



# INDIANA STATE BOARD OF EDUCATION

## MEMORANDUM

**To:** Indiana State Board of Education  
**From:** Ron Sandlin, Director of Policy & Legislation  
**Date:** January 10, 2018  
**RE:** Immediate Freeway Accreditation for Chokmah Institute

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**Recommendation:** Grant the petition for freeway accreditation for Chokmah Institute at the time the school enters into the contract to become a freeway school.

**Issue Summary:** A petition for freeway accreditation has been submitted to the Indiana State Board of Education (“Board”) by the governing body of Chokmah Institute (“School”), a non-public school in North Manchester, IN. The School has agreed to comply with all of the statutory requirements for freeway accreditation. The petition requests that the Board grant accreditation at the time the School enters into the contract to become a freeway school. The expected first year of operation for the School is the 2018-2019 school year.

**Rationale:** The School, modeled after another successful program in Indiana<sup>1</sup>, is designed to provide dropout prevention/recovery services to students who are not successful in the traditional high school environment. Additionally, the School is committed to contracting with public school corporations to provide dropout recovery educational services for at-risk students who remain enrolled in their public school.

**Background:** Chokmah Institute is an alternative Christian school that utilizes local churches to provide the necessary facilities and supports for students who struggle in the more traditional school environment. The School is modeled after the successful credit-recovery program offered through another non-public school, The Crossing. The School will focus first on students who have dropped out of school or who are designated as “homeschooled,” given some students who drop out are classified as homeschooled by their parent/guardian.

The initial campus at Victory Christian Fellowship in North Manchester, IN is a pilot of approximately 20 senior high school-age students. Classes will be entirely web-based. In addition to the web-based curriculum and instruction, a School Director will lead structured, in-person discussions daily, and serve as the school administrator. In-person attendance at the designated facility will be mandatory for all students.

The School will offer to establish contractual relationships with public school corporations that allow students to remain enrolled in the public school, but receive dropout recovery educational services and support through Chokmah Institute.

Given the School is not currently in operation, no historical data exist to analyze prior performance.

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<sup>1</sup> The current proposal is influenced by The Crossing Educational Center model, and members of the governing body have met with representatives from The Crossing in designing the proposal for Chokmah Institute.



# Chokmah Institute Business Plan

An Alternative School Approach to Church Growth

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# Table of Contents

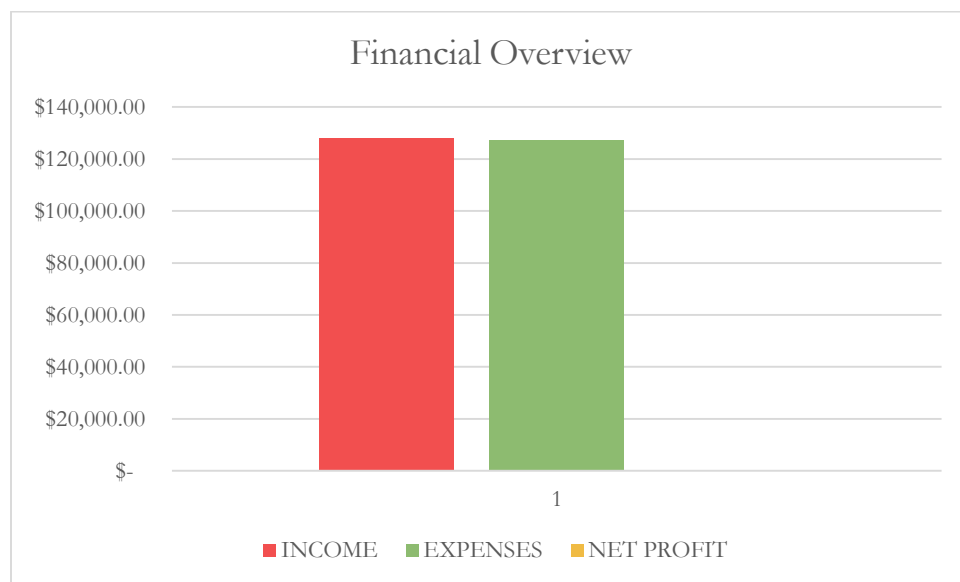
- I. **Executive Summary**..... 2
  - Highlights
  - Timeline
  - Mission Statement
  - Keys to Success
  
- II. **Description of Business**..... 9
  - Company Ownership/Legal Entity
  - Location
  - Interior
  - Hours of Operation
  - Products and Services
  - Suppliers
  - Service
  - Manufacturing
  - Management
  - Financial Management
  - Start-Up/Acquisition Summary
  
- III. **Marketing** .....15
  - Market Analysis
  - Market Segmentation
  - Competition
  - Pricing
  
- IV. **Appendix**.....18
  - Budget
  - Cash Flow
  - Plan to Meet Indiana Freeway Accreditation Requirements
  - Core 40 Requirements
  - Survey Results

# Executive Summary

Chokmah Institute (CI) offers a new and innovative way to provide a high school education for teenagers in the greater North Manchester area. It is an approach that can be duplicated after year one in other communities throughout the state of Indiana and other states that offer school vouchers. CI is also unique in that we not only teach a Christian world view, but have a strategy to intentionally integrate students into the life of the local church. Our high school, “Higher Ed. u,” will introduce intensive rigor to the students learning experience by implementing a diametrical approach to learning. Students will be challenged to formulate their views and defend their perspectives, and, in the process, develop critical thinking skills. CI will also seek partnerships with other organizations, public and private schools to offer sports and extracurricular wherever possible. Through our workshops we will offer opportunities for students to learn by doing.

## Highlights

- CI uses methods to teach students that have been demonstrated to result in high academic test scores. We will offer a combination of online instruction and class discussion.
- CI will provide a Christian education option for communities where no other faith-based schools are available.
- CI will offer a small nurturing environment for students that do not perform well in a large classroom setting.
- CI will allow high achieving students to complete their classes at an accelerated pace and to earn college credits.
- For churches, CI will offer an opportunity to assimilate youth into the life of their local congregation.



## Timeline

January, 2018

- Finalize business plan.
- Procure a PO Box.
- Set up a bank business account.
- Create Website.
- Inform and discuss with local public high school administration credit recovery options.

February, 2018

- Receive approval for Indiana Freeway Accreditation.
- Finalize contract with Victory Christian Fellowship.
- Begin advertising and accepting applications for the 2018-19 school year.
- Complete applications and forms related to Indiana Choice Vouchers.

June

- Purchase necessary equipment, including computers, refrigerator and microwaves.

July

- Install commercial Wi-Fi.

August

- Classes begin!

## Mission Statement

The mission of Chokmah Institute is to provide students with a high quality education and to make disciples of Christ who are active in their local church and community.

## Keys to Success

### *Indiana Freeway Accreditation*

- It is very important that we qualify for Indiana Freeway Accreditation (IFA) and are prepared to receive Indiana Choice Scholarships.
- Our budget is based on a minimum of twenty students.
- It is critical that we are prepared to carry out ILEARN testing.
- Students must score well on their ILEARN testing to maintain accreditation.
- Establish a partnership with Ivy Tech or other college in order to offer dual credits.
- We must meet the minimum Indiana Freeway Accreditation standards:
  - Offer classes on safety, hygiene, and drug and alcohol.
  - The average attendance rate must increase not less than two percent (2%) each school year until the average attendance rate is eighty-five percent (85%); and at least one percent (1%) each school year until the average attendance rate is ninety percent (90%).
  - Show a successful completion rate of the assessment program by meeting essential standards under the ILEARN program not less than two percent (2%) each school year until the successful completion rate is not less than eighty-five percent (85%); and one percent (1%) each school year until the successful completion rate is not less than ninety percent (90%) of the students.
  - Beginning with the class of students who expect to graduate four (4) years after a Freeway School is accredited, the Freeway School must demonstrate a graduation rate that increases not less than two percent (2%) each school year until the graduation rate is not less than eighty-five percent (85%); and one percent (1%) each school year until the graduation rate is ninety percent (90%).
  - After Chokmah Institute has achieved the minimum attendance, assessment, and graduation rates required by law, it must either maintain the minimum required rates or show continued improvement of those rates.
  - Implement our plan to offer courses that will allow a student to become eligible to receive an academic honors diploma.
  - Follow our plan to maintain a safe and disciplined learning environment for students and teachers.

- Utilize Indiana based online curriculum in order to comply with the Indiana Academic Standards.
- Comply with Indiana's minimum 180 instructional days for students by following the public school calendar.
- Produce and submit all required electronic State student data reports.
- Obtain and maintain all required permits, licenses, registrations, and approvals that apply to nonpublic schools, and comply with all health, safety, and environmental statutes, rules, or regulations.
- Comply with the Department's Code of Ethical Practices and Procedures, and the Indiana Testing Security and Integrity Agreement.
  - Assign and use student identification numbers in administering state assessments and in meeting other Indiana data reporting requirements.
  - Follow procedures established by the Board and the Department for issuance and recordkeeping concerning student information numbers; and maintain all student records, including enrollment information on a system that complies with the access and confidentiality requirements of state and federal law.
- Maintain confidentiality of information.

### ***Indiana Choice Scholarships***

- We must apply and be approved for Indiana Choice Scholarships, and meet all requirements: As a condition of becoming an eligible school, we must make the following assurances by the representative's signature:
  - Acknowledge that if a student is found to be ineligible due to inaccurate, incorrect, or falsified information, the award may be adjusted or rescinded.
  - We must administer accountability assessments including Indiana Statewide Testing for Educational Progress Plus (ILEARN) and End of Course Assessments (ECAs) or a State Graduation Exam to all students at the testing grade levels and participate in all required training and security measures.
  - Understand that we may be subject to consequences based on its placement in a category or designation of school performance or the inability of the school to be placed in a performance category.
  - We will not discriminate against any potential students based on race, color, national origin, or disability, and will follow the school's admissions policy in regard to Choice Scholarship students.
  - We must submit a copy of our admissions policy and our tuition and fees policy and rates as part of our application to become an eligible Choice school.
  - If the number of applicants for enrollment under a Choice Scholarship exceeds the number of Choice Scholarships available to the school, we must comply with the requirements of IC 20-51-4-3:
    - We may not discriminate on the basis of race, color, or national origin.
    - We shall abide by the school's written admission policy fairly and without discrimination with regard to students who apply for or are awarded scholarships under this chapter.
    - If the number of applicants for enrollment at Higher Ed. u under a choice scholarship exceeds the number of choice scholarships available to our school, we must draw at random in a public meeting the applications of applicants who are entitled to a choice scholarship from among the applicants who meet the requirements for admission to our school.
    - Understand that the department shall make random visits to at least five percent (5%) of eligible schools during a particular school year to verify that the eligible school complies with the provisions of this chapter and the Constitutions of the State of Indiana and the United States.
    - We shall grant the department reasonable access to its premises, including access to the school's grounds, buildings, and property.

