



Indiana State Board of Education
Request for Freeway School Accreditation
Board Date: August 7, 2013

School: Christian Academy of Indiana (B045)

Education Director: Mr. David Arrell

Address: 1000 Academy Drive
New Albany, Indiana

Grade Span: K-12

Public/Private: Private

Current Enrollment: 700

Targeted Population: Families seeking a faith-based non-public school environment

Identity: Christian Academy of Indiana (CAI) is a non-public preschool – 12th grade school operated by the Christian Academy School System, in Louisville, Kentucky. The school system was started in 1976 and has since expanded to four campuses with 3,000 students. CAI is located in New Albany, Indiana and the three other campuses are located in Louisville.

Today, at the core of the CAI program is a commitment to traditional education in a Christ-centered environment. Significant effort is directed toward reading, writing and math proficiency, as well as other areas of scholastic achievement. A variety of extracurricular and athletic activities are offered to enhance the academic experience.

Christian Academy School System admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally made available to students of this school. It does not discriminate on the basis of race, color, or national ethnic origin in the administration of its educational policies, admission policy, financial aid programs, athletic and other school-administered programs.

Curriculum: In order to comply with Common Core State Standards (CCSS), programs and opportunities have been implemented in the areas of professional



development, curriculum documentation, and instructional practice. The school has provided extensive staff development to make the appropriate changes in the curriculum and methodology.

Testing History: Christian Academy traditionally has scores that easily exceed the state average.

Staffing: A highly significant number of teachers are licensed.

Waiver Requests: IC 20-30-5-8 Safety Education
IC 20-30-5-9 Health Education
IC 20-30-5-11 Alcohol, Tobacco and Drugs

The principles for the above stated areas are being taught in our Health, Biology and Bible courses.

IC 20-26-12-24 Local textbook adoption process; adoption required from state list

IC-20-26-12-28 Waiver of textbook adoption requirements

511 IAC 6.1-5-5 Adoption required from state list

Since we are accredited by the State of Indiana, our curriculum is fully aligned with State of Indiana standards.

Issues: None

Recommendations: Full Five-Year Freeway Accreditation



Christian Academy

OF INDIANA

Petition and Application
To the
Indiana State Board of Education
For
Freeway School Status Renewal

Christian Academy of Indiana
Grades Preschool – 12
July 2013

Submitted by:
Christian Academy of Indiana
1000 Academy Drive
New Albany, IN 47150
(812) 944-6200
(812) 944-6903 FAX

Tim Greener, Superintendent
Christian Academy School System
700 South English Station Road
Louisville, KY 40245
www.caschools.us

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I. Identify the school entity to be declared a Freeway School.

Christian Academy of Indiana (CAI) is a non-public preschool – 12th grade school operated by the Christian Academy School System, in Louisville, Kentucky. The school system was started in 1976 and has since expanded to four campuses with 3,000 students. CAI is located in New Albany, Indiana and the three other campuses are located in Louisville.

The Christian Academy School System expanded to Southern Indiana in 2000 when Northside Christian Academy in New Albany, Indiana joined the Christian Academy family of schools. In time for the 2003-04 school year Graceland Christian School, also in New Albany, joined the Christian Academy system. With the addition of Graceland, Christian Academy established a division for these schools under the name of Christian Academy of Indiana. In the fall of 2005, CAI moved into a new facility in New Albany, combining the Graceland and Northside campuses into a single location, serving preschool-12th grades.

CAI has been accredited by the State of Indiana since 1981, and was declared a Freeway school in 2008. In 2010 CAI was included in school system accreditation through AdvancED (NCA, SACS) and Association of Christian Schools International (ACSI), with renewal scheduled for 2015.

The mission of the Christian Academy School System is to develop students with a heart for God who grow as Jesus did in wisdom, stature and in favor with God and men. Developing a heart for God means that Christian Academy focuses, with great intentionality, on the four core pillars of spiritual, intellectual, social and physical development. This ensures students are taught how to integrate God's Word into critical areas of their lives by applying solid biblical principles.

Today, at the core of the CAI program is a commitment to traditional education in a Christ-centered environment. Significant effort is directed toward reading, writing and math proficiency, as well as other areas of scholastic achievement. A variety of extracurricular and athletic activities are offered to enhance the academic experience.

Christian Academy School System admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally made available to students of this school. It does not discriminate on the basis of race, color, or national ethnic origin in the administration of its educational policies, admission policy, financial aid programs, athletic and other school-administered programs.

II. Identify the demographic data of the school and the community that it serves.

Christian Academy of Indiana (CAI) is located in New Albany on a campus of 62 acres with a full complement of athletic fields and tennis courts. The building was constructed in 2005 with a capacity of 1200. There are presently 786 students on campus.

