services | | |
| Food service | \$ | 255,200 |
| Transportation | | |
| Advertising | \$ | 3,000 |
| Before and After Care | \$ | 30,000 |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Professional Purchased or Contracted Services | \$ | 346,700 |
| Facilities | | |
| Rent, mortgage, or other facility cost | \$ | 120,000 |
| Furniture | \$ | 6,650 |
| Gas/electric | \$ | 60,638 |
| Water/ Sewer | | |
| Grounds Keeping | | |
| Maintenance Services | \$ | 15,000 |
| Custodial | \$ | 5,000 |
| Waste disposal | \$ | 2,381 |
| Other (please describe) | | |
| Total Facilities | \$ | 209,669 |
| Other | | |
| Contingency | | |
| Indiana Charter School Board Administrative Fee | \$ | 41,517 |
| CMO/EMO Fee | | |
| Debt Service | \$ | 120,988 |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Other | \$ | 162,505 |
| Total Expenditures | \$ | 2,403,087 |

| | | |
|--------------------------|-----------|--------------|
| Carryover/Deficit | \$ | 8,458 |
|--------------------------|-----------|--------------|

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

| REVENUE | Amount | Notes |
|---|--------------|---|
| State Revenue | | |
| Basic Grant | \$ 2,232,583 | |
| Common School Loan | | |
| State Matching Funds for School Lunch Program | | |
| Professional Development | | |
| Remediation Program | | |
| Full-Day Kindergarten | | |
| Gifted and Talented Program | | |
| Textbook Reimbursement | | |
| Summer School | | |
| Other State Revenue (please describe) | | |
| Other State Revenue (please describe) | | |
| Federal Revenue | | |
| Title I | | |
| Title II | | |
| Federal Lunch Program | | |
| Federal Breakfast Reimbursement | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenues | | |
| Committed Philanthropic Donations | | |
| Before and After Care Fees | \$ 30,000 | |
| Interest Income | | |
| Food Service | \$ 269,975 | |
| Pre-K Fees | \$ 20,587 | |
| Textbook Rental | \$ 32,160 | |
| Other (please describe) | | |
| Total Revenue | \$ 2,585,305 | |
| EXPENDITURES | | |
| Personnel Expenses | | |
| Wages, Benefits and Payroll Taxes | \$ 1,679,991 | Use staffing workbook |
| Substitutes | \$ 6,600 | 6 days/teacher/year @\$50/day |
| Professional Development | \$ 5,000 | |
| Bonuses | | |
| Unemployment Compensation | \$ 5,000 | |
| Worker's Compensation Insurance | \$ 20,561 | |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Personnel Expenses | \$ 1,717,152 | |
| Instructional Supplies and Resources | | |
| Textbooks | \$ 32,160 | |
| Library, periodicals, etc | \$ 500 | |
| Technology | \$ 5,000 | |
| Assessment materials | \$ 6,321 | |
| Computers | \$ 4,500 | |
| Software | \$ 3,000 | |
| Other classroom supplies | \$ 6,321 | |
| Field trips, other unclassified items | \$ 6,321 | |
| Co-curricular & Athletics | | |
| Other (please describe) | | |
| Total Instructional Supplies and Resources | \$ 64,123 | |
| Support Supplies and Resources | | |
| Administrative Computers | | |
| Administrative Software | \$ 8,000 | Software Maintenance |
| Administration Dues, fees, misc expenses | \$ 1,500 | |