- Each year the principal (Director) shall certify under penalties of perjury to the department that the eligible school is complying with the requirements of this chapter. The department shall develop a process for eligible schools to follow to make certifications.
- We will not transfer or attempt to transfer the Choice Scholarship to any other student.
- We agree to inform the department via the Enrollment and Mobility (EM) Report within five (5) business days of a Choice Scholarship student being withdrawn, expelled, or not in attendance for twenty (20) consecutive school days, according to the Department's rule.
- We will acknowledge that retroactive reimbursement to the State of Indiana may be required and/or future payments may be adjusted as a result of the withdrawal or expulsion of a student or changes in the law.
- We agree to participate in any data collections required by the department pursuant to
  - IC 20-51-1-4.7: "Eligible school" refers to a public or nonpublic elementary school or high school that:
    - is located in Indiana;
    - requires an eligible choice scholarship student to pay tuition or transfer tuition to attend; voluntarily agrees to enroll an eligible choice scholarship student;
    - is accredited by either the state board or a national or regional accreditation agency that is recognized by the state board;
    - administers the Indiana statewide testing for educational progress (ILEARN) program under IC 20-32-5;
    - is not a charter school or the school corporation in which an eligible choice scholarship student has legal settlement under IC 20-26-11; and
    - submits to the department only the student performance data required for a category designation under IC 20-31-8-3 .
  - IC 20-51-4-7 (These rules pertain to the responsibility of the Department of Education)
- We understand and agree to the requirement that parents or guardians must co-sign an endorsement form provided by the department for the distribution of monies on a schedule set by the department.
- Upon eligibility, we agree to complete and file a vendor application with the Indiana Auditor of State.
- We will assure that we will assist students with completing the Choice Scholarship student application, we will not refuse to assist any student with completing the application, and we will provide a copy of all communications from the Department intended for the family.
- We agree to provide prospective parents with a statement about any costs beyond the required fees, including whether the school participates in the Free/Reduced Lunch Program (Our current model does not include participation in this program). We acknowledge that any fees in excess of the amount of the Choice Scholarship must be funded through other sources.
- We agree to provide prospective parents with information about transportation, including whether it is provided and whether the school is located along any existing bus routes that may be utilized.
- We will acknowledge that, by July 1 of the upcoming school year, we will have a staff performance evaluation plan as required by 20-28-11.5-4(a) and (b):
  - We will develop a plan for annual performance evaluations for each certificated employee for the 2018-19 school year.
  - We understand that, instead of developing our own staff performance evaluation plan under subsection (a), we may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:
    - A plan using master teachers or contracting with an outside vendor to provide master teachers.
    - The System for Teacher and Student Advancement (TAP).

- The Peer Assistance and Review Teacher Evaluation System (PAR).
- Our plan must include the following components:
  - Performance evaluations for all certificated employees, conducted at least annually.
  - Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:
    - student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;
    - methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and
    - student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.
    - Rigorous measures of effectiveness, including observations and other performance indicators.
    - An annual designation of each certificated employee in one (1) of the following rating categories:
      - Highly effective.
      - Effective.
      - Improvement necessary.
      - Ineffective.
  - An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.
  - A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.
- Provide for a pre-evaluation planning session conducted by the superintendent or equivalent authority for the school corporation with the principals in the school corporation.
- In developing a performance evaluation model, we will consider the following:
  - Test scores of students (both formative and summative).
  - Classroom presentation observations.
  - Observation of student-teacher interaction.
  - Knowledge of subject matter.
  - Dedication and effectiveness of the teacher through time and effort on task.
  - Contributions of teachers through group teacher interactivity in fulfilling the school improvement plan.
  - Cooperation of the teacher with supervisors and peers.
  - Extracurricular contributions of the teacher.
  - Outside performance evaluations.
  - Compliance with school corporation rules and procedures.
  - Other items we consider important in developing each student to the student's maximum intellectual potential and performance.
- The state board and the department may recommend additional factors, but may not require additional factors unless directed to do so by the general assembly.
- The plan must:
  - be in writing; and



- be explained to the governing body in a public meeting;
    - before the evaluations are conducted.
  - Before explaining the plan to the governing body, our Board will discuss the plan with teachers or the teachers' representative, if there is one.
    - This discussion is not subject to the open door law (IC 5-14-1.5).
    - The plan is not subject to bargaining, but a discussion of the plan must be held.
    - The evaluator shall discuss the evaluation with the certificated employee.
- We will certify to the department annually that we are complying with the following legal requirements and that the school will cooperate with any visit made to the school or audit of the school's records by the department to verify compliance with these provisions, including granting the department reasonable access to its premises. We further understand that violation of any of the following requirements under the law or failure to comply with these assurances is grounds for loss of eligibility, and has the right to an administrative hearing upon loss of eligibility.
  - We will input tuition and fees amount the student is required to pay, taking into account any applicable discounts for which the student may qualify.
  - We will notify the department when an employee with a department-issued license is convicted of certain felonies. (IC 20-28-5-8).
  - We will conduct expanded criminal history checks and expanded child protection index checks for all employees or contracted individuals who will have "direct, ongoing contact with children." (IC 20-26-5-10).
  - We will grant parental access to student records. (IC 20-33-7)
- For Choice Scholarship students with disabilities or other related services the Choice school assures that:
  - Our staff will inform the parent(s) of a student with a disability about the special education and related services available from the Choice school so that the parent is able to make an informed choice in selecting either the Choice school or the public school to provide special education and related services to the student.
  - Our staff will collaborate with the student's parent(s) to develop the student's Choice School Education Plan.
  - Each student's Choice School Education Plan will be in writing and will be implemented only after obtaining the parent's written consent.
  - Our staff will inform the parents of: (a) the requirement that the plan can be implemented only with the parent's written consent; (b) the parent's right to revoke the consent; and (c) the consequences of revoking consent.
  - Progress reports will be provided to the student's parent(s) as described in the Choice School Education Plan.
- We may allow a principal or teacher to read or post in the school building or classroom or at a school event any excerpt or part of a writing, document, or record listed below.
- We will not permit the content based censorship of American history or heritage based on religious references in a writing, document, or record listed below.
- Our library, including digital library, will contain a permanent collection of at least one copy of each writing or document:
  - The Constitution of the United States
  - The national motto
  - The national anthem
  - The Pledge of Allegiance
  - The Constitution of the State of Indiana

- The Declaration of Independence
- The Mayflower Compact
- The Federalist Papers
- “Common Sense” by Thomas Paine.
- The writings, speeches, documents, and proclamations of the founding fathers and presidents of the United States.
- United States Supreme Court decisions.
- Executive orders of the presidents of the United States.
- Frederick Douglas' Speech at Rochester, New York, on July 5, 1852, entitled “What to a Slave is the Fourth of July?”
- Appeal by David Walker.
- Chief Seattle's letter to the United States government in 1852 in response to the United States government's inquiry regarding the purchase of tribal lands.
- An eligible school shall do the following:
  - Allow a student to include a reference to a writing, document, or record listed in subsection (b) in a report or other work product.
  - May not punish the student in any way, including a reduction in grade, for using the reference.
  - Display the United States flag in each classroom.
  - Provide a daily opportunity for students to voluntarily recite the Pledge of Allegiance in each classroom or on school grounds. A student may not be required to participate in the Pledge of Allegiance if the student or his or her parent or guardian chooses to not participate.
  - Provide instruction on the constitutions of Indiana and the United States.
  - Provide within the two weeks preceding a general election five full class periods discussion concerning:
    - the system of government in Indiana and in the United States;
    - methods of voting;
    - party structures;
    - election laws; and
    - the responsibilities of citizen participation in government and in elections.
- An eligible school must require that each teacher employed by the school present instruction with special emphasis on:
  - honesty;
  - morality;
  - courtesy;
  - obedience to law;
  - respect for the national flag and the Constitutions of the United States and Indiana;
  - respect for parents and the home;
  - the dignity and necessity of honest labor; and
  - other lessons of a steadying influence that tend to promote and develop an upright and desirable citizenry.
- Provide good citizenship instruction that stresses the nature and importance of the following:
  - Being honest and truthful.
  - Respecting authority.
  - Respecting the property of others.
  - Always doing the student's personal best.
  - Not stealing.

- Possessing the skills (including methods of conflict resolution) necessary to live peaceably in society and not resorting to violence to settle disputes.
- Taking personal responsibility for obligations to family and community.
- Taking personal responsibility for earning a livelihood.
- Treating others the way the student would want to be treated.
- Respecting the national flag, the Constitution of the United States, and the Constitution of the State of Indiana.
- Respecting the student's parents and home.
- Respecting the student's self.
- Respecting the rights of others to have their own views and religious beliefs.
- Provide instruction in language arts, including English, grammar, composition, speech, and second languages, mathematics, social studies and citizenship, including the constitutions, governmental systems, and Indiana and United States history, including study of the Holocaust and the role religious extremism played in the events of September 11, 2001, sciences, fine arts, including music and art, health education, physical fitness, safety, and the effects of alcohol, tobacco, drugs, and other substances on the human body.

### ***Credit Recover***

- We will aggressively pursue public-private school partnerships in accordance with IC 20-31-8-4.6, as it relates to our credit recovery services.
- We have and will continue to contact local school district Superintendents regarding the new law, informing them of its advantages in that it provides for the exclusion of the performance of students enrolled in Higher E. u from their reported performance data.
- Our Website will include information on such partnerships, so that parents and other parties are made aware of this option and may be encouraged to contact their public schools regarding this option.

### ***Additional Keys to Success***

- In addition to academic success, CI's objectives are to teach a Christian worldview and increase involvement and membership in the local church. Our goal is that at least one-third of the students become active in the local church at which CI is meeting.
- Create a Director's Manual for future director's at other locations in order to maintain quality control.

## **Description of Business**

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Chokmah Institute is an alternative Christian school that utilizes local churches. Classes will be entirely Web-based. Students will complete all of their work on laptop computers. In addition to the curriculum, the teachers will be online. The School Director will lead discussions and serve as the School Administrator. In addition to teaching a Christian worldview, CI will uniquely focus on creating disciples and integrating students into the life of the local church.

