

## CHARTER APPLICANT INFORMATION SHEET

Name of Proposed Charter School: **The Officer David S. Moore Public Safety Academy**

Proposed School Address: **Indianapolis, Indiana**

School district of location: **Indianapolis Public Schools**

Legal Name of Group Applying for the Charter: **SINE Public Safety Academies, Inc.**

Applicant's Designated Representative: **Timmie Westfall, Executive Director**

Address: **P.O. Box 99**

City: **Santa Claus** State: **Indiana** Zip Code: **47579-0099**

Daytime Telephone: **888-937-9855** Fax number: **812-937-9856**

E-mail address: **twestfall@sineonline.com**

The proposed school will open in the fall of school year: **2014-2015**

### Proposed Grade Levels & Total Student Enrollment

	<b>Grade Levels</b>	<b>Student Enrollment</b>
First Year	9-12	150
Second Year	9-12	180
Third Year	9-12	210
Fourth Year	9-12	240
Fifth Year	9-12	270
Sixth Year	9-12	300
Seventh Year	9-12	330
Maximum		350 fulltime students

Is this a single-gender or co-educational school? **co-educational**

Are you planning to work with a management organization? Yes \_\_\_\_\_ No **X**

Have you submitted this application to another sponsor? Yes \_\_\_\_\_ No **X**

Do you plan to submit this application to another sponsor before the Mayor of Indianapolis makes a final determination on your application? Yes \_\_\_\_\_ No **X**

Have you submitted any applications to a sponsor in the previous five years? Yes **X** No \_\_\_\_\_

**Mayor Greg Ballard, March 2013, The Officer David S. Moore Public Safety Academy**

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# PROSPECTUS NARRATIVE

## IV. Vision

### A. Mission

#### Solutions in Education and Training (SINE)

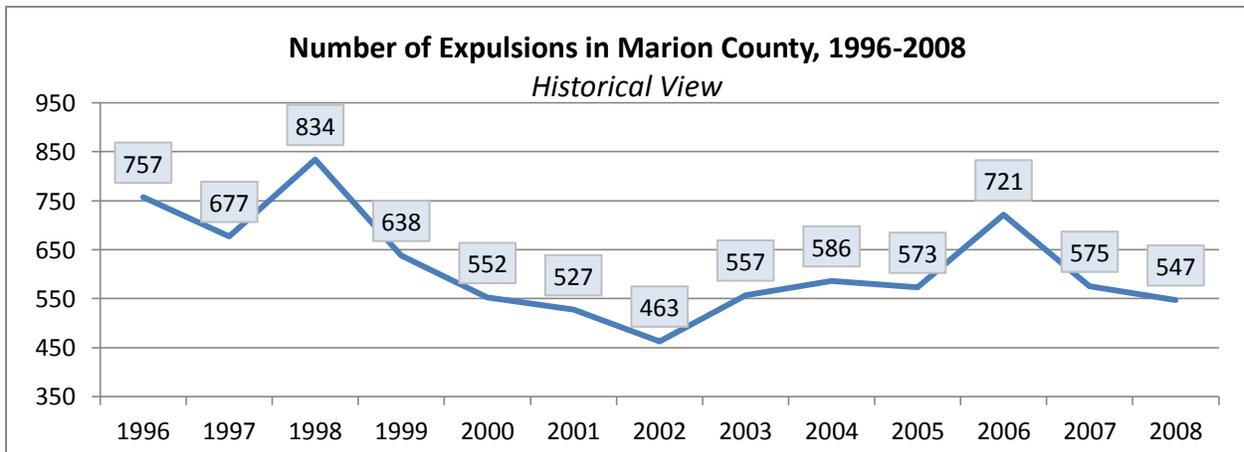
SINE is a group of training, education, and management professionals passionately committed to the mission of defining, developing, administering, and implementing programming and training that will improve the performance of those most in need.

#### David S. Moore Public Safety Academy

The mission of the Officer David S. Moore Public Safety Academy (PSA) will be three-fold; serving high-risk students with literacy and behavioral needs, recruiting underserved in-school students interested in public safety, and hiring military veterans, particularly disabled veterans, to reach and teach PSA students. The mission's objective will be to place the above student groups in a strength-based environment that emphasizes personal responsibility, community service and academic success, while presenting students hands-on opportunities to explore potential career pathways in public safety not available in the traditional public school curriculum. The PSA's targeted mission and targeted outcomes visuals are contained in Appendix A.