Christian Academy of Indiana teachers are certified as required by the State of Indiana and hold at least a Baccalaureate Degree, with more than half having achieved either a Masters or Doctorate degree.

CAI students live in six surrounding Indiana counties with over 90% of students residing in Clark and Floyd counties. The student body represents a cross-section of families from varying socioeconomic levels. There are approximately 126 different churches represented.

The Indiana Tax Credit Scholarship Program and School Choice Voucher Program provide tuition funds for qualifying families. These programs, along with Christian Academy School System tuition assistance funding, has made private education available to families who could not afford it otherwise. CAI served 72 participants in these state programs during the 2012-13 school year. The addition of these students expanded the composition of the student body, making it more representative of the community.

III. Describe in detail how the school’s curriculum will comply with the common core standards adopted by the State of Indiana.

In order to comply with Common Core State Standards (CCSS), programs and opportunities have been implemented in the areas of professional development, curriculum documentation, and instructional practice. Christian Academy School System has taken the following steps to comply with the CCSS:

- A. Provided sessions for the teachers to deconstruct the English Language Arts (ELA) CCSS in order to build an understanding of the language and nature of the standards.
 - 1. A consultant and district professional developer provided 19 hours of professional development to model and lead teachers in identifying the multiple learning targets included in the standards.
 - 2. This professional development involved teachers working collaboratively in grade level groups to study the language of the standards, and identify what was currently taught and identify gaps in instruction.
- B. Provided professional development in instructional strategies related to the ELA CCSS standards.
 - 1. Teachers met in grade level groups to learn the sequence of imbedded grammar instruction within the writing process.
 - 2. Lessons were modeled and co-planned by grade level teacher groups.
- C. Created lesson plans and unit plans focused on ELA CCSS.
 - 1. Teachers created common unit plans in ELA for the district to be sure that the standards are being addressed consistently.
 - 2. Common lesson plans were created in reading and writing that include the standards
- D. Scheduled time for teachers to update curriculum maps to include ELA and Math CCSS.
- E. Required CCSS to be documented in lesson plans and learning materials as appropriate.

IV. Describe the plan allowing students to earn an Indiana Academic Honors Diploma where applicable.

The following policy is written in the CAI Upper School Family Handbook.

U.1.10 Requirements for Graduation

Christian Academy strives to create opportunities for academic excellence while remaining in compliance with the current requirements for state accreditation. Therefore, requirements for graduation are subject to revision as state expectations change.

CAI offers academic programs to prepare students to earn one of two types of diplomas: a Core 40 Diploma or a Core 40 with Academic Honors Diploma. The counselor advises students in course selection leading to the program most suited for the individual student. Students and parents should attend the high school orientation meeting for advice in scheduling.

The Core 40 Diploma is a college preparatory diploma. Students graduating with this diploma have completed the course work required by major colleges and universities.

The Academic Honors Diploma provides a challenging course of study for top students including courses that offer the opportunity to earn college credit while at CAI. A cumulative 3.0 GPA must be earned. No course grades below "C-" may count toward the Academic Honors Diploma.

Credits earned prior to grade 9 may count toward diploma requirements.

Core 40 Course and Credit Requirements For students graduating in 2015 or before	
English/Language Arts	8 credits Credits must include literature, composition, and speech
Mathematics	6 credits (Must be earned in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II *All students are required to take a math or physics course during their junior or senior year.
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: US History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career/Technical
Physical Education	2 credits
Health and Wellness	1 credit
Electives	6 credits
Bible	1 credit for each semester attending CAI
48 Total Credits Required	

Core 40 with Academic Honors (minimum 55 credits)

For students graduating in 2016 or later

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.
- Earn 2 Core 40 fine arts credits.
- Earn a grade of "C" or above in courses that will count toward the diploma.
- Have a cumulative GPA of 3.0 or above
- Complete one of the following:
 - A. Two Advanced Placement courses (4 credits) and corresponding AP exams.
 - B. Academic, transferable dual high school/college courses resulting in 6 college credits.
 - C. One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits.
 - D. Score 1200 or higher combined SAT math and critical reading.
 - E. Score a 26 composite ACT.

Core 40 Course and Credit Requirements For students graduating in 2016 or later	
English/Language Arts	8 credits Credits must include literature, composition, and speech
Mathematics	6 credits (Must be earned in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II *Students must take a math or quantitative reasoning course <u>each</u> year in high school.
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: US History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career/Technical
Physical Education	2 credits
Health and Wellness	1 credit
Electives	6 credits
Bible	1 credit for each semester attending CAI
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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.
- Earn 2 Core 40 fine arts credits.
- Earn a grade of "C" or above in courses that will count toward the diploma.
- Have a cumulative GPA of 3.0 or above
- Complete one of the following:
 - A. Two Advanced Placement courses (4 credits) and corresponding AP exams.
 - B. Academic, transferable dual high school/college courses resulting in 6 college credits.
 - C. Earn both of the following
 - a. Minimum of 3 college credits from the priority course list
 - b. 2 credits in AP courses and corresponding
 - D. Score 1750 or higher on the SAT critical reading, math and writing sections and a minimum of 530 on each.
 - E. Score a 26 composite ACT and complete written section.