Schools such as Carpe Diem, for example, have demonstrated that it is possible to implement a blended learning approach that combines online learning and group workshops. Indeed, they have discovered that there is a diminishing return on time invested in online learning during the passage of a day and that they have better outcomes when they use a blended approach. Within this context, our workshops will not address subject matters that all the students are presently working on, but we can address material that will ultimately be common to all.

Chokmah Institute intends to introduce intensive rigor to the students learning experience by teaching critical thinking skills through a diametrical approach to learning. As with many Christian colleges, secular curriculum will be used, but then opportunities will be provided to address the subject matter from an alternative perspective. For example, we will challenge students to defend evolution against intelligent design, and we will introduce significant elements of Christian history that have not been included in many textbooks and discuss what impact that has on their perspective.

Students who take online classes using Apex curriculum test well, which is a key indicator of potential success at advanced levels. Some students are able to progress well beyond the Core 40 requirements, which should be viewed as a positive, not a negative, as Core 40 is a minimum standard. The more students can learn, the greater advantage they will have moving beyond their high school education.

Chokmah Institute will seek partnerships with local public schools wherever possible. CI will offer to set up a contractual relationship with the public schools, so that students can be enrolled in the public school, while attending CI classes (The Crossing Education provides a model of this). A recent change to Indiana law that is supportive of such partnerships states the following (IC 20-31-8-4.6): Certain at-risk students need not be included in the calculation of school performance. If a school corporation or a charter school enters into an agreement with an eligible school (as defined in IC 20-51-1-4.7) to provide dropout recovery educational services for an at-risk student who is enrolled at a public school, the student may not be included in the calculation of the public school's category or designation of school performance. In other words, public schools can raise their school performance by releasing struggling students to Higher Ed. U. As previously stated, we intend to aggressively pursue such partnerships.

The school at Victory Christian Fellowship is intended to be a pilot program, which can be expanded to other churches after year one. Our focus will be on senior high students, with the possibility of expanding to include junior high students in the future. Meeting in local churches is a key element toward integrating the students into the life of the church. As a result, stand-alone schools, apart from the local church, are contrary to our growth strategy.

Expansion beyond the North Manchester location will be primarily as an extension ministry of the Indiana Conference of the United Methodist Church. The Board President, Mark Eastway, who is a United Methodist pastor, has been in regular communication with his District Superintendent, Chris Newman-Jacobs, and through her, the Assistant to the Bishop, Cindy Reynolds, regarding the North Manchester location serving as a pilot project.

## Company Ownership/Legal Entity

# Higher Ed. u

Chokmah Institute, Inc. is a 501(c)(3), incorporated in the state of Indiana. We will often operate under the public name, "Higher Ed. u".

## Location

In year one Chokmah Institute classes will take place at Victory Christian Fellowship. The primary meeting spaces will be the meeting area north of the sanctuary. Since the lessons are on a computer and are Wi-Fi based, classes can be moved to another part of the building, should there be a scheduling conflict.

## Interior

In addition to flexible classroom arrangements, space will also be needed for a refrigerator to store sack lunches and several microwave ovens to heat up meals. Each building will need commercial Wi-Fi Internet access, which can

sufficiently handle streaming on multiple computers at the same time. Enough electrical outlets will need to be available so that computers can be charged either during online class time or during group activities when not in use.

## Hours of Operation

Chokmah Institute will meet during public school days and hours. It may be necessary to add school days should CI need to be cancelled because the Internet is down.

## Products and Services

Chokmah Institute will provide students with a quality high school education that meet's Indiana Core 40 requirements. Dual credit classes will be available and an Indiana Academic Honors Diploma can be earned. Chokmah Institute may expand to junior high in the future.

CI will provide local churches with an opportunity to bring young people into the church and grow their congregation. Unlike most other Christian schools, CI uniquely has a detailed plan to facilitate this process.

## Suppliers

Our primary suppliers will be Indiana based secular curriculum including, but not limited to, Indiana Online Academy and Apex Learning. Our administrative software supplier will be Fekara Administrative Software.

## Service

Chokmah Institute will provide a quality education for students with a variety of needs:

- Students who do not function well in a large school environment.
- Students who need a more nurturing faith-based community.
- Students who wish to excel in their studies, beyond what a classroom setting allows.
- Students who have dropped out of school.
- Both Christian and non-Christian students.

CI will provide the local congregation with a means to reach out to young people in their community. Our research has indicated that Christian schools generally focus on developing a Christian view. Implementing a strategy to integrate students into the life of a local church is, in many respects, unique, both historically and currently. Such a strategy may include, but not be limited to the following:

- Expected church attendance, either at their home church or at the church where the school is located.
- Chapel services in the sanctuary.
- A short course on worship (Many of the activities in a worship service are foreign to young people and often appears strange).
- Bible reading and history.
- Lessons on spiritual disciplines.
- Encouragement to attend youth group.
- Opportunities to meet congregation members.
- Offering a contemporary worship service to meet their individual needs.
- Strongly encourage participation in church camps.
- Make it a responsibility of the School Director to teach a Sunday school class.

## Management

# Chokmah Institute Board Members

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The Chokmah Institute Board is presently transitioning from members who joined for the specific purpose of starting the school, toward local membership and control. It should also be noted that Chokmah has established bylaws that, beginning in January 2018, will require term limits.

### President: Mark Eastway

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Mark earned a B.A. in Biblical Studies from Trinity College, now Trinity International University; a M.A. in Religious Education from Trinity Evangelical Divinity School, and a Master of Divinity from Associated Mennonite Biblical Seminary. Mark was the Director of Security at Trinity College and the seminary for two years, managing thirty-five employees. He has worked as a Youth Pastor for five years, and as a Senior Pastor for twenty-three years. He is presently Sr. Pastor at North Manchester United Methodist Church, with a staff of thirteen employees, where he has served since 2013. Mark is the founder of Rock Solid Teen Center, Inc. ([www.rocksolid.us](http://www.rocksolid.us)) He has extensive leadership experience in Christian camping, and was the Spiritual Director of the North Indiana Chrysalis community for three and one-half years.

### Vice President: Aubrey Eastway

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Aubrey Eastway attended Grace College Theological and Seminary and graduated with a Bachelor of Arts degree in Youth Ministry with a minor in Behavioral Sciences. She then went on to earn her Transition to Teaching Certification through Indiana Wesleyan University. She currently teaches at The Crossing School of Business and Entrepreneurship and is an active participant at Harvest Community Church, where she leads Sunday School and the Youth Group. Aubrey has a long history of working in faith based education and has developed the unique skill set needed to both lead and develop students in their faith and studies.

### Secretary: Lisa DeHaan

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Lisa earned a B.S. in Social Studies/Elementary Education from Grand Valley State University; a M.A. in School Administration from St. Leo University. Lisa was vice-president of DeHaan Agency for 16 years. During her time there she was also instrumental in bringing Kids Hope USA to her local school, recruiting 2 dozen mentors to work weekly with at-risk students. She has worked as a teacher for Seven Rivers Christian School in Florida, but returned to

Michigan after six years to open DeHaan's Country Store. Once the business was sold she moved to the Detroit area, working with at-risk students in charter and public schools. She currently is employed by Detroit Public Schools with 47 students on her classroom roster.

### Treasurer: Ethan Eastway

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Ethan Eastway earned a B.A. in Accountancy and Business Administration from Grace College and Theological Seminary. During his time at Grace College, Ethan worked in the Accounting Department with the title of Cost Accountant. Following his time there, Ethan returned to his former longtime employer Wawasee Boat Company, where he gained knowledge and skill working with, and leading others. Ethan is currently employed by Emergency Radio Service where he manages their Contract department.

### Sarah Ifeanyi

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Sarah Ifeanyi was homeschooled (preschool through high school) and then obtained her Bachelor's of Pyschology from Liberty University, graduating summa cum laude. She has spent the past several years in Ghana and Jamaica working with child survivors of human trafficking and persons with disabilities. Locally, her positions at the North Manchester Public Library and Manchester Intermediate School have given her insight into the challenges faced by many students in traditional educational settings. She is a strong believer in the mission of Chokmah Institute and the positive impact it will have on such students and their families.

### Timothy Morbitzer

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Timothy Morbitzer is currently Senior Pastor of Victory Christian Fellowship in North Manchester, Indiana. He and his wife, Penny, are the planters and founders of the church, as well as planting and founding another church, Agape Christian Fellowship in San Luis Obispo, California. Timothy and Penny have four grown children, all of whom they homeschooled from first grade to completion of high school. They have a great interest in and enthusiasm for educating and developing young people. Tim has been in ministry for over 40 years, having begun with Teen Challenge, an international organization that works with young people who are experiencing life-controlling problems. Tim served as Institutional Outreach Coordinator and School Team Director, speaking to and working with thousands of young people each year in numerous settings. He has served as a board member for a variety of organizations.

### Nichole Wottring

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Nichole is a graduate of Rhema Correspondence Bible College, and currently an ordained minister through Association of Faith Churches and Ministers. She serves as the Administrative Associate at Victory Christian Fellowship where she has been on staff since 2007. She oversees the Ministry of Helps, is the Youth and Children's Church leader, and maintains all administrations for the church. She has over 15 years of experience running an in home childcare center, as well as 4 years of experience in home schooling.

Our School Director (SC) will be expected to have a college degree, with preference toward a youth ministry degree. Since lessons and highly qualified teachers are online, the SC will focus on leading discussions, in addition to administrative functions.

The School Director will be responsible for day-to-day operations, although it is understood that additional guidance from the Board will be necessary during our first year of operations. The SD will use Fekara Administrative Software, which is a comprehensive school management system. It also provides a means to communicate with parents and involve the student's family in the academic process.

## **Financial Management**

Fekara Administrative Software will be used to manage finances. Regular invoices will be sent out, along with necessary reminders. Families will be able to pay their tuition online a regular bases, such as monthly, utilizing this software.

Important keys to profitability include obtaining of accreditation and utilizing Indiana Choice Scholarships. We will need to meet our goals for the necessary number of students. One variable is whether or not the public school decides to enter into a contractual relationship. Under such a relationship, students who attend CI are still enrolled in the public school. Funds that would otherwise be used by the school to cover tuition costs would be forwarded to CI. Our budget (as found in the appendix), details our startup and operational expenses, but does not include income received from a partnership with the public school. With recent changes in state law, we expect such partnerships to be more probable over time

The salary for the School Director, as listed in the budget, does not include the possibility of increasing the salary on a commission basis. For example, an increase in salary may be an option, for each additional student over twenty that the SD recruits.

## **Start-Up/Acquisition Summary**

Necessary startup purchases are as follows (see budget for details):

- A marketing survey (Already purchased and completed).
- Laptop computers with headphones.
- Microwave ovens.
- A refrigerator.
- Commercial Wi-Fi throughout the building.
- An optional security system.
- Payment for classes prior to receiving state funds.