### B. Need

Over the 13 year period highlighted in the historical figure below, an average of 615 students were expelled annually from Marion County schools. Analysis of dropout numbers in Marion County reveal that a large number of students continue to be expelled each year. Annually, more than half of the students expelled come from major public high schools in Indianapolis. It is estimated that more than 600 secondary school students will continue to be expelled from local high schools annually despite an increase in the number of educational alternatives to expulsion.



The PSA will be designed to meet the unique challenges and academic and behavioral needs of a large number of students currently under active expulsion from Marion County high schools as depicted in the most recent data below. Many expelled students, particularly those from Indianapolis Public Schools (Indiana’s largest school district), come from high risk families in both income and structure, are left to their own devices, and have no viable options to continue their education while out of school. As a result, these students fall behind academically and suffer poor long-term educational outcomes. While out of school and away from structured supervision, many expelled students are more likely to engage in risky and irresponsible behavior, negatively impacting public safety and their own welfare. Only one time from 2000-2008, as depicted in the above graph, did the number of expulsions exceed 600 annually like it has in the three most recent school years; **2008—2009: 607**, **2009—2010: 646**, and **2010—2011: 618** (see the chart in “Enrollment and Demand,” Section III. Organizational Viability and Effectiveness).

When students are expelled, they have few options; currently no schools in Marion County enroll students that are under active expulsion. As a result, hundreds of expelled students have no viable option to continue their education and often find themselves unsupervised in environments that lend themselves to temptations that thwart a return to the educational system. Lacking self-esteem, inspiration, and motivation to achieve, these high risk students see their futures as pre-determined to be ones of hopelessness, unemployment and even crime. Our transformational services will enable them to earn a high school diploma, establish a career pathway, and form a different view of themselves, the city of Indianapolis, and public safety in general. Students will realize that they have potential, can take control of their lives, and make responsible choices.

The PSA meets a community need by providing these out-of-school students, many of whom already represent our community’s most at-risk youth, the opportunity to resume their schooling and realize the potential of a career in public safety or other career and technical fields in the process. The PSA is structured to serve the unique needs of expelled youth through a focus on self-discipline, character education, and leadership development.

For many potential students in the PSA, chronic behavioral issues are the primary barrier to success in their home schools. It is well documented that:

- A large number of youth, disproportionately male, are involved in criminal activities in the geographic area of Center Township where the Academy will be situated. The overall crime rates in this area of Indianapolis are nearly four times as that of Marion County as a whole, and the violent crimes are nearly eight times as great.<sup>1</sup>
- Center Township is characterized by a high minority population, and over 8,000 single parent households with children under age 18. The economic data shows that the area is

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<sup>1</sup> FBI Crime Statistics

poorer and less educated than other parts of Marion County. There are many juvenile offenses, particularly by high school age males, dropouts, and expelled from school.<sup>2</sup>

- Many of the crimes involving youth, between ages 16 and 24 occur during the daytime.<sup>3</sup>
- The lack of a diploma reduces the opportunity for individuals to obtain employment, negatively impacting their chances to earn an adequate income – thereby increasing the likelihood of continual criminal and antisocial behavior.<sup>4</sup>
- Juveniles between the ages of 15 to 18 years old commit 72 percent of the juvenile offense charges. Males commit 75 percent of these offenses. Misdemeanor charges are 46.8 percent and felonies are 26.3 percent of juvenile offenses.<sup>5</sup>

With many crimes occurring in the daytime with high school age youth committing most of the juvenile offenses, the PSA’s transformational services will positively impact public safety by providing these out-of-school students an opportunity to resume their schooling while on active expulsion from their home school district, thus reducing the incidence of criminal behavior.