| | | | |
|--|----|---------|----------------------------------|
| Office supplies | \$ | 5,000 | |
| Other (please describe) | | | |
| Total Support Supplies and Resources | \$ | 14,500 | |
| Board Expenses | | | |
| Charter Board Services, including Board Training, retreats | \$ | 1,000 | |
| Charter Board Supplies & Equipment | | | |
| Charter Board Dues, fees, etc | \$ | 2,500 | |
| Other (please describe) | | | |
| Total Board Expenses | \$ | 3,500 | |
| Professional Purchased or Contracted Services | | | |
| Legal Services | \$ | 5,000 | |
| Audit Services | \$ | 7,500 | |
| Payroll Services | \$ | 8,000 | |
| Accounting Services | | | |
| Printing/Newsletter/Annual Report Services | | | |
| Consultants | | | |
| Internet Services | \$ | 2,000 | |
| Telephone/Telecommunication Services | \$ | 3,000 | |
| Total Insurance Costs (per ICSB requirements detailed in charter school application) | \$ | 30,000 | |
| Travel | \$ | 1,000 | |
| Postage | \$ | 2,000 | |
| Special Education Services | | | |
| Student Information Services | | | |
| Food service | \$ | 269,975 | |
| Transportation | | | |
| Advertising | \$ | 3,000 | |
| Before and After Care | \$ | 30,000 | |
| Other (please describe) | | | |
| Other (please describe) | | | |
| Other (please describe) | | | |
| Total Professional Purchased or Contracted Services | \$ | 361,475 | |
| Facilities | | | |
| Rent, mortgage, or other facility cost | \$ | 120,000 | |
| Furniture | \$ | 6,650 | |
| Gas/electric | \$ | 63,669 | |
| Water/ Sewer | | | |
| Grounds Keeping | | | |
| Maintenance Services | \$ | 15,000 | |
| Custodial | \$ | 5,000 | |
| Waste disposal | \$ | 2,500 | |
| Other (please describe) | | | |
| Total Facilities | \$ | 212,819 | |
| Other | | | |
| Contingency | | | |
| Indiana Charter School Board Administrative Fee | \$ | 44,652 | Assume 2% of Basic Grant (Row 6) |
| CMO/EMO Fee | | | |
| Debt Service | \$ | 120,988 | |
| Other (please describe) | | | |
| Other (please describe) | | | |
| Other (please describe) | | | |
| Total Other | \$ | 165,640 | |

| | | |
|---------------------------|----|-----------|
| | | |
| Total Expenditures | \$ | 2,539,209 |
| Carryover/Deficit | \$ | 46,096 |

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

| REVENUE | Amount | Notes |
|---|--------------|---------------------------------------|
| State Revenue | | |
| Basic Grant | \$ 2,402,304 | |
| Common School Loan | | |
| State Matching Funds for School Lunch Program | | |
| Professional Development | | |
| Remediation Program | | |
| Full-Day Kindergarten | | |
| Gifted and Talented Program | | |
| Textbook Reimbursement | | |
| Summer School | | |
| Other State Revenue (please describe) | | |
| Other State Revenue (please describe) | | |
| Federal Revenue | | |
| Title I | | |
| Title II | | |
| Federal Lunch Program | | |
| Federal Breakfast Reimbursement | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenue Federal sources (please describe) | | |
| Other Revenues | | |
| Committed Philanthropic Donations | | |
| Before and After Care Fees | \$ 30,000 | |
| Interest Income | | |
| Food Service | \$ 286,765 | |
| Pre-K Fees | \$ 21,094 | |
| Textbook Rental | \$ 34,160 | |
| Other (please describe) | | |
| Total Revenue | \$ 2,774,323 | |
| EXPENDITURES | | |
| Personnel Expenses | | |
| Wages, Benefits and Payroll Taxes | \$ 1,781,703 | Use staffing workbook |
| Substitutes | \$ 6,900 | 6 days/teacher/year @\$50/day |
| Professional Development | \$ 5,000 | |
| Bonuses | | |
| Unemployment Compensation | | |
| Worker's Compensation Insurance | \$ 21,867 | |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Personnel Expenses | \$ 1,815,470 | |
| Instructional Supplies and Resources | | |
| Textbooks | \$ 34,160 | |
| Library, periodicals, etc | \$ 500 | |
| Technology | \$ 5,000 | |
| Assessment materials | \$ 6,714 | |
| Computers | \$ 4,500 | |
| Software | \$ 3,000 | |
| Other classroom supplies | \$ 6,714 | |
| Field trips, other unclassified items | \$ 6,714 | |
| Co-curricular & Athletics | | |
| Other (please describe) | | |
| Total Instructional Supplies and Resources | \$ 67,302 | |
| Support Supplies and Resources | | |
| Administrative Computers | | |
| Administrative Software | \$ 8,000 | |
| Administration Dues, fees, misc expenses | \$ 1,500 | |
| Office supplies | \$ 5,000 | |