Ongoing expenses that will begin prior to the school year are advertising and setting up a Website. Before the second year computers and microwave ovens will need to be purchased to accommodate the additional students.



# Marketing

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## Market Analysis

A marketing survey was conducted by Triton Polling and Research (See Appendix). The survey contacted between 10,000 and 12,000 residents residing within a 30 mile radius of North Manchester. Of those contacted, 324 individuals responded to all eight questions. Respondents needed to be a parent or guardian of a teen(s) between grades 8-12. The margin of error is 95%, with the confidence level at +/- 5.4%. The primary questions were as follows:

1. Are any members of your household currently enrolled in school between grades 8 through 12?
2. Are you the parent or guardian (If the answer is “yes” to the first two questions, the survey proceeded to questions 3, a-g)?
3. Please rate on a scale of 1 to 5, very unfavorable to very favorable.
  - a. The idea of your teenager attending a high school of 50 or less students.
  - b. The concept of the school meeting in a church building.
  - c. Limited opportunities to participate in sports and extracurricular activities.
  - d. Taking online classes, including online teachers.
  - e. A portion of the school day devoted to Christian studies and activities.
  - f. Paying tuition.
  - g. Providing one’s own transportation.

The most encouraging response related to question 3.e: Of the 324 respondents, 127 were very favorable, 49 somewhat favorable, for a total of 176 or 54% of those surveyed. Another 62 were neutral. Only 86 individuals indicated unfavorable or very unfavorable, or 27%. It should be noted that Chokmah Institute will not have a faith test prohibiting enrollment in the school.

Regarding taking classes online, 173 people responded from neutral to very favorable, or 53%. It should be highlighted that the public school system is quickly moving toward Internet based learning, with some schools, including locally (e.g. Peru), entirely moving away from the use of textbooks. It should also be emphasized that programs that use online learning exclusively (e.g. Squire Academy) are often viewed as schools for low achieving students. However, it has been demonstrated that online schools can result in high academic achievement for students at all levels. The favorability rating can be increased in this area through good publicity and education.

Concerning meeting in a church building, 238 individuals were neutral to very favorable, comprising 73% of respondents. Thus, it is a negative, but only to a minor extent.

It should not be surprising that the greatest negatives related to limited opportunities to participate in sports and extracurricular activities, providing one’s own transportation and paying tuition. In regards to sports and extracurricular activities, 292 people, or 90% viewed a lack of opportunities negatively. Extracurricular activities can be integrated into the school year plan, but offering sports will require partnerships. The administration from both The Crossing Education and Lakeland Christian Academy have expressed a possible willingness to participate in combined activities, and this should be explored. In addition Indiana law is evolving, and partnering with public schools in the area of sports and extracurricular activities may be a possibility and should be explored.

In relation to transportation, 176 or 54% of interviewees viewed a lack of transportation from neutral to very favorable. However, 182 respondents, or 56% considered paying tuition as unfavorable to very unfavorable. Access to Indiana

Choice Scholarships will significantly lower the tuition for low income students and, to a large extent, alleviate this obstacle.

## **Market Segmentation**

Additional issues regarding the market are as follows:

- Students who are not functioning well in a large school setting our traditional classroom.
- Teens who wish to excel in their studies, but are limited by other students in a traditional class setting.
- Public school students participating in dropout recovery classes.

Marketing will not only include advertising for students, but also for partners in sharing the cost of an exciting pilot program, created to bring Christian education to small town America. We will emphasize that Chokmah Institute is a stand along 501(c)(3). It is not connected to any one church, and all gifts are tax deductible. Our goal is to raise \$10,000 the first year through private benefactors.

## **Competition**

There are few private alternative schools in the state of Indiana. CI will primarily focus on communities where Christian education opportunities are not available. Many public schools offer alternative school options. However, CI offers many unique elements discussed under Marketing Analysis. In many respects, CI will face little or no competition in its distinctive market segment.

CI represents a cutting edge approach to effective student learning. Studies indicate that students educated in a blended learning environment test high on standardized testing. And the reality of little or no competition in our distinctive market segment, ensures the probability that our product will be able to expand into other communities. Nevertheless, we, as a Board and staff, will keep ourselves abreast of changes in the market place which may necessitate that we modify our approach.

## **Pricing**

The full tuition for one year will be \$6,500. However, in addition to scholarships CI may offer at it's own discretion, Indiana Choice Scholarship will be offered up to \$5,465.84. The average scholarship estimate in the budget is \$4,000, with the average family paying \$1,000 per student. Since public school is free, families will be paying for the additional, distinctive elements of CI, such as being faith-based and offering a smaller, supportive community in which to learn. In school districts that have a contract with CI, students will attend at no charge. All income and expenses are listed in the proposed budget in the appendix.

## ***Advertising and Promotion***

Advertising will primarily be through newspaper advertising, which will direct the reader to our Website. The novelty and ramifications of a Christian school will naturally become the subject of much conversation and will spread by word of mouth.

An alternative Christian school has the advantage over many businesses in that it does not need to attract a large percentage of potential customers. To the contrary, it is limited by building space. Since there is no competition in our market niche, there is reason to believe that a waiting list can be developed and ongoing costs of advertising can be minimized. Students will be accepted on a first-come bases, so not to violate Indiana Choice Scholarship guidelines.

During the first year operations we will emphasize:

- There is little or no cost to low income families.
- We uniquely provide a Christian education.
- We offer a small, nurturing environment.
- Alternative school students test well in relation to standardized testing.
- High achievement students will have an opportunity to work towards an Honors Diploma and earn college credits.
- CI offers a safe and secure place to learn, untouched by changing moral standards.

After we have demonstrated that an alternative Christian school is an effective means to grow a congregation, we will use our data to encourage local churches in other communities to start a CI.

### ***Strategy and Implementation***

In addition to advertising, is essential that we direct potential customers to a Website that is inspiring and informative. Indiana Freeway Accreditation and Indiana Choice Scholarships will allow us to offer school at a very low cost. By demonstrating to local churches that a Christian school is a viable means to grow their congregation, it will lead to opportunities to expand into other locations.

# Appendix

## 2018-19 Budget

### CHOKMAH INSTITUTE BUDGET

1ST YEAR BUDGET - 20 STUDENTS - NO GRANTS				
INCOME				
	Tuition	20	\$ 1,000.00	\$ 20,000.00
	Personal Loan	1	\$ 18,000.00	\$ 18,000.00
	Indiana Choice Scholarships	20	\$ 4,000.00	\$ 80,000.00
	Community Benefactors	1	\$ 10,000.00	\$ 10,000.00
	<b>Total</b>			<b>\$ 128,000.00</b>
EXPENSE	Item	Quantity	Cost Each	Total
	Fekara Administrative Software			\$ -
	Membership Fee			\$ -
	Curriculum (10 credits)	20	\$ 2,750.00	\$ 60,000.00
	School Director			\$ 40,000.00
	Director/Teacher Taxes			\$ 3,000.00
	Substitute Teacher			\$ 5,000.00
	Insurance			\$ 800.00
	Office Expenses			\$ 1,000.00
	Building Rental			\$ 3,000.00
	Advertising			\$ 1,000.00
	Website			\$ 60.00
	Loan Repayment			\$ 4,000.00
	Equipment Maintenance			\$ 500.00
	Miscellaneous			\$ 1,000.00
	<b>Total</b>			<b>\$ 119,360.00</b>
1ST YEAR STARTUP EXPENSES				
	HP - 15.6" Laptop / AMD A6-Series	20	\$ 270.00	\$ 5,400.00
	Logitech Stereo Headset H110	20	\$ 14.00	\$ 280.00
	Computer Infrastructure	1		\$ 1,200.00
	Refrigerator	1		\$ 500.00
	Microwave Ovens	5	\$ 80.00	\$ 400.00
	Marketing Survey (\$2,500 Donated)	1		\$ -
	<b>Total</b>			<b>\$ 7,780.00</b>
	<b>End of Year Balance</b>			<b>\$ 260.00</b>

# 2018-19 Cash Flow Analysis

## CASH FLOW PROJECTION 2018-19

CHOKMAH INSTITUTE

Starting date	06/01/2018
Cash balance alert minimum	\$20.00

	Beginning	06/01/2018	07/01/2018	08/01/2018	09/01/2018	10/01/2018	11/01/2018	12/01/2018	01/01/2019	02/01/2019	03/01/2019	04/01/2019	05/01/2019	06/01/2019	07/01/2019	08/01/2019	09/01/2019	10/01/2019	11/01/2019	12/01/2019	01/01/2020	02/01/2020	03/01/2020	04/01/2020	05/01/2020	06/01/2020	Total	
Cash on hand (beginning of month)	\$18,000.00	\$18,000.00	\$18,861.67	\$17,023.34	\$19,045.00	\$23,106.67	\$23,106.67	\$21,168.33	\$19,230.00	\$17,091.66	\$4,153.33	\$24,214.99	\$22,276.66	\$20,338.33	\$17,900.00													
Cash on hand (end of month)	\$18,000.00	\$18,861.67	\$17,023.34	\$19,045.00	\$23,106.67	\$21,168.33	\$19,230.00	\$17,091.66	\$4,153.33	\$24,214.99	\$22,276.66	\$20,338.33	\$17,900.00															

CASH RECEIPTS	06/01/2018	07/01/2018	08/01/2018	09/01/2018	10/01/2018	11/01/2018	12/01/2018	01/01/2019	02/01/2019	03/01/2019	04/01/2019	05/01/2019	06/01/2019	07/01/2019	08/01/2019	09/01/2019	10/01/2019	11/01/2019	12/01/2019	01/01/2020	02/01/2020	03/01/2020	04/01/2020	05/01/2020	06/01/2020	Total		
Tuition	\$0.00	\$0.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$20,000.00	
Donations	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$18,000.00	
Indiana Choice Scholarship	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL CASH RECEIPTS	\$1,500.00	\$1,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$3,500.00	\$37,000.00	
Total cash available	\$19,500.00	\$20,361.67	\$20,523.34	\$22,545.00	\$26,606.67	\$24,668.33	\$22,730.00	\$20,591.66	\$46,153.33	\$27,149.99	\$25,776.66	\$23,838.33																