### C. Goals

#### Goal Summary Sheet for The Officer David S. Moore Public Safety Academy

School-Specific Educational Performance Goals	Educational Performance Assessments
Out-of-school youth on expulsion will demonstrate the ability to be successful in the PSA environment before regaining eligibility to return to their home high school at the conclusion of their expulsion.	Base high school transcripts, Core 40 Credit Requirement Tracking Sheet, and Individual Service Plan (ISP).
Both high-risk out-of-school youth and underserved in-school students will earn their high school diploma while attending the PSA.	Core 40 Credit Requirement Tracking Sheet, end-of-course assessments, Graduation Qualifying Exam, and attendance records.
Both high-risk out-of-school youth and underserved in-school students will enter and complete a career pathway, preferably a public safety pathway, as part of their CTE program.	Career Interest Inventories, Workforce Readiness Assessment, CTE/Elective Credit Tracking Sheet, and CTE End-of-Course Assessments and Credentialing.
School-Specific Organizational Viability Goals	Organizational Viability Assessments
The PSA will maintain a fiscally solvent organization as a means of achieving long-term sustainability.	Annual board approved budgets and quarterly financial statements. Summary of findings from independent audits and any corrective action plans in response to such findings.
The PSA will meet enrollment, attendance, and retention targets each year of the charter term.	ADM data, quarterly enrollment data, attendance reports, and retention data.

<sup>2</sup> SAVI Community Information System, Polis Center, IU School of Liberal Arts, IUPUI.

<sup>3</sup> Office of Juvenile Justice and Delinquency Prevention, <http://bit.ly/msVOIW>

<sup>4</sup> STATS Indiana

<sup>5</sup> SAVI Community Information System, Polis Center, IU School of Liberal Arts, IUPUI.

Our three Educational Performance Goals will work simultaneously to fulfill the Mayor's Performance Framework Core Questions 1.3, 1.6, and 1.7, ensuring that students are making academic progress, substantial and adequate gains, and the school is meeting its school-specific educational goals. Our two Organizational Viability Goals will address Core Questions 2.2, and 1.5 by working toward sound fiscal health, strong student enrollment/ attendance/retention rates, and the meeting of school-specific organizational/management goals. Each of the five school-specific goals is systematically addressed in depth below.

### **School-Specific Educational Performance Goal 1 for The Officer David S. Moore Public Safety Academy**

**Mission:** The mission of the Officer David S. Moore Public Safety Academy (PSA) will be three-fold; serving high-risk students with literacy and behavioral needs, recruiting underserved in-school students interested in public safety, and hiring military veterans, particularly disabled veterans, to reach and teach PSA students. The mission's objective will be to place the above student groups in a strength-based environment that emphasizes personal responsibility, community service and academic success, while presenting students hands-on opportunities to explore potential career pathways in public safety not available in the traditional public school curriculum.

**Performance Goal:** High-risk out-of-school youth on active expulsion will demonstrate the ability to be successful in the PSA environment before regaining eligibility to return to their base school district at the conclusion of their expulsion term.

**Performance Indicators:** Success will be based upon the number of credits out-of-school youth enter the PSA with since being placed on expulsion by their home school district versus the number of credits recovered at the PSA before regaining their eligibility to return to their base high school. Progress will be assessed after one year or two semesters of enrollment whether or not a student elects to return to their base high school or remain at the PSA through graduation.

**Assessment Tools:** Base high school transcripts, Core 40 Credit Requirement Tracking Sheet, and Individual Service Plan (ISP).

**Attachments:** N/A

**Rationale for Goal and Measures:** When students are expelled, they have few options; currently no schools in Marion County enroll students that are under active expulsion. As a result, hundreds of expelled students have no viable option to continue their education and often find themselves unsupervised and in environments that lend themselves to temptations that thwart a return to the educational system. Lacking self-esteem, inspiration, and motivation to achieve, these high risk students see their futures as pre-determined to be ones of hopelessness,

unemployment and even crime. The PSA's transformational services will enable them to earn a high school diploma, establish a career pathway, and form a different view of themselves, the city of Indianapolis, and public safety in general. Academy students will realize that they have potential, can take control of their lives, and be responsible for the choices they make.

**Assessment Reliability and Scoring Consistency:** Core 40 Credit Requirement Tracking Sheets will ensure reliability and consistency when it comes to assessing transcripts of enrolling students. The Individual Service Plan (ISP) will do the same in respect to tracking credit recovery and educational progress of expelled students during the first year of enrollment.

**Baseline Data:** The number of high-risk out-of-school youth who remain enrolled at the PSA after year one of operation despite regaining their eligibility to return to their home school district. Additionally, the number of these students advancing a grade level and meeting the terms of their Individual Service Plan (ISP) after year one of operation.