| | | |
|--|----|-----------|
| Other (please describe) | | |
| Total Support Supplies and Resources | \$ | 14,500 |
| Board Expenses | | |
| Charter Board Services, including Board Training, retreats | \$ | 1,000 |
| Charter Board Supplies & Equipment | | |
| Charter Board Dues, fees, etc | \$ | 2,600 |
| Other (please describe) | | |
| Total Board Expenses | \$ | 3,600 |
| Professional Purchased or Contracted Services | | |
| Legal Services | \$ | 5,000 |
| Audit Services | \$ | 7,500 |
| Payroll Services | \$ | 8,000 |
| Accounting Services | | |
| Printing/Newsletter/Annual Report Services | | |
| Consultants | | |
| Internet Services | \$ | 2,000 |
| Telephone/Telecommunication Services | \$ | 3,000 |
| Total Insurance Costs (per ICSB requirements detailed in charter school application) | \$ | 30,000 |
| Travel | \$ | 1,000 |
| Postage | \$ | 2,000 |
| Special Education Services | | |
| Student Information Services | | |
| Food service | \$ | 286,765 |
| Transportation | | |
| Advertising | \$ | 3,000 |
| Before and After Care | \$ | 30,000 |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Professional Purchased or Contracted Services | \$ | 378,265 |
| Facilities | | |
| Rent, mortgage, or other facility cost | \$ | 120,000 |
| Furniture | \$ | 7,400 |
| Gas/electric | \$ | 66,852 |
| Water/ Sewer | | |
| Grounds Keeping | | |
| Maintenance Services | \$ | 15,000 |
| Custodial | \$ | 5,000 |
| Waste disposal | \$ | 2,625 |
| Other (please describe) | | |
| Total Facilities | \$ | 216,877 |
| Other | | |
| Contingency | | |
| Indiana Charter School Board Administrative Fee | \$ | 48,046 |
| CMO/EMO Fee | | |
| Debt Service | \$ | 120,988 |
| Other (please describe) | | |
| Other (please describe) | | |
| Other (please describe) | | |
| Total Other | \$ | 169,034 |
| Total Expenditures | \$ | 2,665,048 |

Carryover/Deficit \$ 109,275

Cumulative Carryover/(Deficit)

1. Describe the systems and procedures by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.

The systems and processes the school will use to manage accounting, purchasing, and payroll will be governed by the Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, as maintained by the Indiana State Board of Accounts. In addition, the School will adhere to Generally Accepted Accounting Principles.

In any business, financial/internal controls are an integral part of the accounting system. The Next Step School Corporation Board of Directors has appointed a Finance Committee, made up of two board members, in order to provide strong internal controls.

The School will employ a Business Manager/Treasurer to perform the day to day accounting operations. This person will be bonded as required by Indiana law. The School will utilize an accounting software package to facilitate its operations. Two vendors have been contacted regarding accounting software, Bookkeeping Plus and Low and Associates. The Board of Directors will review the software packages with representatives from both companies prior to making a final decision.

The majority of the School's receipts will be from the Basic Grant from the state, which will be received by direct deposit. There will be additional receipts from Food Service, Textbook Rental, and fund raising activities. Procedures, forms, and records, as prescribed by the Indiana State Board of Accounts, will be implemented to help insure protection of the School's assets.

Purchases will be governed by the Public Purchases Law, IC-5-22, and the Public Works Law, IC-36-1-12. Any expenditure will require a requisition, purchase order, and claim. Procedures defining required approval will be instituted by the Board of Directors for all purchases. All claims for payment will be reviewed by the School Leader and Finance Committee. The Finance Committee will present all claims to the Board of Directors for final approval. All checks issued will require two signatures.

Because the Business Manager/Treasurer will be responsible for both receipts and disbursements, the Finance Committee will review, in detail, the monthly cash reconciliation of all bank accounts and report its findings to the Board of Directors. In addition, monthly financial reports for all funds will be provided to the Finance Committee and the Board of Directors. The Business Manager/Treasurer will be responsible for reporting any material deviations of revenues or expenditures from the approved budget to the Board of Directors. Any request for funding that is not included in the approved budget must be approved by the Board of Directors.

The school will engage a third party to process its payroll. In addition, it will contract a reputable Accounting firm to complete its annual audit in accordance with Generally Accepted

Auditing Standards. Administrative service contracts will be awarded based on the provisions of IC-5-22-9-1, Request for Proposals. Final decisions on the awarding of contracts will be made by the Next Step School Corporation Board of Directors.