CASH PAID OUT	06/01/2018	07/01/2018	08/01/2018	09/01/2018	10/01/2018	11/01/2018	12/01/2018	01/01/2019	02/01/2019	03/01/2019	04/01/2019	05/01/2019	06/01/2019	07/01/2019	08/01/2019	09/01/2019	10/01/2019	11/01/2019	12/01/2019	01/01/2020	02/01/2020	03/01/2020	04/01/2020	05/01/2020	06/01/2020	Total	
Private Administrative Software	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Curriculum (10 credits)	\$0.00	\$0.00	\$11,000.00	\$16,500.00	\$0.00	\$0.00	\$0.00	\$11,000.00	\$16,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$55,000.00
School Director	\$3,333.33	\$3,333.33	\$3,333.34	\$3,333.33	\$3,333.34	\$3,333.33	\$3,333.34	\$3,333.33	\$3,333.34	\$3,333.33	\$3,333.34	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$37,000.00
Substitute Teacher	\$0.00	\$0.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$5,000.00
Insurance	\$0.00	\$0.00	\$800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$800.00
Office Expenses	\$0.00	\$0.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$15,000.00
Building Rental	\$0.00	\$0.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$30,000.00
Advertising	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
Website	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$50.00
Maintenance	\$0.00	\$0.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00
Miscellaneous	\$0.00	\$0.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$1,000.00
Berry Wendt Scholarship Fund	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00
HP -15.6" Laptop / AMD A6 Series	\$0.00	\$0.00	\$2,700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,700.00
Leitech Stereo Headset H110	\$0.00	\$0.00	\$140.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$140.00
Loan Payment	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$5,000.00
Microvare Owen	\$0.00	\$0.00	\$400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00
SUBTOTAL	\$6,983.33	\$3,338.33	\$19,478.34	\$21,458.33	\$5,438.34	\$5,438.33	\$5,438.34	\$5,438.33	\$5,688.34	\$16,438.33	\$21,938.34	\$5,438.33	\$5,298.33	\$5,438.33	\$5,298.33	\$5,438.33	\$5,298.33	\$5,438.33	\$5,438.33	\$5,438.33	\$5,438.33	\$5,298.33	\$5,438.33	\$5,298.33	\$5,438.33	\$5,298.33	\$116,600.00
TOTAL CASH PAID OUT	\$6,983.33	\$3,338.33	\$19,478.34	\$21,458.33	\$5,438.34	\$5,438.33	\$5,438.34	\$5,438.33	\$5,688.34	\$16,438.33	\$21,938.34	\$5,438.33	\$5,298.33	\$5,438.33	\$5,298.33	\$5,438.33	\$5,298.33	\$5,438.33	\$5,438.33	\$5,438.33	\$5,298.33	\$5,438.33	\$5,298.33	\$5,438.33	\$5,298.33	\$5,438.33	\$116,600.00
Cash on hand (end of month)	\$18,000.00	\$18,861.67	\$17,023.34	\$19,045.00	\$23,106.67	\$21,168.33	\$19,230.00	\$17,091.66	\$4,153.33	\$24,214.99	\$22,276.66	\$20,338.33	\$17,900.00														

OTHER OPERATING DATA	06/01/2018	07/01/2018	08/01/2018	09/01/2018	10/01/2018	11/01/2018	12/01/2018	01/01/2019	02/01/2019	03/01/2019	04/01/2019	05/01/2019	06/01/2019	07/01/2019	08/01/2019	09/01/2019	10/01/2019	11/01/2019	12/01/2019	01/01/2020	02/01/2020	03/01/2020	04/01/2020	05/01/2020	06/01/2020	Total	
Investment Fund																											\$20,000.00
Bad debt balance																											\$3,000.00
Depreciation																											\$1,000.00

# Plan to Meet Indiana Freeway Accreditation Requirements

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## 1. PETITION 2) PLAN TO MEET REQUIRED EDUCATIONAL BENEFITS

### ATTENDANCE RATE GOALS

Our minimum attendance rate goal is 90%.

Chokmah Institute will offer an award for Perfect and Excellent Attendance. Each term we will mail a special letter to all students who maintain perfect or excellent attendance for the twelve weeks. Students who miss a day of school will be contacted by phone. We intend to create an environment where students will feel needed when present, and missed when absent.

### I LEARN SCORES

Our goal for successful completion rate of the assessment program by meeting essential standards under the ILEARN program is a minimum of 90%. Indiana Online Academy will be our primary curriculum. It was created and is continuously being updated to meet Indiana standards. It is being used by many public schools within the state of Indiana with excellent results.

Students will access online curriculum, while receiving additional guidance from online licensed teachers. The on campus Learning Coach will closely monitor our student's progress, via their computer or other online device, and holding them accountable.

### GRADUATION RATES

Beginning with the class of students who expect to graduate four (4) years after a Chokman Institute obtains freeway status, in the fall of 2018, our goal is a minimum graduation rate of 90% as determined under 511 IAC 6.1-1-2(k).

We will manage our institution using Fekara Administrative Software. We believe that by creating a smaller and more nurturing environment, we can track student attendance more closely and offer the kind of learning experience teens will want to participate in. An individualized learning approach will assure students that they will not be left behind. At the same time, it will provide an opportunity for rapid advancement for more gifted learners (see "Strategy for Receiving a Diploma" below, regarding additional steps that will be taken to assure a high graduation rate).

## 1. PETITION 3) CHARACTER EDUCATION STRATEGY

Since online classes have diminishing outcomes beyond a one-half school day, we will supplement with character education classes, taught by the Learning Coach, including, hygiene, alcohol and drugs, transmittable diseases (including AIDS), honesty, respect; and abstinence and restraint. Character education will be integrated with Bible and theology classes, thus providing a spiritual foundation for character qualities. Materials, such as Character Development and Leadership ([www.characterandleadership.com](http://www.characterandleadership.com)) will be utilized. Additional materials may include, but are not limited to:

- Health in Christian Perspective (Abeka Books)
- SOS High School Health (Alpha and Omega Publications)

## 1. PETITION: 1) STRATEGY FOR RECEIVING ACADEMIC HONORS

Students who wish to accelerate their coursework can pursue an Academic Honors Diploma. We will meet all state requirements:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
  - Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - Earn two of the following:
    - A minimum of 3 verifiable transcribed college credits from the approved dual credit list
    - 2 credits in AP courses and corresponding AP exams
    - 2 credits in IB standard level courses and corresponding IB exams.
  - Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
- Earn an ACT composite score of 26 or higher and complete written section
- Earn 4 credits in IB courses and take corresponding IB exams.

## **1. PETITION 5) PLAN FOR MAINTAINING A SAFE AND DISCIPLINED LEARNING ENVIRONMENT FOR STUDENTS AND TEACHERS**

### *STUDENT DISCIPLINE POLICY*

#### *GRIEVANCES: THE MATTHEW 18 PRINCIPLE*

The purpose of this policy is to establish a process for timely and orderly resolution of student and/or parent concerns, questions, or appeals. It is the school’s intent that all disagreements be resolved in the classroom. If this is not possible, then resolution should take place at the lowest possible level. Throughout the appeal or complaint process, all parties should demonstrate mutual respect and the dignity of all parties involved will be preserved. The focus of discussions shall be on problem resolution that is mutually acceptable rather than an adversarial win-lose conclusion. No reprisals or retaliation of any kind shall be taken against a student or parent utilizing this procedure.

Appeal Process Steps:

1. Attempt to resolve the problem with the person most directly involved with the situation. In most cases, that person will be the teacher. It is our request that parents go to the source in any conflict, rather than someone unaffiliated with the school.
2. If the situation cannot be resolved to the satisfaction of both parties at step one, discuss it with the Learning Coach.
3. If the situation cannot be resolved to the satisfaction of both parties at step two, discuss it with the Learning Coach Pastor or one of the assigned Board of Directors.

If all other steps have proven unsuccessful, a meeting will be set up with the Board of Directors. The Board is the final authority in issue resolution.

## **BEHAVIOR STANDARDS**

Generally, students should abide by these basic guidelines:

1. Immediate obedience – Students should respond positively to any instruction given by those in authority. (Ephesians 6:5-7)
2. Honor Authority – Students are expected to give honor to all those in authority in both attitude and action. (Romans 13:1-2)
3. Absolute Honesty – Students should never lie, deceive, mislead, or fail to tell the truth. (Romans 13:13)
4. Christ-like Behavior – In all attitudes and actions, students should live according to biblical principles and values. (Ephesians 2:10, 5:1)
5. Complete Dependability – Students should keep their word and accept their necessary responsibilities. (Matthew 5:34-37)

The biblical and philosophical goal of Chokmah Institute (CII) is to develop students into mature, Christian individuals who will be able to exhibit a Christ-like life. Of necessity, this involves the school's understanding and belief of what qualities or characteristics exemplify a Christ-like life. Even though parents may personally believe differently, while enrolled at Chokmah Institute, all students are expected to exhibit the qualities of a Christ-like life as espoused and taught by the school, and to refrain from activities or behavior that are inconsistent with these Christ-like characteristics: Thus, Chokmah Institute retains the right to refuse enrollment to, or expel any student who engages in disruptive behavior, as well as any student who condones, supports, or otherwise promotes such practices. (Leviticus 20:13, Romans 1:27)

## **JUNIOR HIGH / HIGH SCHOOL DISCIPLINE POLICY**

Students, by virtue of their enrollment at CI, agree to accept the responsibility of adherence to the school's standards of conduct or to be expelled if they can no longer, with integrity, conform to them. Furthermore, since CI is a private Christian school, students are subject to searches of all personal belongings.

The purpose of the discipline system is to correct behavior, and CI will follow a progressive discipline policy (where appropriate).

### **DISCIPLINE CLAUSE**

Please note that it is impractical and impossible to list every type of offense. The faculty and administration reserve the right to address and discipline any behavior or attitude that is inconsistent with the mission, philosophy, and conduct standard of the school.

### **3 STRIKE POLICY**

Teachers will assign strikes for violation of school and classroom rules. Every 3 strikes the student will be sent to the Sr. Pastor's office or to speak with a Board member. The first trip to the office is a warning. The second trip will involve one of, but not limited to, the following: detention; physical exercise, or a manual labor. As a general rule, we will administer discipline in a way that not only results in punishment, but leads to additional benefits to the student and others, such as physical fitness or learning to serve others. The third trip will result in a one-day suspension; the fourth trip is a two-day suspension; the fifth trip is a three-day suspension. All strikes are erased at the end of each nine weeks.

A student with 0 strikes in all classes for a nine-week period will be rewarded.