### **3<sup>rd</sup> Year Target:**

- *Does not meet standard:* Fewer than 60% of high risk out-of-school youth will demonstrate the ability to be successful in the PSA environment before regaining eligibility to return to their base school district at the conclusion of their expulsion term.
- *Approaching Standard:* Between 60% - 69% of high risk out-of-school will demonstrate the ability to be successful in the PSA environment before regaining eligibility to return to their base school district at the conclusion of their expulsion term.
- *Meets Standard:* 70% of high risk out-of-school youth will demonstrate the ability to be successful in the PSA environment before regaining eligibility to return to their base school district at the conclusion of their expulsion term.
- *Exceeds Standard:* More than 70% of high risk out-of-school youth will demonstrate the ability to be successful in the PSA environment before regaining eligibility to return to their base school district at the conclusion of their expulsion term.

### **6<sup>th</sup> Year Target:**

- *Does not meet standard:* Fewer than 65% of high risk out-of-school youth will demonstrate the ability to be successful in the PSA environment before regaining eligibility to return to their base school district at the conclusion of their expulsion term.
- *Approaching Standard:* Between 65% - 74% of high risk out-of-school will demonstrate the ability to be successful in the PSA environment before regaining eligibility to return to their base school district at the conclusion of their expulsion term.
- *Meets Standard:* 75% of high risk out-of-school youth will demonstrate the ability to be successful in the PSA environment before regaining eligibility to return to their base school district at the conclusion of their expulsion term.

- *Exceeds Standard:* More than 75% of high risk out-of-school youth will demonstrate the ability to be successful in the PSA environment before regaining eligibility to return to their base school district at the conclusion of their expulsion term.

## **School-Specific Educational Performance Goal 2 for The Officer David S. Moore Public Safety Academy**

**Mission:** The mission of the Officer David S. Moore Public Safety Academy (PSA) will be three-fold; serving high-risk students with literacy and behavioral needs, recruiting underserved in-school students interested in public safety, and hiring military veterans, particularly disabled veterans, to reach and teach PSA students. The mission's objective will be to place the above student groups in a strength-based environment that emphasizes personal responsibility, community service and academic success, while presenting students hands-on opportunities to explore potential career pathways in public safety not available in the traditional public school curriculum.

**Performance Goal:** Both high-risk out-of-school youth and underserved in-school students enrolled for at least one year will earn their high school diploma while attending the PSA.

**Performance Indicators:** This goal will be measured by the percent of students who fulfill requirements to earn an Indiana high school diploma after having been enrolled in the PSA for at least one year or the equivalent of two semesters.

**Assessment Tools:** Core 40 Credit Requirement Tracking Sheet, end-of-course assessments, Graduation Qualifying Exam, and Individual Service Plan (ISP).

**Attachments:** N/A

**Rationale for Goal and Measures:** A school specifically designed to reverse the negative spiral of expelled students, while at the same time providing a high quality education for underserved in-school students interested in public safety career pathways, All students attending the PSA will be ranked in a level system giving students additional privileges and responsibilities based on their levels of maturity, behavioral development, leadership ability and ability to form positive habits that will prepare them for future life success. This rank system has four levels; Entry, Bronze, Silver, and Gold. As students increase in rank they gain additional privileges, responsibilities, and opportunities for program advancement within the Academy. The PSA will offer a college prep high school program with a specific emphasis on a high quality standards-based CORE 40 curriculum and public safety career pathways, a combination not typically offered in the traditional school curriculum.

**Assessment Reliability and Scoring Consistency:** Indiana state credit requirements will be followed in awarding diplomas. The PSA Guidance Counselor and Director will evaluate

transcripts to ensure that all requirements have been met and each student has earned his/her diploma. The Guidance Counselor will also oversee the administration of the end-of-course assessments and Graduation Qualifying Exam, as well as track the requirements of the Individual Service Plan (ISP).

**Baseline Data:** Since our students will generally enroll with a varying number of credits earned due to expulsion, being underserved, or variables related to behavior and attendance, the PSA will not start with a pre-determined number of 9<sup>th</sup> through 12<sup>th</sup> graders. This will make diplomas earned during the first three years hard to predict. The end of the first year of enrollment will serve as our baseline due to expelled students regaining their eligibility to return to their home school district and underserved students making the transition to the PSA environment. In year three, original students should have completed or very nearly completed graduation requirement.