2. Attachment 17

3. Provide, as Attachment 18, a detailed budget narrative. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g. grants, donations, fundraising). Please address the following when completing the budget narrative:

- a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated budget?**
- b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.**

Basic Grant revenues will be the primary source of revenue for the School. These revenues are based on enrollment of two sections of grades K through 6 in year 1, with additional sections added in years 2, 3, 4, and 5. Staffing levels and associated costs correlate with the number of sections in each year. Because the School will be operating within the Scott County District #2 School Corporation boundaries, the estimated Basic Grant revenues are based on the ADM for that district. The ADM has been increased 1.5% each year. Also included in the budget is a Common School Loan in the amount of \$1,800,000. This loan is to support the anticipated lag in Basic Grant funding as well as provide for the purchase of property for a permanent school site.

The budget provides for staffing to support the proposed enrollment in each of the 5 years. Included within these costs is a 2.5% salary increase each year, as well as TRF and PERF funding at 7.5% for all full-time employees. The staff includes one full-time Special Education teacher. If a special need arises, there are sufficient funds to provide the necessary services for those students.

For the purpose of this application, all funds, including Food Service, Textbook Rental, various pass-through Federal and State Grants, and other local programs are detailed in Attachment 17. Because there are federal and state regulations restricting the use of funds from Food Service and Textbook Rental, the estimated revenues are offset by estimated expenses in order not to misstate the operating fund. The budget reflects Before and After Care and Pre-K as break-even programs.

With the exception of various initial Charter School Grants, other grant funding has not been included in the proposed budget. While the School will pursue other grants, it is the position of the Board of Directors to support its operating budget with the Basic Grant revenues.

In order to ensure the financial stability of the School, the Board of Directors will develop a policy that defines and encourages commitment to a balanced operating budget. The budget will be a program and line item budget approved for a one year period with projections for two years. Procedures will be put in place to ensure compliance with the adopted budget which will include monthly reports with review by the Finance Committee and Board of Directors. Management and staff will be provided monthly financial reports. Any adjustment to the approved budget within the budget year will require approval of the Board of Directors.

The budget projections provide for a \$500,000 to \$600,000 working cash balance. The Next Step School Corporation Board of Directors will establish a Rainy Day Fund and transfer surplus amounts in accordance with IC-36-1-8-5. Because the budget has been prepared without relying on outside grants, any revenue shortfall as a result of lower state funding would be addressed through the use of the Rainy Day Fun, on a limited basis. Any significant losses in enrollment would be addressed through staff reductions.

Not applicable

P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
Mar. 12, 2012 LTR 3367C S0
45-4144692 000000 00

00020811
BODC: TE

NEXT STEP SCHOOL CORPORATION
C/O SAM GEORGE
130 EAST MAIN ST
HANOVER IN 47243



039335

Employer Identification Number: 45-4144692
Tax Form: 1023
Document Locator Number: 17053-060-31101-2
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."

Sincerely yours,

Robert Choi, Director
EO Rulings & Agreement



Department of the Treasury
Internal Revenue Service

Notice 1382

(Rev. December 2011)

Changes for Form 1023:

- Mailing address
- Parts IX, X and XI

Changes for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Change of Mailing Address

The mailing address shown on Form 1023 Checklist, page 28, the first address under the last checkbox; and in the Instructions for Form 1023, page 4 under *Where to File*, has been changed to:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

Changes for Parts IX and X

Changes to Parts IX and X are necessary to comply with new regulations that eliminated the advance ruling process. Until Form 1023 is revised to reflect this change, please follow the directions on this notice when completing Part IX and Part X of Form 1023. For more information about the elimination of the advance ruling process, visit us at IRS.gov and click on "Charities and Non-Profits," then in the top right "Search" box type "Elimination of the Advance Ruling Process" (exactly as written) and select "Search."

Part IX. Financial Data

The instructions at the top of Part IX on page 9 of Form 1023 are now as follows. For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
 - a. Three years of financial information if you have not completed one tax year, or
 - b. Four years of financial information if you have completed one tax year.
2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX, has not been updated to provide for a 5th year.

Part X. Public Charity Status

Do not complete line 6a on page 11 of Form 1023, and **do not sign** the form under the heading "Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code."

Only complete line 6b and line 7 on page 11 of Form 1023, if in existence 5 or more tax years.

Part XI. Increase in User Fees

User fee increases are effective for all applications post marked after January 3, 2010.

1. \$400 for organizations whose gross receipts do not exceed \$10,000 or less annually over a 4-year period.
2. \$850 for organizations whose gross receipts exceed \$10,000 annually over a 4-year period.