A sampling of minor offenses is listed below:

- Chewing gum
- Talking without permission, or disrupting the teacher or class



- Writing or passing notes or throwing objects in class, lunch room, or halls
- Tardiness between classes
- Failure to accept responsibility for academic work
- Disobeying specific rules (classroom guidelines)
- Not returning notes, progress reports, or report cards signed

A sampling of major offenses is as follows:

- Carrying a weapon of any type, or anything that can be used as a weapon
- Threatening a student, faculty member, or staff member in any form (written, verbal, text message, web log or journals, e-mail, or any other type of cyber-bullying)
- Mistreatment of others, which includes but is not limited to, harassment, tormenting, being habitually cruel, persistent teasing, making fun of or spreading rumors, mocking, belittling or encouraging exclusion, in any form; verbal, written, text message, web log or journals, e-mail, or any other type of cyber-bullying)
- Fighting
- Extortion
- Disrespect, insolence shown toward authority
- Physical display of affection (i.e. kissing, inappropriate touching, etc.)
- Profanity
- Leaving school grounds without permission
- Abuse or willful destruction of school property
- Defiance, willful disobedience of authority
- Arson, false alarms, bomb threats, or other serious threats
- Possession or distribution of: alcohol, cigarettes, marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, and drug paraphernalia
- Gambling
- Lying
- Stealing
- Cheating

A discipline report will be filed when action is taken. This report will be signed by the person who administered the punishment and by the witness. The action will be recorded on the child's discipline sheet the day of the incident. The sheet must be signed and returned the following day.

## **1. PETITION 6) HOW CHOKMAH INSTITUTE'S CURRICULUM WILL COMPLY WITH INDIANA ACADEMIC STANDARDS**

Chokmah Institute will exclusively use Indiana based and approved online curriculum. We will require all the Core 40 courses to be completed in order to receive a diploma. We will participate in ILEARN testing, to insure high standards are maintained.

## **1. PETITION 7) CONFIRMATION OF THE SCHOOL'S COMMITMENT TO INDIANA'S MINIMUM 180 INSTRUCTIONAL DAYS FOR STUDENTS.**

Chokmah Institute will follow the local school corporation schedule.

# 1. PETITION 8) THE FREEWAY SCHOOL'S ABILITY TO PRODUCE AND SUBMIT ALL REQUIRED ELECTRONIC STATE STUDENT DATA REPORTS.

By utilizing Indiana Online Academy, we will have digital records of all completed coursework. ISTEP testing will also be completed online, providing the necessary digital records.

## Core 40 Requirements

INDIANA <b>CORE40</b>	
Effective beginning with students who enter high school in 2012-13 school year (class of 2016).	
Course and Credit Requirements	
<b>English/ Language Arts</b>	<b>8 credits</b> Including a balance of literature, composition and speech.
<b>Mathematics</b>	<b>6 credits (in grades 9-12)</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits.</i> <i>Students must take a major course or quantitative reasoning course each year in high school.</i>
<b>Science</b>	<b>6 credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
<b>Social Studies</b>	<b>6 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
<b>Directed Electives</b>	<b>5 credits</b> World Languages Fine Arts Career and Technical Education
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Electives*</b>	<b>6 credits</b> <i>(College and Career Pathway courses recommended)</i>
<b>40 Total State Credits Required</b>	

\* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.  
\*\* Scores updated September, 2017

### **CORE40** with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete **one** of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams approved dual credit list.
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list.
    2. 2 credits in AP courses and corresponding AP exams.
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section. \*\*
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

### **CORE40** with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete **one** of the following:
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys: Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information - Level 5.
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass: Algebra 66 Writing 70, Reading 80.

# Indiana Choice Scholarship Requirements

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## Choice Scholarship Program: Getting Started

1. Read through the materials at <http://www.doe.in.gov/choice>, especially the FAQ for Schools document as a starting point. These materials provide important background on rules and requirements for participating schools.
2. Complete the school application process. Fill out the School Application Form. Email this document along with a copy of the school's 2018-2019 tuition and fees policy, including your policy for tuition discounts, admissions policy, Special Education Assurance Form, Choice School Contacts Form, and proof of accreditation.
3. Schools will be sent a letter by email when the Department approves their application and the school's name will appear on the Department's website as a resource for parents. The letter will include the next steps the school should take to fully enroll in the Choice Scholarship Program.
4. Review the following documents available on the Choice website in preparation for submitting student applications:
  - a. Student Eligibility Criteria
  - b. Household Income Limits
  - c. Income Verification Rules
5. Be sure that your school has a lottery process in place; IC 20-51-4-3(c) says that if a school receives more Choice Scholarship applications for enrollment than spaces that the school has available, then the school shall hold a lottery of those students who met the criteria for admission. The preceding subsection states that a school shall apply its written admissions policy fairly and without discrimination (IC 20-51-4-3(b)). The Department interprets that these two provisions operate together such that:
  - a. A school may make its admissions decisions prior to and independent of the lottery. If a school's written admissions policy states that preference shall be given to church members, then the school may apply that policy so long as it is applied fairly and without discrimination.
  - b. If, after offers of admission have been made to students according to the admissions policy, a school has more Choice Scholarship Students who seek to actually enroll by the school's enrollment date than the number of spaces that the school has available, then the school shall hold a lottery.
  - c. If a lottery is held, the only students who may be excluded from the lottery process and given preference for enrollment are students who 1) have siblings enrolled at the school; or 2) students who attended the school in the prior year.
  - d. After the lottery date has passed, the school may continue to admit students via a first-come, first-served basis until desired capacity has been reached. However, 'first-come, first-served' implies that the school has first admitted any students who were part of the lottery pool that the school did not originally have room for.
  - e. A sample lottery is available on Learning Connection, in the files and bookmarks tab in the Choice Scholarship Community.
6. Be sure that you have a means of quickly communicating with parents or legal guardians of students that are approved for a Choice Scholarship. Parents or legal guardians are required to complete Endorsement Forms authorizing the Department to make the scholarship payment to the participating Choice School on the student's behalf.
7. Make sure that there are one or more points of contact available at the school who are familiar with the program. This is important for several reasons:
  - a. Schools are required by law to "promptly" provide parents with their child's ILEARN+ scores. The State Board interprets this as one week from the date scores are sent by the Department.

- b. The volume of information is such that any staff turnover/transitions at the school could increase the possibility of a deadline being missed if the deadline falls within the transition.
8. Please maintain up to date contact information on file with the Department. If any changes need to be made to your school's contact information, please email the changes to [choiceschool@doe.in.gov](mailto:choiceschool@doe.in.gov).

#### Learning Connection

1. The Choice Scholarship Department strongly encourages all school and corporation staff to join the Learning Connection. Information about the Choice Scholarship Program, including announcements about Program updates and important dates, is posted in the Choice Scholarship Community on the Learning Connection.
2. To join the Learning Connection community, sign up at [www.learningconnection.doe.in.gov](http://www.learningconnection.doe.in.gov). Once you have logged in, click on "my communities" under "Contacts & Communities" and search for "Choice Scholarship" under "Find a Community". We also recommend joining the School Accountability and Data Collection communities.
3. Schools can find announcements from the each of these divisions as well as resources on different areas in the files and bookmarks folders. Please contact [choiceschool@doe.in.gov](mailto:choiceschool@doe.in.gov) if you need help accessing these communities.

**BYLAWS  
CHOKMAH INSTITUTE  
North Manchester, Indiana**

**ARTICLE ONE: PURPOSES**

1.1 The nature of the activities to be conducted by Chokmah Institute, Inc. (CI), and the purposes to be promoted or carried out by CI shall be exclusively charitable and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the “Code”). Chokmah Institute, Inc. shall operate under the assumed name of Chokmah Institute (CI).

1.2 The purpose of Chokmah Institute is to educate, empower and equip our students, integrating Christian truth with all areas of academic study. We are satisfied with nothing less than providing each student with an individually crafted, state-of-the-art educational experience, going above and beyond the requirements in earning a high school diploma. The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

1.3 No part of the property or net earnings of Chokmah Institute shall inure to the benefit of or be distributable to its Directors, officers or other private persons, except that CI shall be authorized and empowered to pay reasonable compensations, and reimburse reasonable expenses incurred for services rendered, and to make payments and distributions in furtherance of the purpose set forth in this Article.

1.4 No substantial part of the activities of Chokmah Institute shall be the carrying on of propaganda or otherwise attempting to influence legislation, and CI shall not participate in, or intervene in (including the publishing or distribution of statements), any campaign on behalf of any political candidate for public office. Notwithstanding any other provisions of these Bylaws, CI shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax under Section 501 (c) (3) of the Code, contributions to which are deductible under Section 170 (c) (2) of the Code.

1.5 The duration of Chokmah Institute and its assumed name, Chokmah Institute, is perpetual.

1.6 Upon dissolution or termination of the existence of Chokmah Institute, by a two-thirds vote of the Directors then in office, all of its property and assets shall, in a manner consistent with applicable federal and state laws and regulations, and after payment of the lawful debts of the corporation and the expenses of its dissolution or termination, be delivered, conveyed and paid over exclusively to a nonprofit organization as determined by a majority vote of the Directors in office at the point of dissolution. Upon dissolution of the corporation, no part of its receipts or assets shall inure to the benefit of any individual.

1.7 Chokmah Institute admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the

students of the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, scholarship and financial aid programs, and athletic and other school-administered programs.

1.8 References in these Bylaws to sections of the Code shall be deemed to include references to the corresponding provisions of any future amendments to the Internal Revenue Code and to the corresponding provisions of any future United States Internal Revenue Law.

## **ARTICLE TWO: STATEMENT OF FAITH**

2.1 We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:16, 2 Peter 1:21).

2.2 We believe there is one God, eternally existent in three persons—Father, Son, and Holy Spirit (Genesis 1:1, Matthew 28:19, John 10:30).

2.3 We believe in the deity of Christ (John 10:33), His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35), His sinless life (Hebrews 4: 15, 7:26), His miracles (John 2:11), His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7, Hebrews 2:9), His Resurrection (John 11:25, 1 Corinthians 15:4), His Ascension to the right hand of God (Mark 16:19), His personal return in power and glory (Acts 1:11, Revelation 19:11).

2.4 We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ, and that only by God's grace and through faith alone are we saved (John 3:16–19, 5:24; Romans 3:23, 5:8–9; Ephesians 2:8–10; Titus 3:5).

2.5 We believe in the resurrection of both the saved and the lost; that they are saved unto the resurrection of life, and that they are lost unto the resurrection of condemnation (John 5:28–29).

2.6 We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, 1 Corinthians 2:12–13, Galatians 3:26–28).

2.7 We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13–14; 1 Corinthians 3:16, 6:19–20; Ephesians 4:30, 5:18).

## **ARTICLE THREE: OFFICES**

3.1 Chokmah Institute and its Chokmah Institute Centers, may have its offices at such place or places within or without the State of Indiana as the Board of Directors may from time to time determine.