### **3<sup>rd</sup> Year Target:**

- *Does not meet standard:* Fewer than 55% of students who have been enrolled with the PSA for at least one year will go on to earn a high school diploma while at the PSA.
- *Approaching Standard:* Between 55% - 64% of students who have been enrolled with the PSA for at least one year go on to earn a high school diploma while at the PSA.
- *Meets Standard:* 65% of students who have been enrolled with the PSA for at least one year go on to earn a high school diploma while at the PSA.
- *Exceeds Standard:* More than 65% of students who have been enrolled with the PSA for at least one year will go on to earn a high school diploma while at the PSA.

### **6<sup>th</sup> Year Target:**

- *Does not meet standard:* Fewer than 60% of students who have been enrolled with the PSA for at least one year will go on to earn a high school diploma while at the PSA.
- *Approaching Standard:* Between 60% - 69% of students who have been enrolled with the PSA for at least one year go on to earn a high school diploma while at the PSA.
- *Meets Standard:* 70% of students who have been enrolled with the PSA for at least one year go on to earn a high school diploma while at the PSA.
- *Exceeds Standard:* More than 70% of students who have been enrolled with the PSA for at least one year will go on to earn a high school diploma while at the PSA.

## **School-Specific Educational Performance Goal 3 for The Officer David S. Moore Public Safety Academy**

**Mission:** The mission of the Officer David S. Moore Public Safety Academy (PSA) will be three-fold; serving high-risk students with literacy and behavioral needs, recruiting underserved in-school students interested in public safety, and hiring military veterans, particularly disabled

veterans, to reach and teach PSA students. The mission's objective will be to place the above student groups in a strength-based environment that emphasizes personal responsibility, community service and academic success, while presenting students hands-on opportunities to explore potential career pathways in public safety not available in the traditional public school curriculum.

**Performance Goal:** Both high-risk out-of-school youth and underserved in-school students enrolled at the PSA for at least one year will have entered and completed a career pathway, preferably a public safety pathway, as part of their Career and Technical Education (CTE) program at the PSA.

**Performance Indicators:** Entry Level out-of-school youth will advance to a Basic Career Academy and successfully engage in career exploration activities leading to a CTE Pathway. Recruited Entry Level in-school students will advance to a Basic Public Safety Academy and engage in public safety career development activities leading to a public safety pathway. Basic Career Academy students can further advance to the Basic Public Safety Academy if career exploration activities lead them in the direction of a public safety pathway. Both groups of students can eventually move to an Advanced Public Safety Academy as cadets for more in depth work in one of the public safety pathways, which can also lead to leadership positions as Academy officers.

**Assessment Tools:** Career Interest Inventories, Workforce Readiness Assessment, CTE/Elective Credit Tracking Sheet, and CTE End-of-Course Assessments and Credentialing.

**Attachments:** N/A

**Rationale for Goal and Measures:** The aforementioned synergy between the basic and advanced public safety academies exemplifies that unique match of opportunity to ability for each student and creates the greatest positive return for the community and a school with a mission worthy of carrying the name David S. Moore Public Safety Academy. A school specifically designed to reverse the negative spiral of expelled students, while at the same time providing a high quality education for in-school students interested in public safety career pathways, would expect the below outcomes during the course of its charter.

- Improved attendance and persistence
- Literacy and numeracy gains
- Behavioral stabilization and growth, leadership development
- Reduction in violent and risky behaviors
- Attainment of a CORE 40 high school diploma
- Successful transition of students into employment or Public Safety Career Pathways
- Positive community revitalization and transformation

**Assessment Reliability and Scoring Consistency:** The Guidance Counselor and College/CTE/Public Safety Coordinator will oversee all inventories and assessments, as well as Credit Tracking Sheets and CTE End-of-Course Assessments. Credentialing will be verified through the training entity charged with authorizing certifications.

**Baseline Data:** The number of graduating students who entered and completed a career pathway, and the number of those students entering and completing a public safety pathway. Additionally, the number of expelled students who entered a career pathway, particularly a public safety pathway, during their first year enrolled at the PSA. Lastly, data on the number of underserved, transferring students who remain in a public safety pathway after the first year of enrollment.