V. Freeway Accreditation requires educational benefits for students in the school's attendance rate, student performance on ISTEP+ and end of course assessments, and for High Schools, an improvement in graduation rates.

a. Describe the school's strategies to meet these improvements in performance.

A challenging academic environment encourages students to maintain consistent attendance since absences may hinder academic success. For the past seven years, school-wide attendance rates have ranged from 96.2% - 98.2%.

School attendance verification practices vary by school level. At the Elementary level, attendance is monitored by the teaching staff. Parents are asked to call in when a student is going to be absent for the day. When an absence of more than three days occurs and there is not communication from the parents, a call is made by office staff. In Upper School, attendance is monitored by teachers and the office staff. Parents are asked to call in when a student is going to be absent for the day. If a parent does not call in, a daily call is made by the receptionist to the parent to make sure the parent is aware of the student's absence since many students drive themselves to school.

CAI provides a rigorous academic program that does an excellent job in preparing students for Indiana assessments. In addition to challenging classroom instruction, students also have the opportunity to receive built-in tutoring from teachers during "Help-Time". This after-school, no cost program allows students to receive additional instruction in academic areas where they are struggling.

ISTEP+ performance is continually monitored by administration and teachers. For more than six years, CAI students' performance on ISTEP+ has surpassed state averages by a considerable margin. Elementary students who "Do Not Pass" ISTEP+ testing are remediated by the classroom teacher in an after-school setting. Upper School students receive remediation during "Help-Time".

Historically, CAI exceeds the state End of Course Assessment percent passing trend. Upper School students who do not pass an end of course assessment are provided remediation to prepare for future testing. By the time of graduation, all 2011-12 graduating students passed all competencies. In 2012-13, all but one graduate passed all competency exams.

The three year graduation average from the classes of 2010-2012 is 99%.

b. Describe any additional measures that will be used to measure student achievement and growth.

- Terra Nova
- PLAN
- PSAT
- ACT
- SAT
- AP Exams

VI. Describe the curriculum strategies to address: character education; hygiene; alcohol and drugs; diseases transmitted sexually; honesty; respect and abstinence and restraint.

Character education and the qualities of honesty and respect are taught as part of the daily Christian education curriculum. As students learn about how God created the earth that is benevolent to life, they learn about the benevolent character of God. As students learn about how Man was created in the image of God, they learn about the characteristics they have as rational, purposeful, relational, creative, and active beings. As they learn how Man fell out of relationship with God through sin and yet can be redeemed by accepting Jesus as their Lord and Savior, they learn that our character is not perfect, but can be made new.

The curriculum in grades K-12 intentionally provides instruction in how to live a life that exemplifies the character traits of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Honesty and respect are part of the instruction related to goodness, gentleness, and self-control.

Upper School students are provided with direct instruction about how to approach and respond to contemporary issues in society in a way that models the character of Christ. The Bible instructs us that we are to honor God with our bodies, maintain sexual purity, and practice abstinence until marriage. Chapel services, Bible classes, and health classes provide opportunities for students to learn that honoring God with our bodies includes taking care of the body God gave us and avoiding harmful activities such as drug and alcohol use and pre-marital sexual activity.

VII. Describe how students with special needs will be identified, referred to the local public school for testing and how IEP's for these students will be part of their instruction.

- A. Christian Academy has an Academic Support Program that provides services to students based on the Response to Intervention (RTI) pyramid.
 - 1. Tier 1 services are provided by the teachers who differentiate pacing, product, process or content to allow for developmental or learning differences.
 - 2. Tier 2 is provided by way of an Academic Support Teacher who works either in the classroom or as a pull-out program providing more intensive skill instruction.
 - 3. Tier 3 is provided typically by an outside agency to meet the specific needs of the student.
- B. Universal Screening is provided through
 - 1. Early Childhood Screening- Each kindergarten student is screened upon admission and during the first school year to assess potential cognitive processing difficulties.
 - 2. Teacher Identification List- Teachers have a feedback tool that is used to monitor student behaviors that may indicate learning problems.
 - 3. Standardized testing data is used to identify students who may need additional support or remediation
- C. Referrals to County School System
 - 1. When interventions are not successful within 6-9 months students begin the referral process to the county.
 - 2. Case conferences are schedule with the school that include the teacher, parents, principal/asst. principal, a representative from the home zoned school, and the case psychologist. Test results are reviewed and recommendations offered.
 - 3. IEP's are attended to by teachers with the oversight of the Academic Support Teacher at the school level.