For the current user fee amounts go to IRS.gov and select "Charities and Non-Profits" from the buttons near the top. Then select "Where Is My Exemption Application" and in the second paragraph click on "user fee." Alternatively, you can do a search for "user fees" with the applicable year in the "Search" box in the top right. Finally, you can also call 1-877-829-5500.

Application for Reinstatement and Retroactive

Reinstatement. After your organization's tax-exempt status was automatically revoked for failing to file a return or notice for three consecutive years, your organization must apply to have its tax-exempt status reinstated. You must file a Form 1023 if applying under section 501(c)(3) or Form 1024 if applying under a different Code section, pay the appropriate user fee, and write "Automatically Revoked" at the top of your application and the mailing envelope. If approved, the date of reinstatement will be the date of the application. See Notice 2011-44, 2011-25 I.R.B. 883, at http://www.irs.gov/irb/2011-25_IRB/ar10.html, for details. Smaller organizations — defined as having annual gross receipts of not more than \$50,000 in its most recently completed tax year — that have lost their tax-exempt status because of failure to file a required electronic notice (Form 990-N e-Postcard) may be eligible for transitional relief, including retroactive reinstatement and a reduced user fee. See Notice 2011-43, 2011-25 I.R.B. 882, at http://www.irs.gov/irb/2011-25_IRB/ar09.html, for details.



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**Application for Recognition of Exemption
 Under Section 501(c)(3) of the Internal Revenue Code**

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

| | | | |
|---|------------|--|--|
| 1 Full name of organization (exactly as it appears in your organizing document) | | 2 c/o Name (if applicable) | |
| 3 Mailing address (Number and street) (see instructions) | Room/Suite | 4 Employer Identification Number (EIN) | |
| City or town, state or country, and ZIP + 4 | | 5 Month the annual accounting period ends (01 - 12) | |
| 6 Primary contact (officer, director, trustee, or authorized representative) a Name: | | b Phone: | |
| | | c Fax: (optional) | |
| 7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 9a Organization's website: | | | |
| b Organization's email: (optional) | | | |
| 10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) / / | | | |
| 12 Were you formed under the laws of a foreign country ? If "Yes," state the country. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**

- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**

- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**

- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**

- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): _____

- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. _____
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: _____

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|------|-------|-----------------|--|
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Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|------|-------|-----------------|--|
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c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|------|-------|-----------------|--|
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The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. **Yes** **No**

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. **Yes** **No**

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. **Yes** **No**

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. **Yes** **No**

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? **Yes** **No**

b Do you or will you approve compensation arrangements in advance of paying compensation? **Yes** **No**

c Do you or will you document in writing the date and terms of approved compensation arrangements? **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
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- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
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- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**

- mail solicitations
- email solicitations
- personal solicitations
- vehicle, boat, plane, or similar donations
- foundation grant solicitations
- phone solicitations
- accept donations on your website
- receive donations from another organization's website
- government grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. **Yes** **No**
-
- 12a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. **Yes** **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. **Yes** **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. **Yes** **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. **Yes** **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. **Yes** **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. **Yes** **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. **Yes** **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. **Yes** **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. **Yes** **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. **Yes** **No**

Part VIII Your Specific Activities *(Continued)*

- | | | | |
|-----------|--|-------------------------------------|------------------------------------|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

| | Type of revenue or expense | Current tax year | 3 prior tax years or 2 succeeding tax years | | | (e) Provide Total for (a) through (d) |
|-----------------|---|----------------------------|---|----------------------------|----------------------------|---------------------------------------|
| | | (a) From To | (b) From To | (c) From To | (d) From To | |
| Revenues | 1 Gifts, grants, and contributions received (do not include unusual grants) | | | | | |
| | 2 Membership fees received | | | | | |
| | 3 Gross investment income | | | | | |
| | 4 Net unrelated business income | | | | | |
| | 5 Taxes levied for your benefit | | | | | |
| | 6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge) | | | | | |
| | 7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list) | | | | | |
| | 8 Total of lines 1 through 7 | | | | | |
| | 9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list) | | | | | |
| | 10 Total of lines 8 and 9 | | | | | |
| | 11 Net gain or loss on sale of capital assets (attach schedule and see instructions) | | | | | |
| | 12 Unusual grants | | | | | |
| | 13 Total Revenue Add lines 10 through 12 | | | | | |
| Expenses | 14 Fundraising expenses | | | | | |
| | 15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list) | | | | | |
| | 16 Disbursements to or for the benefit of members (attach an itemized list) | | | | | |
| | 17 Compensation of officers, directors, and trustees | | | | | |
| | 18 Other salaries and wages | | | | | |
| | 19 Interest expense | | | | | |
| | 20 Occupancy (rent, utilities, etc.) | | | | | |
| | 21 Depreciation and depletion | | | | | |
| | 22 Professional fees | | | | | |
| | 23 Any expense not otherwise classified, such as program services (attach itemized list) | | | | | |
| | 24 Total Expenses Add lines 14 through 23 | | | | | |