**3<sup>rd</sup> Year Target:**

- *Does not meet standard:* Fewer than 60% of high risk out-of-school youth and fewer than 70% of underserved in-school students have successfully completed a career pathway, with fewer than 65% of all students entering a public safety pathway during their first year at the PSA.
- *Approaching Standard:* Between 60% - 69% of high risk out-of-school youth and 70% - 79% of underserved in-school students have successfully completed a career pathway, with between 65% - 74% of all students entering a public safety pathway during their first year at the PSA.
- *Meets Standard:* 70% of high risk out-of-school youth and 80% of underserved in-school students have successfully completed a career pathway, with 75% of all students entering a public safety pathway during their first year at the PSA.
- *Exceeds Standard:* More than 70% of high risk out-of-school youth and more than 80% of underserved in-school students have successfully completed a career pathway, with more than 75% of all students entering a public safety pathway during their first year at the PSA.

**6<sup>th</sup> Year Target:**

- *Does not meet standard:* Fewer than 65% of high risk out-of-school youth and fewer than 75% of underserved in-school students have successfully completed a career pathway, with fewer than 70% of all students entering a public safety pathway during their first year at the PSA.
- *Approaching Standard:* Between 65% - 74% of high risk out-of-school youth and 75% - 84% of underserved in-school students have successfully completed a career pathway, with between 70% - 79% of all students entering a public safety pathway during their first year at the PSA.

- *Meets Standard:* 75% of high risk out-of-school youth and 85% of underserved in-school students have successfully completed a career pathway, with 80% of all students entering a public safety pathway during their first year at the PSA.
- *Exceeds Standard:* More than 75% of high risk out-of-school youth and more than 85% of underserved in-school students have successfully completed a career pathway, with more than 80% of all students entering a public safety pathway during their first year at the PSA.

### **School-Specific Organizational Viability Goal 1 for The Officer David S. Moore Public Safety Academy**

**Mission:** The mission of the Officer David S. Moore Public Safety Academy (PSA) will be three-fold; serving high-risk students with literacy and behavioral needs, recruiting underserved in-school students interested in public safety, and hiring military veterans, particularly disabled veterans, to reach and teach PSA students. The mission’s objective will be to place the above student groups in a strength-based environment that emphasizes personal responsibility, community service and academic success, while presenting students hands-on opportunities to explore potential career pathways in public safety not available in the traditional public school curriculum.

**Performance Goal:** The PSA will maintain a fiscally solvent organization as a means of achieving long-term sustainability.

**Performance Indicators:** This goal will be measured by the PSA’s ability to meet budget goals and progress toward long-term sustainability. The PSA will provide clear and concise evidence annually and during the fourth and sixth year reviews that the school has completely and effectively managed its finances. The PSA will include evidence of adequate funding to maintain operations and the academic program, both consistently within budget. Reports will be generated and submitted in timely fashion.

**Assessment Tools:** Annual board approved budgets and quarterly financial statements. Summary of findings from audits and any corrective action plans in response to such findings.

**Attachments:** N/A

**Rationale for Goal and Measures:** This goal is important to the viability of the organization. Adequate fiscal soundness will ensure that all of the operations of the PSA are taking place. Being fiscally solvent involves several interrelated concepts; effective financial oversight by the board, realistic budgeting and ongoing monitoring, maintenance of appropriate internal controls and procedures, timely and accurate financial reporting, maintenance of adequate financial resources to ensure stable operations.

**Assessment Reliability and Scoring Consistency:** In respect to reliability and consistency, the board approved budget will provide evidence of financial oversight; quarterly financial statements will show where the PSA stands in alignment to budget, and the summary of audits will display monitoring and maintenance of the budget. With the audit being completed by the state following mandated procedures, it will be reliable and consistent.

**Baseline Data:** Budget figures from the first operational year 2014-2015.

**3<sup>rd</sup> Year Target:**

- *Does not meet standard:* Budget does not meet any projected targets at the end of the first two fiscal years jeopardizing fiscal solvency.
- *Approaching Standard:* Budget does not meet all projected targets after the first fiscal year, but meets more targets the second year after adjustments are made to the budget, approaching fiscal solvency.
- *Meets Standard:* Budget meets all projected targets at the end of the first two fiscal years resulting in fiscal solvency.
- *Exceeds Standard:* The budget is found to be favorable or under budget after all projected targets have been met and all programming accounted for at the end of the first two fiscal years, ensuring long-term fiscal solvency and leading to organizational sustainability.

**6<sup>th</sup> Year Target:**

- *Does not meet standard:* Budget still is not meeting all projected targets at the end of each fiscal year, jeopardizing long-term sustainability.
- *Approaching Standard:* Budget continues to be adjusted, resulting in most projected targets being met each fiscal year while approaching sustainability.
- *Meets Standard:* Budget meets all projected targets at the end of each of the first five fiscal years resulting in long-term sustainability.
- *Exceeds Standard:* The budget is found to be favorable or under budget after all projected targets have been met and all programming accounted for at the end of the five year fiscal period, ensuring long-term sustainability.