VIII. Identify statutes and rules to be suspended as a result of this contract

- IC 20-30-5-8 Safety Education
- IC 20-30-5-9 Health Education
- IC 20-30-5-11 Alcohol, Tobacco and Drugs

The principles for the above stated areas are being taught in our Health, Biology and Bible courses.

- IC 20-26-12-24 Local textbook adoption process; adoption required from state list
- IC-20-26-12-28 Waiver of textbook adoption requirements
- 511 IAC 6.1-5-5 Adoption required from state list

Since we are accredited by the State of Indiana, our curriculum is fully aligned with State of Indiana standards.

IX. Describe how technology will be integrated into student instruction.

- A. Technology is integrated into student instruction at the teacher level, the student level, and in the content material.
 - 1. All classrooms in the district are equipped with digital projectors or smart boards that tie directly to classroom computers, enabling teachers to access content and supports via media, websites, stored documents and virtual curriculum. This enables the teachers to improve the quality of instruction, and the depth of learning.
 - 2. Additionally, teachers model an attitude toward technology that conveys usefulness and value.
 - 3. Students in grades 9-12 have been provided iPads on one-to-one basis, thus enabling students to engage in digital content, improve organization skills, and gain proficiency with technology use in practical ways.
 - 4. Students at the elementary and middle school level receive direct instruction in the Microsoft platform and keyboarding skills to gain proficiency in word processing, spreadsheet creation, and presentation creation.
 - 5. Students are exposed to online learning opportunities through the content provided in elementary, middle and high schools. Elementary and middle school content for technology instruction can be accessed online so students can practice at home. A few select courses such as AP computer programming are offered through Florida Virtual Schools.
- B. The technology plan includes the ability to provide classroom sets of iPads and laptops to students in grades K-8.

X. Describe procedures/plan to ensure a safe and disciplined learning environment.

A safe and disciplined learning environment is a priority at CAI:

A. Safety

1. A closed circuit surveillance system monitors the campus 24 hours per day.
2. All doors require a school-issued key card for entrance. Visitors must sign in before entering. Beginning this fall, all vendors will be checked against national sex offender registries using the Raptor Visitor Management System.
3. A school crisis plan is in place and employees receive training yearly.
4. Fire, tornado, disaster and intruder drills are scheduled regularly throughout the school year.

B. Discipline

1. The student/teacher ratio is such that classrooms are easily managed.
2. Teachers receive training in classroom management.
3. The school administrators and teachers actively partner with parents to pro-actively stop negative behavior before it happens.
4. The student discipline code is enforced, as described in the Elementary and Upper School conduct policies

Conduct Policies from the CAI Elementary School Family Handbook:

E.4.0 CONDUCT

Train a child in the way he should go, and when he is old he will not turn from it.
Proverbs 22:6 NIV

E.4.1 Behavior Guidelines

Discipline at CAI is a process by which students are guided to develop Christ-like characteristics. Each teacher maintains classroom behavior in accordance with Christian principles as set forth in scripture.

After exhausting all efforts within the classroom, a teacher may find it necessary to send a student to the building administrator for one or more of the following actions:

- Discussion of the problem
- Development of a contract
- In-school suspension
- Conference with teacher, parents and principal
- Out-of-school suspension

The teacher and administrator will decide what corrective measure should be taken. This action will involve parent contact.

Parents and teachers need to cooperate with one another. Anything said or done which destroys mutual respect and confidence will harm the student. When parents have questions, they should

contact their student's teacher immediately. Often, a conference or note can eliminate problems. Should the problem continue, the building administrator should be consulted.

The administration, after consulting with all parties involved, has the right to evaluate any unacceptable behavior, to determine and administer the appropriate disciplinary action. Persistent unacceptable behavior could result in the student being placed on disciplinary probation with the ultimate possibility of expulsion from school.

E.4.2 Classroom Standards

Students are expected to be on time and properly prepared for each day. Each teacher will establish the rules for classroom behavior that shall prevail in his/her classroom. Students shall heed these expectations, both academically and in their conduct. Teachers will communicate to students how grades will be determined.

E.4.3 Discipline Policies

The Board and Administration of CAI believe that the full potential of academic excellence can be accomplished only where faculty leadership is strong, discipline is firm but fair, and moral/spiritual values are emphasized within a loving, caring Christian atmosphere.

It is our belief that students learn self-discipline through four aspects which reflect God's principles of human behavior.