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End:

(Whole dollars)

Table with 18 rows for assets and liabilities. Assets include Cash, Accounts receivable, Inventories, Bonds and notes receivable, Corporate stocks, Loans receivable, Other investments, Depreciable and depletable assets, Land, and Other assets. Liabilities include Accounts payable, Contributions, gifts, grants, etc. payable, Mortgages and notes payable, and Other liabilities. Total Assets and Total Liabilities are also listed.

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed.
b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3).
2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities...
3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI.
4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?
5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
 (Signature of Officer, Director, Trustee, or other authorized official)

.....
 (Type or print name of signer)

.....
 (Date)

.....
 (Type or print title or authority of signer)

For IRS Use Only

.....
 IRS Director, Exempt Organizations

.....
 (Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) **(a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) **(a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. **Yes** **No**

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1** Have your annual gross receipts averaged or are they expected to average not more than \$10,000? **Yes** **No**
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2** Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3** Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here



.....
(Signature of Officer, Director, Trustee, or other authorized official)

.....
(Type or print name of signer)

.....
(Date)

.....
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule A. Churches

- 1a** Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents. **Yes** **No**
- b** Do you have a form of worship? If "Yes," describe your form of worship. **Yes** **No**
- 2a** Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline. **Yes** **No**
- b** Do you have a distinct religious history? If "Yes," describe your religious history. **Yes** **No**
- c** Do you have a literature of your own? If "Yes," describe your literature. **Yes** **No**
- 3** Describe the organization's religious hierarchy or ecclesiastical government.
- 4a** Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins. **Yes** **No**
- b** What is the average attendance at your regularly scheduled religious services? _____
- 5a** Do you have an established place of worship? If "Yes," refer to the instructions for the information required. **Yes** **No**
- b** Do you own the property where you have an established place of worship? **Yes** **No**
- 6** Do you have an established congregation or other regular membership group? If "No," refer to the instructions. **Yes** **No**
- 7** How many members do you have? _____
- 8a** Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b–8d, below. **Yes** **No**
- b** If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have. **Yes** **No**
- c** May your members be associated with another denomination or church? **Yes** **No**
- d** Are all of your members part of the same **family**? **Yes** **No**
- 9** Do you conduct baptisms, weddings, funerals, etc.? **Yes** **No**
- 10** Do you have a school for the religious instruction of the young? **Yes** **No**
- 11a** Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study. **Yes** **No**
- b** Do you have schools for the preparation of your ordained ministers or religious leaders? **Yes** **No**
- 12** Is your minister or religious leader also one of your officers, directors, or trustees? **Yes** **No**
- 13** Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure. **Yes** **No**
- 14** Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches. **Yes** **No**
- 15** Do you issue church charters? If "Yes," describe the requirements for issuing a charter. **Yes** **No**
- 16** Did you pay a fee for a church charter? If "Yes," attach a copy of the charter. **Yes** **No**
- 17** Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain. **Yes** **No**

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. **Yes** **No**
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. **Yes** **No**
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. **Yes** **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. **Yes** **No**
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? **Yes** **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. **Yes** **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. **Yes** **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. **Yes** **No**
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? **Yes** **No**
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. **Yes** **No**
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. **Yes** **No**

Schedule B. Schools, Colleges, and Universities (Continued)

- 5** Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.
 If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

| Racial Category | (a) Student Body | | (b) Faculty | | (c) Administrative Staff | |
|-----------------|------------------|-----------|--------------|-----------|--------------------------|-----------|
| | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Total | | | | | | |

- 6** In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

| Racial Category | Number of Loans | | Amount of Loans | | Number of Scholarships | | Amount of Scholarships | |
|-----------------|-----------------|-----------|-----------------|-----------|------------------------|-----------|------------------------|-----------|
| | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Total | | | | | | | | |

- 7a** Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

- b** Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. **Yes** **No**

- 8** Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) **Yes** **No**

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital**. See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital or medical care**. Complete Section I below.