## **ARTICLE FOUR: MEMBERS**

4.1 Chokmah Institute shall have no members.

## **ARTICLE FIVE: DIRECTORS**

5.1 The activities, property and affairs of Chokmah Institute and Chokmah Institute Centers shall be managed by its Board of Directors, which is empowered to exercise all such powers of CI and to do all lawful acts and things as are authorized by law and by its Articles of Incorporation or Bylaws. To the extent permitted by law and these bylaws, the Board of Directors may delegate power and authority in the exercise of its duties and responsibilities to its duly elected and duly appointed Committees, and to its duly appointed officers or other such qualified agents.

5.2 The Board of Directors shall consist of not less than five (5) and not more than fifteen (15) members.

5.3 Directors shall hold office for three-year terms. Directors may serve for no more than two (2) consecutive terms, after which they must remain off the Board of Directors for at least twelve (12) consecutive months. The term limit may be waived if election to an office necessitates such action. Directors shall continue to serve until new Directors are elected at Chokmah Institute's annual meeting by a majority vote of Directors present, or until the earlier of such Director's death, resignation, incapacity to serve or removal.

5.4 If any vacancy in the Board shall occur, the remaining Directors shall continue to act, and any such vacancy may be filled by the vote of a majority of the Directors then in office.

5.5 Any one or more elected Directors may be removed with cause at any time by a two-thirds vote of the Directors then in office at any regular or special meeting of the Board of Directors duly called and notice duly given of such purpose.

## **ARTICLE SIX: MEETINGS OF THE BOARD OF DIRECTORS**

6.1 The annual meeting of the Board of Directors shall be held in November. Officers and new Directors shall be elected at the annual meeting. In addition, regular meetings of the Board of Directors shall be held at least five (5) times during each fiscal year at such time and place as the Chairperson shall designate.

6.2 Special meetings of the Board of Directors may be called at any time by the Chairperson. Special meetings of the Board of Directors may also be called by the Secretary

upon the written request of three (3) or more Directors. Special meetings shall be held at such date, time and place as the Chairperson shall designate, provided that any special meeting called upon the written request of three (3) or more Directors shall be held not later than ten (10) business days after the Secretary shall have received such request, at such date, time and place as the Secretary shall designate.

6.3 Notice of all special meetings of the Board of Directors shall be given by serving such notice to each Director in person, by telephone, by mail or by electronic mail. Notice shall be directed to each Director's last known phone number, post office residence or office, or e-mail address in sufficient time to be received at least forty-eight (48) hours prior to the time of the meeting. The notice shall state the date, time and place of the meeting and a general description of the business to be transacted.

6.4 At any duly called meeting of the Board of Directors 50 percent plus one (1) of the Directors then in office shall constitute a quorum for the transaction of business. There shall be no voting by proxy or other representative method. Unless otherwise specified in these bylaws, a simple majority of the Directors present and voting shall be sufficient to dispose of motions at annual, regular and special meetings. Voting shall be governed by **Roberts Rules of Order**.

6.5 If Directors severally or collectively consent in writing or by email to any action to be taken by the Board, and the number of such Directors constitutes a quorum for such action as described in 5.4 above, such action shall be a valid corporate action as though it had been authorized at a meeting of the Board of Directors. The Secretary shall file and authenticate such consents with the minutes of the meetings of the Board of Directors.

6.6 The Board of Directors shall carry out the policies, and shall have charge of the management of Chokmah Institute and its Chokmah Institute Centers, including the hiring of all employees whose compensation they shall determine, and shall cause the books and accounts of the Treasurer to be examined periodically, and to be reviewed annually and audited periodically by a Certified Public Accountant.

6.7 Each Board member shall be required to report his or her inability to attend a meeting to the Chairperson, Vice Chairperson or Secretary. In unusual circumstances, a Director who may otherwise be unable to attend a regularly scheduled or special meeting may arrange with the Secretary to participate via a teleconferencing. If any member of the Board misses three (3) regular board meetings in any fiscal year, whether excused or unexcused, then the Secretary shall report such matter to the Governance Committee, which may then make a recommendation to remove such member from the Board. A vacancy in any office shall be filled by the Board of Directors at a regular meeting or at a special meeting called for that purpose.

## **ARTICLE SEVEN: OFFICERS**

7.1 The officers of Chokmah Institute and its Chokmah Institute Centers, shall be: President of the Board of Directors, a Vice President of the Board of Directors, a Secretary and a



Treasurer. The Board may also have such other officers as the majority of Directors voting at the annual meeting may determine from time to time.

7.2 The Board of Directors, at its annual meeting, shall elect officers by majority vote of the Directors present and voting.

7.3 The duties and powers of the officers of Chokmah Institute shall be as follows:

7.3.1 **President of the Board of Directors.** The President of the Board of Directors shall be an elected Director. He or she will serve a two-year term, renewable for only a second term. He or she shall preside at all meetings of the Board of Directors and shall have such other duties and responsibilities as are customary for the office of President of the Board of Directors and as may be assigned to him or her from time to time by the Board of Directors. Upon leaving the office before expiration of the term, the Vice President will assume the presidency for the balance of the term.

7.3.2 **Vice President of the Board of Directors.** The Vice President of the Board of Directors shall be chosen from among the elected Directors for a renewable two-year term. In the case of a mid-term vacancy, the Director elected to the Vice Chairperson's position will complete the outstanding term and will be eligible to be elected for a full term in the position.

The Vice President shall perform the duties of the President of the Board of Directors in the absence or disability of the President and shall have such other duties and responsibilities as may be assigned to him or her from time to time by the President of the Board of Directors. The Vice President shall also be the presumptive successor to the sitting President.

7.3.3 **Secretary.** The Secretary shall be chosen from among the Directors. The secretary serves a renewable three-year term. The secretary keeps minutes of the meetings of the Board of Directors in the appropriate books. He or she shall give all notices of the meetings of the Board of Directors. He or she shall be the custodian of the records of Chokmah Institute, also operating as Chokmah Institute Centers, other than those kept by the Treasurer. He or she shall oversee and authenticate corporate records. He or she shall, in general, perform all the duties incident to the office of Secretary, subject to the control of the Board of Directors and of the Executive Committee. It shall be the duty of the Secretary to enforce all Bylaws, rules and regulations for the proper conduct of the corporation made by or under the authority of the Board of Directors or the Executive Committee of the Board. In all cases of disputed authority or uncertainty as to the meaning of the Bylaws, rules and regulations of the corporation, his or her decision shall govern until the Board of Directors or Executive Committee shall otherwise rule. It shall be the duty of the Secretary to see that all requirements of law and of appropriate state and local authorities are duly observed in the conduct of the affairs. In the event of the death, disability or absence of the Vice President, the Secretary shall perform the duties and exercise the powers of the Vice President.

7.3.4 **Treasurer.** The Treasurer shall be chosen from among the Directors. The Treasurer serves a renewable three-year term. He or she shall have supervision over the receipt and custody of Chokmah Institute and Chokmah Institute Center's funds and shall cause to be

kept correct and complete books and records of accounts, including full and accurate accounts of receipts and disbursements in books belonging to the corporation and, in general, shall perform such duties as are customary to the office of Treasurer, including serving as chair of the Finance Committee. In addition, the Treasurer shall perform such other duties as the Board of Directors or the Executive Committee may from time to time assign to the Treasurer. The Treasurer shall be provided with a bond for the faithful discharge of his or her duties in such amount as the Board of Directors or the Executive Committee may require.

7.3.5 Any one or more elected officers may be removed with cause at any time by a two-thirds vote of the Directors then serving at a regular or special meeting of the Board of Directors duly called and notice duly given of such purpose.

7.3.6 Unless otherwise specified in the preceding sections, vacancies in offices may be temporarily filled until the annual meetings at any time by a majority vote of the Directors present and voting at any regular or special meeting of the Board of Directors duly called and notice duly given of such purpose.

## **ARTICLE EIGHT: ORGANIZATIONAL STAFF**

8.1 The Board of Directors may hire such staff as necessary for the conduct of the business of Chokmah Institute.

## **ARTICLE NINE: COMMITTEES OF THE BOARD OF DIRECTORS**

9.1 Chokmah Institute shall have an Executive Committee, a Finance Committee, a Governance Committee and a Marketing and Fund Raising Committee, a Program and Compliance committee, and a Facilities Committee. Directors shall chair each of the standing committees. The Chairperson may appoint, and the Board of Directors may convene by resolution, other committees consisting in each case of two (2) or more members of the Board of Directors, one (1) of whom shall chair the committee. Committees shall have and exercise such of the power and authority of the Board of Directors as are provided for in these Bylaws or as may be provided in the resolution of the Board of Directors establishing any such Committee. All committees shall keep records of their deliberation which they shall submit to the Secretary of the Board of Directors for authentication and distribution. The duties and powers of the Committees shall be as follows:

9.1.1 The **Executive Committee** shall be convened by the President of the Board of Directors, who shall also chair the committee. The Executive Committee will include the Chairperson, Vice Chairperson, Treasurer and Secretary of the Board of Directors. The Chairperson may invite the immediate past President to serve as a voting member of the Executive Committee.

The Executive Committee will receive committee and staff reports and advice, write the agenda for the regular meetings of the Board of Directors and refer action items to the Board or

to appropriate committees. The Executive Committee, by a majority vote of those present, may act on behalf of the Board of Directors in between regular meetings in those instances where the provisions of Articles 5.2 and 5.5 of these bylaws have been unsuccessfully exercised.

9.1.2 The **Finance Committee** shall be convened by the Treasurer of the Board of Directors, who shall also chair the Committee. The Finance Committee will include at least one accountant who is not a Director of Chokmah Institute. The Finance Committee will generate and monitor CI's annual budget, subject to the review and approval of the Board of Directors. The Finance Committee will also be responsible for periodic financial reviews and audits of CI as instructed by resolution of the Board of Directors and in compliance with these Bylaws.

9.1.3 The **Marketing and Fund Raising Committee** shall be chaired and convened by a Director. The Marketing and Fund Development Committee shall be responsible for marketing Chokmah Institute, for public relations and publications, and for the acquisition of private and public contributions to CI.

9.1.4 The **Governance Committee** shall be responsible for identifying, recruiting, mentoring and training new Directors. It will also annually review the performance of all Committees and all Directors, as well as provide resources to other committees as requested.