1. ORDER is the organization which provides a good environment for learning.
2. TRAINING is the process of practicing what is right.
3. CORRECTION is the discouragement of wrong behavior.
4. PRAISE or AFFIRMATION is used to encourage students to continue in obedience.

Conduct Policies from the CAI Upper School Family Handbook:

U.4.0 CONDUCT

Train a child in the way he should go, and when he is old he will not turn from it.
Proverbs 22:6 NIV

U.4.1 Discipline Policy

The Board of Directors and the administration of Christian Academy believes that the full potential of academic excellence can be accomplished only where faculty leadership is strong, discipline is firm but fair, and moral and spiritual values are emphasized within a loving, caring Christian atmosphere.

Students learn self-discipline through God's principles of human behavior.

- Order is the organization that provides a good environment for learning.
- Training is the process of practicing what is right.
- Correction is the discouragement of wrong behavior.
- Praise or affirmation is used to encourage students to continue in obedience.

U.4.2 Classroom Standards

Each student is expected to be on time and properly prepared for class. Teachers will establish the rules for classroom behavior that shall prevail in his/her classroom. Students shall comply with these expectations, both in academics and in conduct.

In addition, each student is expected to display proper eating habits in the cafeteria. Students should not mix, throw, or play with food or trash. All students are expected to clean up after

themselves and to throw away their trash after eating. Students are not to leave the cafeteria without permission from the supervisors.

While in the hallways before and after school and between classes, students are to keep their voices at a conversational level. Running, hitting, kicking, pushing, or tripping other students is not allowed.

U.4.3 Progression of Corrective Measures

Detentions: Middle and high school students may receive detention for a variety of infractions, including talking without permission, not following dress code, etc. Middle school students are to take the detention slip home to be signed by parents and returned to school, and serve the following day. High school students do not need to have their slip signed, but will serve on the same day the detention is issued. Students will serve 35 minutes with the teacher who issued the detention or the assistant principal, beginning at 3:10 and ending at 3:45 p.m. Detentions take precedence over extracurricular events or athletic practices. In the event of work schedules, doctor's appointments or other prior commitments, a student may ask for permission to delay the serving of their detention. Failure to serve will lead to increasingly severe consequences.

Student Behavior Referral: More serious violations will result in a Student Behavior Referral. Parents will be notified and consequences may include multiple detentions, written essays, parent conferences, probation, or suspensions.

In-School Suspension (ISS) is the removal of the student from regular school activity. The student is required to be at school, but is not to participate in regular classes or extracurricular activities. The student will be assigned to a desk and given directives for class work. The lunch hour is to be a non-social activity. During ISS the student will do all daily work and take any quizzes and tests, with full credit given for the work. At the end of the quarter there will be a 2% deduction from the student's quarter average in each class for every day of suspension served during that grading period. Students who receive ISS may be placed on disciplinary probation. (see U.4.9) Thus, a subsequent infraction could result in dismissal from the school.

Out-of-School Suspension (OSS) is the removal of the student from all school activity (academic and extracurricular) and school properties. The duration is determined by the infraction. A student being placed on OSS should realize their rights to attend CAI may be terminated with another infraction. The student's daily work is required to be made up. Major assessments will be allowed to be taken and credit given. There will be a 2% deduction from the student's quarter average for every day of suspension served during that grading period.

Expulsion: The principal will recommend to the School Board the removal of a student from school enrollment. The student will be in OSS until the School Board establishes the expulsion. No refund of fees or monies will be made to the student or his family. Re-enrollment may be possible the following year pending conferences and principal/School Board agreement.

Accumulative Offenses: If a student is serving the penalty of one of the listed violations and his or her conduct results in another infraction, an accumulation of the penalties may be assessed. If the penalties are different in severity, the greater penalty may be assessed. The administration will assess the accumulation and may recommend a more severe disciplinary procedure.

XI. Describe plans for continuing professional staff development.

- A. The ongoing professional development plan includes a district focus, school focus and grade level/departmental focus.
 - 1. At the district level, each year the focus addresses a common need for all teachers. Learning opportunities include large and small group lecture, collaborative learning, classroom practice, and reflection.
 - a. 2013-14 – Spiritual Formation/Technology
 - b. 2014-15 – Differentiated Instruction/Technology
 - 2. At the school level, the professional developmental focus is determined by assessment data. The program may include training in instructional and remedial strategies for the particular learning targets.
 - a. 2013-14 – CCSS math
 - 3. At the grade level, the professional development focus is determined by the content area that is in need of improved performance, or is marked for new instructional materials. Professional development includes study of best practices and standards, modeling of methods, and deconstruction of standards.
 - a. 2013-14 – Science
 - b. 2014-15 – World Languages
- B. All new teachers to CAI are provided:
 - 1. 18 hours of training in instructional design and assessment
 - 2. 2 hours of training in biblical integration
 - 3. 2 hours of training in curriculum mapping/instructional design
 - 4. 42 hours of training in reading instruction (K-8 only)

XII. Confirm the school's commitment to Indiana's Minimum 180 instructional days for students.

Since its inception in 2004, Christian Academy of Indiana has complied with the 180 instructional day requirement for schools in Indiana. Each school calendar has been designed to accommodate 180 student days plus additional days for teacher work and training. Make-up days have been announced on published calendars and observed as needed. Additional days have been added to the school year when necessary to provide the 180 days for students.