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II.

Section I Hospitals

- 1a** Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. **Yes** **No**
- 2a** Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If "No," explain. **Yes** **No**

b Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain. **Yes** **No**

c Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain. **Yes** **No**
- 3a** Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain. **Yes** **No**

b Does the same deposit requirement, if any, apply to all other patients? If "No," explain. **Yes** **No**
- 4a** Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide. **Yes** **No**

b Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy. **Yes** **No**

c Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements. **Yes** **No**
- 5a** Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e. **Yes** **No**

b Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.

c Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.

d Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.

e Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule. **Yes** **No**
- 6a** Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. **Yes** **No**

b Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. **Yes** **No**
- 7** Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements. **Yes** **No**
- 8** Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. **Yes** **No**
- 9** Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

Schedule C. Hospitals and Medical Research Organizations (Continued)**Section I Hospitals (Continued)**

- 10** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.
Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b. **Yes** **No**
- 11** Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies. **Yes** **No**
- 12** Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease. **Yes** **No**
- 13** Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals. **Yes** **No**
- 14** Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings. **Yes** **No**

Section II Medical Research Organizations

- 1** Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
- 2** Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
- 3** Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

| Name | Address | EIN |
|------|---------|-----|
| | | - |
| | | - |

2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. Yes No

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? Yes No

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information:

- Part IX-A. Statement of Revenues and Expenses, lines 1-13 and
- Part X, lines 6b(ii)(a), 6b(ii)(b), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests:

- Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or
- Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or
- Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," continue to line 2. Yes No

2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. Yes No

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. Yes No

- 4** Information to establish the alternative "operated in connection with" responsiveness test (Test 3)
- a** Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. Yes No
 - b** Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. Yes No
 - c** Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. Yes No
 - d** Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. Yes No
 - e** Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities. Yes No

Schedule D. Section 509(a)(3) Supporting Organizations (Continued)**Section II Relationship with Supported Organization(s)—Three Tests (Continued)**

- 5** Information to establish the “operated in connection with” integral part test (Test 3)
Do you conduct activities that would otherwise be carried out by the supported organization(s)? If “Yes,” explain and go to Section III. If “No,” continue to line 6a. **Yes** **No**
- 6** Information to establish the alternative “operated in connection with” integral part test (Test 3)
- a** Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If “Yes,” go to line 6b. (See instructions.) **Yes** **No**
If “No,” state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.
- b** How much do you contribute annually to each supported organization? Attach a schedule.
- c** What is the total annual revenue of each supported organization? If you need additional space, attach a list.
- d** Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If “Yes,” explain. **Yes** **No**
- 7a** Does your organizing document specify the supported organization(s) by name? If “Yes,” state the article and paragraph number and go to Section III. If “No,” answer line 7b. **Yes** **No**
- b** Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

- 1a** If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer “Yes.” If your organizing document does not comply with this requirement, answer “No,” and see the instructions. **Yes** **No**
- b** If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer “Yes,” and go to Section IV. If your organizing document does not comply with this requirement, answer “No,” and see the instructions. **Yes** **No**

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

- 1a** Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If “Yes,” (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. **Yes** **No**
- b** Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If “Yes,” (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. **Yes** **No**
- c** Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If “Yes,” (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. **Yes** **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier. If you are not eligible for tax exemption under section 501(c)(3) from your date of incorporation or formation, Schedule E is also intended to determine whether you are eligible for tax exemption under section 501(c)(4) for the period between your date of incorporation or formation and the postmark date of your application.

- 1** Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E. **Yes** **No**
-
- 2a** Are you a public charity with annual **gross receipts** that are normally \$5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts. **Yes** **No**
- b** If your gross receipts were normally more than \$5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than \$5,000? If "Yes," stop here. **Yes** **No**
-
- 3a** Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4. **Yes** **No**
- b** If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here. **Yes** **No**
- c** If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here. **Yes** **No**
-
- 4** Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule. **Yes** **No**
-
- 5** If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6, 7, or 8. If "No," go to line 6a. **Yes** **No**
-
- 6a** If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? If "Yes," you are eligible for an advance ruling. Complete Part X, line 6a. If "No," you will be treated as a private foundation. **Yes** **No**
- Note.** Be sure your ruling eligibility agrees with your answer to Part X, line 6.
- b** Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below. **Yes** **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation *(Continued)*