9.1.5 The **Program and Compliance Committee** shall be responsible for reviewing the programmatic component of the annual plan, for generating strategic programmatic initiatives promoting the corporation's growth and development, and for the resolution of any issues concerning the alignment of programming with community needs and standards. Most importantly, the committee will monitor operations and programming for compliance with the State of Indiana's statutory mandates and requirements.

9.1.6 The **Facilities Committee** will monitor the physical plant for compliance with state and federal requirements, such as OSHA requirements, and will assure the general safety and security of the corporation's physical plant.

9.2 With the exception of the Executive Committee, standing and *ad hoc* committees may include non-Directors as deemed appropriate. No committee, with the exception of the Executive Committee as noted in section 8.1.1 of these Bylaws, shall have any of the power of the Board of Directors.

9.3 Minutes of all Committee meetings shall be kept and sent to the Secretary of the Board of Directors for authentication and inclusion in Chokmah Institute's historical records. The chair of each Committee will report at each regular meeting of the Board of Directors.

9.4 All Directors shall sit on at least one Committee.

## **ARTICLE TEN: BILLS, NOTES, ETC.**

10.1 **Contracts:** The Chairperson or Vice Chairperson may, with prior approval of the Board, enter into any contract or execute and deliver any instrument in the name of and on behalf of Chokmah Institute, and institute, join in, or become a party to any suit of law or in equity in which CI has an interest. The Secretary of CI shall attest the signature of such officers to any such instrument. However, the presence of such attesting signature shall not be required for the validity of such instruments unless required by law. Other officers or employees may be empowered by the Board of Directors to execute such contracts or instruments as the Board directs.

10.2 **Loans:** No loan shall be contracted on behalf of Chokmah Institute or Chokmah Institute Centers, and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific incidents.

10.3 **Banking Transactions:** All checks, drafts, or other orders for the payment of money issued in the name of Chokmah Institute or a Chokmah Institute Center shall be signed by such representatives as designated by the Board of Directors, including, but not limited to the Chairperson and the Treasurer or other designated officer of the corporation and in such manner as shall be, from time to time, determined by resolution of the Board of Directors.

10.4 **Deposits:** All funds of Chokmah Institute or a Chokmah Institute Center not otherwise employed shall be deposited to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

10.5 **Fiscal Year:** The fiscal year of Chokmah Institute shall commence on January 1<sup>st</sup> of each year and shall end on the 31<sup>st</sup> day of December of each year.

10.6 **No Private Benefit:** Upon dissolution of Chokmah Institute and Chokmah Institute Centers, no part of CI's receipts or assets shall inure to the benefit of any individual or private organization except as specified in 1.2 of these Bylaws.

10.7 **Corporate Seal:** Chokmah Institute shall have no seal.

## **ARTICLE ELEVEN: CONFLICT OF INTEREST**

11.1 Each Director shall, prior to assuming his or her position, and annually thereafter, answer a questionnaire so as to disclose in writing to the Board of Directors and the Chairperson of any Committee on which he or she serves a list of all businesses or other organizations of which he or she is an officer, member, owner or employee, or for which he or she acts as an agent, with which Chokmah Institute (CI) has, or might reasonably in the future enter into, a relationship or a transaction in which the member would have conflicting interests.

11.2 At such time, if any matter should come before the Board or any Committee thereof in such a way as to give rise to a conflict of interest, the affected member shall make known the potential conflict and, if advisable, withdraw from meeting for so long as the matter

shall continue under discussion, except to answer any questions that might be asked of him or her. Should the matter be brought to a vote, the affected member shall not vote. In the event that, when advisable, he or she fails to withdraw voluntarily, the Chairperson shall require that he or she remove himself or herself from the room during the discussion and vote on the matter.

11.3 Notwithstanding the above, the affected member shall bring to the attention of the Board of Directors any business transaction involving such a conflict of interest.

11.4 Any business transaction shall be presented to the Board or its appropriate Committee, with disclosure, for approval.

11.5 In appropriate instances, the Chairperson of the Board of Directors may seek the advice of an independent professional on a conflict issue.

## **ARTICLE TWELVE: MISCELLANEOUS PROVISIONS**

12.1 These Bylaws may be amended by affirmative vote of two-thirds of the Directors present at any lawful meeting of the Board of Directors, provided that a copy of such proposed amendment shall have been given in the notice calling the meeting.

12.2 The parliamentary procedure of Chokmah Institute Board of Directors, Executive Committee and all other Committees established hereunder shall be governed by the most recently revised edition of **Robert's Rules of Order** unless contrary to the procedure set forth in these Bylaws. In case of conflict, the rules established by these Bylaws shall prevail.

12.3 Whenever any notice of time, place, purpose or any other matter, including any special notice or form of notice, is required or permitted to be given to any person by law or under the provisions of the Certificate of Incorporation or Bylaws of Chokmah Institute (CI), or of a resolution of the Directors, a written waiver of notice transmitted via letter or email and signed either in script or electronically by the person or persons entitled to such notice, whether before or after the time required for such notice, shall be equivalent to the giving of such notice. The Secretary shall cause any such waiver to be filed with or entered upon the records of CIC, in the case of a waiver of notice of a meeting, the records of the meeting.

12.4 The Executives and Directors of Chokmah Institute (CI) shall be indemnified in the normal course of executing their responsibilities on behalf of CI.

Following proper notice and in compliance with the prevailing Bylaws of Chokmah Institute (CI), the foregoing revised Bylaws were approved and adopted upon motion duly made, seconded and carried by the affirmative vote of at least two-thirds (2/3) of the present Board of Directors of CI on July 9, 2014.

# Chokmah Institute Board of Directors

The Chokmah Institute Board has essentially been a Board in waiting, and is presently transitioning from members who joined for the specific purpose of starting the school, toward local membership and control. It should also be noted that, beginning in January 2018, we will operate under bylaws that require term limits.

## President: Mark Eastway

110 E. College Ave.  
North Manchester, IN 46962  
574.457.9375  
[markeastway@gmail.com](mailto:markeastway@gmail.com)

Mark earned a B.A. in Biblical Studies from Trinity College, now Trinity International University; a M.A. in Religious Education from Trinity Evangelical Divinity School, and a Master of Divinity from Associated Mennonite Biblical Seminary. Mark was the Director of Security at Trinity College and the seminary for two years, managing thirty-five employees. He has worked as a Youth Pastor for five years, and as a Senior Pastor for twenty-three years. He is presently Sr. Pastor at North Manchester United Methodist Church, with a staff of thirteen employees, where he has served since 2013. Mark is the founder of Rock Solid Teen Center, Inc. ([www.rocksolid.us](http://www.rocksolid.us)) He has extensive leadership experience in Christian camping, and was the Spiritual Director of the North Indiana Chrysalis community for three and one-half years.

## Vice President: Aubrey Eastway

9019 E Circle Dr. N.  
Syracuse, IN 46567  
547.457.6282  
[aubrey.eastway@gmail.com](mailto:aubrey.eastway@gmail.com)

Aubrey Eastway attended Grace College Theological and Seminary and graduated with a Bachelor of Arts degree in Youth Ministry with a minor in Behavioral Sciences. She then went on to earn her Transition to Teaching Certification through Indiana Wesleyan University. She currently teaches at The Crossing School of Business and Entrepreneurship and is an active participant at Harvest Community Church, where she leads Sunday School and the Youth Group. Aubrey has a long history of working in faith based education and has developed the unique skill set needed to both lead and develop students in their faith and studies.

## Secretary: Lisa DeHaan

3223 Hickory Lawn Road  
Rochester Hills, Michigan 48307  
231.631.0838  
[lisaldehaan@gmail.com](mailto:lisaldehaan@gmail.com)

Lisa earned a B.S. in Social Studies/Elementary Education from Grand Valley State University; a M.A. in School Administration from St. Leo University. Lisa was vice-president of DeHaan Agency for 16 years. During her time there she was also instrumental in bringing Kids Hope USA to her local school, recruiting 2 dozen mentors to work weekly with at-risk students. She has worked as a teacher for Seven Rivers Christian School in Florida, but returned to Michigan after six years to open DeHaan's Country Store. Once the business was sold she moved to the Detroit area, working with at-risk students in charter and public schools. She currently is employed by Detroit Public Schools with 47 students on her classroom roster.

#### Treasurer: Ethan Eastway

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Syracuse, IN 46567

574.529.2126

[ethan.eastway@gmail.com](mailto:ethan.eastway@gmail.com)

Ethan Eastway earned a B.A. in Accountancy and Business Administration from Grace College and Theological Seminary. During his time at Grace College, Ethan worked in the Accounting Department with the title of Cost Accountant. Following his time there, Ethan returned to his former longtime employer Wawasee Boat Company, where he gained knowledge and skill working with, and leading others. Ethan is currently employed by Emergency Radio Service where he manages their Contract department.

#### Sarah Ifeanyi

260.901.9566

[sarahjoy.morbitzer@gmail.com](mailto:sarahjoy.morbitzer@gmail.com)

Sarah Ifeanyi was homeschooled (preschool through high school) and then obtained her Bachelor's of Psychology from Liberty University, graduating summa cum laude. She has spent the past several years in Ghana and Jamaica working with child survivors of human trafficking and persons with disabilities. Locally, her positions at the North Manchester Public Library and Manchester Intermediate School have given her insight into the challenges faced by many students in traditional educational settings. She is a strong believer in the mission of Chokmah Institute and the positive impact it will have on such students and their families.

#### Timothy Morbitzer

203 W 2<sup>nd</sup> St.

North Manchester, IN 46962

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[pastortim@victorynm.org](mailto:pastortim@victorynm.org)

Timothy Morbitzer is currently Senior Pastor of Victory Christian Fellowship in North Manchester, Indiana. He and his wife, Penny, are the planters and founders of the church, as well as planting and founding another church, Agape Christian Fellowship in San Luis Obispo, California. Timothy and Penny have four grown children, all of whom they homeschooled from first grade to completion of high school. They have a great interest in and enthusiasm for educating and developing young people. Tim has been in ministry for over 40 years, having begun with Teen Challenge, an international organization that works with young people who are experiencing life-controlling problems. Tim served as Institutional Outreach Coordinator and School Team Director, speaking to and working with thousands of young people each year in numerous settings. He has served as a board member for a variety of organizations.

### Nichole Wottring

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Nichole is a graduate of Rhema Correspondence Bible College, and currently an ordained minister through Association of Faith Churches and Ministers. She serves as the Administrative Associate at Victory Christian Fellowship where she has been on staff since 2007. She oversees the Ministry of Helps, is the Youth and Children's Church leader, and maintains all administrations for the church. She has over 15 years of experience running an in home childcare center, as well as 4 years of experience in home schooling.