XIII. Describe the school's ability to produce and submit all required electronic state student data reports.

The Christian Academy School System recognizes the importance of electronic data management. The system follows a 3 – 5 year Technology plan and includes a budget line item for technology maintenance and updates. A Data Specialist is employed to maintain the validity and security of student data. The majority of student data is stored in PowerSchool, a Student Information System.

At the school level, information for electronic state forms is taken from PowerSchool, copied into an Excel spreadsheet and then saved in a comma delimited format for submitting. In some cases where PowerSchool does not contain all necessary information, the data is compiled by the school's Administrative Assistant in an Excel sheet, saved in a comma delimited format and submitted electronically.

Appendix A: Insert copy of the Governing Body’s policy requiring new employees/volunteers to provide a current expanded criminal background check.

All Christian Academy School System employees and volunteers are required to undergo an expanded criminal background check.

The Christian Academy School System Employee Handbook states:

REFERENCE CHECKING

It is our practice that no offer of employment is made to any candidate prior to reference checks being completed and reviewed with the hiring manager. If the offer is made prior to the completion of the reference checks and/or background check, the offer must be made contingent on successful completion of both the reference checks/background check.

Reference checking is defined as verification of:

1. Work history and performance with current and previous employers
2. College and/or university transcripts and degree(s) earned
3. License or certification

Applicants for paid or volunteer positions must agree to thorough background checks before being considered for employment or volunteer opportunities, as stated in the Christian Academy School System application, copied below.



Applicant Acknowledgement and Declaration Page

Fields marked with an asterisk (*) are required.

Applicant Acknowledgement and Declaration Page

CHRISTIAN ACADEMY SCHOOL SYSTEM STATEMENT OF FAITH We believe that the Bible is the only inspired, inerrant Word of God. We believe there is one God, eternally existent in three persons: Father, Son, and Holy Spirit. We believe that Jesus Christ is God himself, came to earth in the flesh, was born of a virgin, and lived a sinless life. He died a substitutionary and atoning death on the cross. He arose bodily from the grave and ascended into heaven where He sits at the right hand of God. We believe man was created in God’s image and being descended from Adam inherited a sinful nature and is totally unable to save himself from the natural consequences of sin. We believe men and women are saved and justified by faith in the shed blood of Jesus Christ and by accepting Him as Lord and Savior are born again by the Holy Spirit and become children of God. There is a spiritual unity of all believers in our Lord Jesus Christ. I hereby affirm my belief in the above Statement of Faith. *

AUTHORIZATION TO RELEASE REFERENCE INFORMATION I have authorized Christian Academy to thoroughly interview the primary references which I have listed, any secondary references mentioned through interviews with primary references, or other individuals that know me and have knowledge regarding my testimony and work record. I also authorize the school to thoroughly investigate my work records and evaluations, my educational preparation, and all other matters related to my suitability for employment. I authorize references and my former employers to disclose to the school any and all employment records, performance reviews, letters, reports, and other information related to my life and employment, without giving me prior notice of such disclosure. In addition, I hereby release the school, my former employers, references, and all other parties from any and all claims, demands, or liabilities arising out of or in any way related to such investigation or disclosure. I waive the right to ever personally view any references given to Christian Academy. In addition, I hereby release Christian Academy, my former employers, references, and all other parties from any and all claims, demands, or liabilities arising out of or in any way related to such investigation or disclosure. I agree that a photocopy, facsimile or electronic copy of this document and any signature shall be considered for all purposes as the original signed release on file. *