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

| Type of Revenue | Projected revenue for 2 years following current tax year | | |
|--|--|----------------------|-----------|
| | (a) From To | (b) From To | (c) Total |
| 1 Gifts, grants, and contributions received (do not include unusual grants) | | | |
| 2 Membership fees received | | | |
| 3 Gross investment income | | | |
| 4 Net unrelated business income | | | |
| 5 Taxes levied for your benefit | | | |
| 6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge) | | | |
| 7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list) | | | |
| 8 Total of lines 1 through 7 | | | |
| 9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list) | | | |
| 10 Total of lines 8 and 9 | | | |
| 11 Net gain or loss on sale of capital assets (attach an itemized list) | | | |
| 12 Unusual grants | | | |
| 13 Total revenue. Add lines 10 through 12 | | | |

8 According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the postmark date of your application. However, you may be eligible for tax exemption under section 501(c)(4) from your date of formation to the postmark date of the Form 1023. Tax exemption under section 501(c)(4) allows exemption from federal income tax, but generally not deductibility of contributions under Code section 170. Check the box at right if you want us to treat this as a request for exemption under 501(c)(4) from your date of formation to the postmark date.

▶

Attach a completed Page 1 of Form 1024, Application for Recognition of Exemption Under Section 501(a), to this application.

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing**Section I General Information About Your Housing**

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.

b What is the total number of residents each facility can accommodate?

c What is your current number of residents in each facility?

d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs. **Yes** **No**

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. **Yes** **No**

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases. **Yes** **No**

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing (Continued)**Section II Homes for the Elderly or Handicapped**

- 1a** Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing. **Yes** **No**
- b** Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing. **Yes** **No**
-
- 2a** Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived. **Yes** **No**
- b** Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**
- c** Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable. **Yes** **No**
-
- 3a** Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy. **Yes** **No**
- b** Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements. **Yes** **No**
-
- 4** Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements. **Yes** **No**
-
- 5** Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features. **Yes** **No**

Section III Low-Income Housing

- 1** Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing. **Yes** **No**
-
- 2** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**
-
- 3a** Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. **Yes** **No**
- Note.** Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)
- b** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. **Yes** **No**
-
- 4** Do you provide social services to residents? If "Yes," describe these services. **Yes** **No**

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. **Yes** **No**

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. **Yes** **No**

b Provide the tax status of the predecessor organization. **Yes** **No**

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. **Yes** **No**

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. **Yes** **No**

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.
Name: _____ **EIN:** -
Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

| Name | Address | Share/Interest (If a for-profit) |
|------|---------|----------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. **Yes** **No**

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. **Yes** **No**

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. **Yes** **No**

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. **Yes** **No**

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I *Names of individual recipients are not required to be listed in Schedule H.*

Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

- 1a** Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.
- b** Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.
- c** If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).
- d** Specify how your program is publicized.
- e** Provide copies of any solicitation or announcement materials.
- f** Provide a sample copy of the application used.
-
- 2** Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. **Yes** **No**
-
- 3** Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)
-
- 4a** Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)
- b** Describe how you determine the number of grants that will be made annually.
- c** Describe how you determine the amount of each of your grants.
- d** Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)
-
- 5** Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.
-
- 6** Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?
-
- 7** Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? **Yes** **No**

Note. If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons**. Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

- 1a** If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? **Yes** **No** **N/A**
- b** For which section(s) do you wish to be considered?
- 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution
 - 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product
-
- 2** Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? **Yes** **No**
-
- 3** Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? **Yes** **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures
(Continued)

Section II Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section. (Continued)

- 4a** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer*? If "Yes," complete lines 4b through 4f. **Yes** **No**
- b** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.) **Yes** **No**
- c** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? **Yes** **No** **N/A**
If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? **Yes** **No**
- d** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? **Yes** **No** **N/A**
If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e. **Yes** **No**
- e** If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? **Yes** **No** **N/A**
If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.
- Note.** Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.
- f** If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e. **Yes** **No**

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|----------------|------------|----------------|
| Schedule A | Yes ___ No ___ | Schedule E | Yes ___ No ___ |
| Schedule B | Yes ___ No ___ | Schedule F | Yes ___ No ___ |
| Schedule C | Yes ___ No ___ | Schedule G | Yes ___ No ___ |
| Schedule D | Yes ___ No ___ | Schedule H | Yes ___ No ___ |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) _____
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law _____
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011