DECLARATION OF MORAL INTEGRITY Christian Academy expects all of its employees and its volunteers with unsupervised access to children to model the same Christian values and lifestyle that it seeks to instill in its students. As an applicant for a ministry position as an employee or as a volunteer at this school, I recognize, understand, and agree to live by the Christian moral standards of the school. I declare that during the past year I have not engaged in, at the current time I am not engaging in, and promise that I will not during the term of my employment or volunteering, engage in inappropriate sexual conduct. Inappropriate conduct includes, but is not limited to, such behaviors as the following: heterosexual activity outside of marriage (e.g., premarital sex, cohabitation, extramarital sex), homosexual or lesbian sexual activity, sexual harassment, use or viewing of pornographic material or websites, or sexual abuse or improprieties toward minors as defined by the Bible and federal or state law. I declare that the above statement is factual and true. My signature below indicates that I meet the moral integrity standards and Christian role model lifestyle requirements of Christian Academy. "Honor marriage, and guard the sacredness of sexual intimacy between wife and husband. God draws a firm line against casual and illicit sex." - Hebrews 13:4 (The Message) "A pupil is not superior to his teacher, but every one [when he is] completely trained - readjusted, restored, set to rights, and perfected - will be like his teacher." - Luke 6:40 (The Amplified Bible). I certify that I have carefully read and do understand the above statements. *

DISCLOSURE AND AUTHORIZATION REGARDING PROCUREMENT OF BACKGROUND REPORTS It is recognized and understood that the Fair Credit Reporting Act provides that anyone "who knowingly and willfully obtains information on a consumer from a consumer reporting agency under false pretenses" shall be fined not more than \$2,500 or imprisoned not more than a year, or both. In connection with my application for employment (including contract for services), I understand that investigative background inquiries are to be made on me which may include consumer credit, criminal convictions, motor vehicle, and other reports. These reports may include information as to my character, work habits, performance, education and experience along with reasons for termination of employment from previous employers. Further, I understand that you will be requesting information from various Federal, State, and other agencies which maintain records concerning my past activities relating to my driving, credit, criminal, civil and other experiences. If I include a current employer for verification, I may jeopardize my position within that company. I authorize without reservation, any party or agency contacted to furnish the above mentioned information and release all parties involved from any liability and responsibility for doing so. I hereby consent to obtaining the above information from Abso and/or any of their licensed agents. This authorization and consent shall be valid in original, fax or copy form. I further authorize ongoing procurement of the above mentioned reports at any time during my employment (or contract) and have received a copy of the Consumer Reports Notification regarding pulling of such consumer reports. *

CONSUMER REPORTS NOTIFICATION You are hereby notified that a consumer report or an investigative consumer report may be obtained from a consumer reporting agency, other agency or directly by this employer for the purpose of evaluating you for employment, promotion, reassignment or retention as an employee. Reports may include consumer credit, criminal convictions, motor vehicle and other reports. These reports may include information as to character, work habits, performance, education and experience along with reasons for termination of employment from previous employers. Further understand that we may be requesting information from various Federal, State and other agencies which maintain records concerning your past activities relating to your driving, credit, criminal, civil and other experiences. *

Is there anything in your past that we should be made aware of that might cause the school any concern/embarrassment if it were to be made public? *

If yes to above question, please explain.

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Appendix B: Provide a list of staff members, roles, teaching area/subjects, Indiana Educator License and confirmation of expanded criminal background check.

Christian Academy of Indiana Employee List

as of 06/01/2013

*Expanded background checks have been a routine part of the CAI hiring process since 2003. All employees hired since 2003 have received an Expanded Criminal History Check (ECH), indicated by "X". Those hired before 2003 received background checks before hire, but they may not have met the guidelines of HEA 1462.

First	Last	Teaching area/Role	State Certification	ECH*
Karen	Abbott	2nd Grade Teacher	Standard License	2002 hire
Aleshia	Akin	MS/HS Band	Initial Practitioner License	X
Monica	Allison	EL Assistant Principal	Administrator/Teacher License	2001 hire
David	Arrell	Upper School Principal		X
Lori	Arrell	3rd Grade Teacher	Standard License	X
Arnie	Bauer	Facilities		X
Amy	Bankes	HS Math	IN Initial Practitioner License	X
Lula	Becht	Upper School Administrative Assistant		1999 hire
Susan	Beckley	Kindergarten Teacher	Professional License	1982 hire
Emily	Bernd	After School Care		X
Jason	Branim	HS Bible	No teaching license necessary for Bible	X
Tenisha	Branim	Athletic Administrative Assistant		X
Stacy	Butler	Elementary Administrative Assistant		X
Ann	Carruthers	Café		X
Melissa	Connelly	Junior Academy Teacher/Aide		X
Jenny	Cook	1st Grade Teacher	Professional License	X
Lonetta	Dooley	2nd Grade Teacher	Professional License	1991 hire
Linda	Driver	Nurse		X
Lisa	Eldridge	Junior Academy Teacher		X
Pam	Ferree	PE Elementary Teacher	Professional License	2001 hire
Tim	Ferree	HS Science	IN Proficient Practitioner License	X
Lindsey	Finton	MS English/Pre-Algebra	Reciprocal license/Initial Practitioner License	X
Kimberly	Foster	5th Grade Teacher	Professional License	X
Gary	Gallegos	Facilities Manager		X
Joyce	Geary	Administrative Assistant		1996 hire
Elisabeth	Glover	Café		X
Julie	Hamby	MS Math	IN Proficient Practitioner License	X
Brooke	Harlow	After School Care		X
Chris	Harper	Athletic Director		X
Janice	Harris	Café		X
Lindsey	Harrod	MS/HS Art	IN Emergency Permit	X
Lauren	Heller	Business Office/Human Resources		X
Allison	Hinton	Junior Academy Aide		X
Marilyn	Hock	Library		1993 hire
Andrea	Holloway	MS Social Studies	IN Initial Practitioner License	X

Kristi	Holloway	HS Math	IN Initial Practitioner License	X
Sherry	Hughes	3rd Grade Teacher	Professional License	X
Carol	Hurst	Junior Academy Teacher		X
Kimberly	Hyers	1st Grade Teacher	Professional License	X
Taylor	Jones	After School Care		X
Emily	Karg	MS English	IN Reciprocal Permit	X
Amy	Koenig	School Choice/Development Secretary		X
Gwen	Lentz	Daycare Assistant		X
Patty	Lindley	MS Bible/ Upper School Asst. Principal	IN Proficient Practitioner License	1999 hire
Will	Lorigan	HS Social Studies	IN Proficient Practitioner License	X
Angela	Martin	Café		X
Alan	Mast	HS English	IN Proficient Practitioner License	2002 hire
Janna	McCarty	MS/HS Choir	IN Practitioner License	X
Deborah	McCorkle	Café		X
Amanda	McRae	Junior Academy Teacher		1998 hire
Sonya	Moffett	MS/HS Computer	No Teaching License	X
Krystal	Morrow	4th Grade Teacher	Standard License	X
Leah	Myers	Academic Support	No Teaching License	X
Lisa	Napier	Café Director		1994 hire
Rebeccah	Nesbitt	Junior Academy Assistant		X
Jennifer	Nokes	Kindergarten Teacher	Standard License	X
Carol	Owen	2nd Grade Teacher	Professional License	1980 hire
Shirley	Owen	Elementary Principal	Administrator/Teacher License	X
Chrissy	Perkins	After School Care		X
Kimberly	Ramer	4th Grade Teacher	Standard License	X
Christi	Renfro	Elementary Reception		X
Emily	Rosbottom	Elementary Reception		X
Leah	Ryan	MS/HS PE	IN Professional License	X
Danielle	Sass	HS Science	IN Proficient Practitioner License	X
Kristi	Scarborough	Elementary Art Teacher	Emergency	X
Hope	Schultz	Kindergarten Teacher	Standard License	X
Joyce	Shannon	MS English	IN Reciprocal Permit	X
Angela	Smith	Café		X
Maria	Smith	Elementary Music Teacher	Professional License	1999 hire
Angela	Speth	1st Grade Teacher	Standard License	1994 hire
Patty	Story	Upper School Administrative Assistant		2000 hire
Kathryn	Talbott	Kindergarten Teacher	Standard License	X
Kimberly	Wall	5th Grade Teacher	Standard License	2001 hire
Josh	Wamble	HS Bible	No teaching license necessary for Bible	X
Janie	Wampler	Junior Academy Teacher		X
Phyllis	Wilkins	Development		X
Kevin	Wilson	US Gov't/Economics/Counselor	IN Proficient Practitioner License	1986 hire
LeeAnn	Wisehart	Café		X
Rhoda	Wolfe	5th Grade Teacher	Professional License	1981 hire

Appendix D: Provide evidence/letter confirming a successful inspection of the school by the Indiana Department of Homeland Security's State Fire Marshall.

		FIRE AND BUILDING CODE ENFORCEMENT INSPECTION REPORT ORDER		DIVISION OF FIRE AND BUILDING SAFETY INDIANA DEPARTMENT OF HOMELAND SECURITY 302 WEST WASHINGTON STREET, RM E241 INDIANAPOLIS, IN 46204 TELEPHONE: 317-232-2222 WEB ADDRESS: WWW.IN.GOV/DHS	
Identification Number	Name of the facility	County			
SCBO45	CHRISTIAN ACAD. SCHOOL	FLOYD			
Address of Property		Name of the Contact		Telephone Number	
1000 ACADEMY DRIVE NEW ALBANY IN 47150		GARY			
Email		Name of the inspector		Inspection Date	
		JOHN REID		06/13/2011	
Inspection Category	Inspection Type	Inspection Status:			
SCHOOL	REINSPECTION	COMPLIED			

Inspection Notes:
ALL CORRECTIONS HAVE BEEN MADE.

Facility Id	Received By Name	Signature and Date
SCBO45		

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