**School-Specific Organizational Viability Goal 2 for The Officer David S. Moore Public Safety Academy**

**Mission:** The mission of the Officer David S. Moore Public Safety Academy (PSA) will be three-fold; serving high-risk students with literacy and behavioral needs, recruiting underserved in-school students interested in public safety, and hiring military veterans, particularly disabled veterans, to reach and teach PSA students. The mission's objective will be to place the above student groups in a strength-based environment that emphasizes personal responsibility, community service and academic success, while presenting students hands-on opportunities to

explore potential career pathways in public safety not available in the traditional public school curriculum.

**Performance Goal:** The PSA will meet enrollment, attendance, and retention targets each year of the charter term.

**Performance Indicators:** All 150 student slots will be filled for the 2014-2015 school year and will increase incrementally each subsequent year as shown in the seven year enrollment chart below. Attendance will be monitored as a means of assessing student engagement. Retention will be gauged by the number of attending out-of school youth on active expulsion who remain at the PSA after regaining their eligibility to return to their base high school. Retention will also be gauged by the number of attending in-school students recruited to the PSA from traditional high schools who remain until earning a diploma.

	<b>Grade Levels</b>	<b>Student Enrollment</b>
First Year	9-12	150
Second Year	9-12	180
Third Year	9-12	210
Fourth Year	9-12	240
Fifth Year	9-12	270
Sixth Year	9-12	300
Seventh Year	9-12	330
Maximum		350 fulltime students

**Assessment Tools:** ADM data, quarterly enrollment data, attendance reports, and retention data.

**Attachments:** N/A

**Rationale for Goal and Measures:** In order to meet community needs, the PSA needs to have both expelled and underserved students enrolled. Meeting enrollment targets will show that we are impacting as many youth in the community that the PSA has the capacity to serve. Monitoring attendance will determine level of student engagement in the PSA program by both expelled out-of-school youth and those in-school students recruited to pursue a public safety pathway. By meeting enrollment targets and having engaged, successful students in attendance, retention will be positively impacted by the number of expelled students electing to remain at the PSA after their expulsion has ended and the number of recruited in-school students earning a high school diploma after transferring to the PSA.

**Assessment Reliability and Scoring Consistency:** ADM will give the PSA their initial enrollment used to determine funding. However, monitoring quarterly data ensures that the PSA will maintain enrollment throughout the school year, particularly since students will be enrolling at all times throughout the year and not just leading up to ADM count day. In an effort to

maintain enrollment targets throughout the school year, incarcerated youth transitioning back to their home school district will be considered for enrollment as a population for future growth. Furthermore, regular attendance monitoring will provide the PSA consistent and reliable data on student engagement and progress. Both of these assessment variables will contribute to reliable and consistent tracking of student retention, particularly of those expelled students regaining eligibility to return to their base high school.

**Baseline Data:** ADM and quarterly enrollment, attendance, and retention data for 2014-2015.

### **3<sup>rd</sup> Year Target:**

- *Does not meet standard:* Fewer than 180 students are enrolled and fewer than 70% on average attend daily and have remained at the PSA for at least one year.
- *Approaching Standard:* Between 180 and 209 students are enrolled and an average of 70% - 79% attend daily and have remained at the PSA for at least one year.
- *Meets Standard:* 210 students are enrolled and an average of 80% attend daily and have remained at the PSA for at least one year.
- *Exceeds Standard:* More than 210 students are enrolled and an average of more than 80% attend daily and have remained at the PSA for at least one year.

### **6<sup>th</sup> Year Target:**

- *Does not meet standard:* Fewer than 270 students are enrolled and fewer than 75% on average attend daily and have remained at the PSA for at least one year.
- *Approaching Standard:* Between 270 and 299 are enrolled and an average of 75% - 84% attend daily and have remained at the PSA for at least one year.
- *Meets Standard:* 300 students are enrolled and an average of 85% attends daily and have remained at the PSA for at least one year.
- *Exceeds Standard:* More than 300 students are enrolled and more than 85% attend daily and have remained at the PSA for at least one year.

## **V. Educational Services Provided**

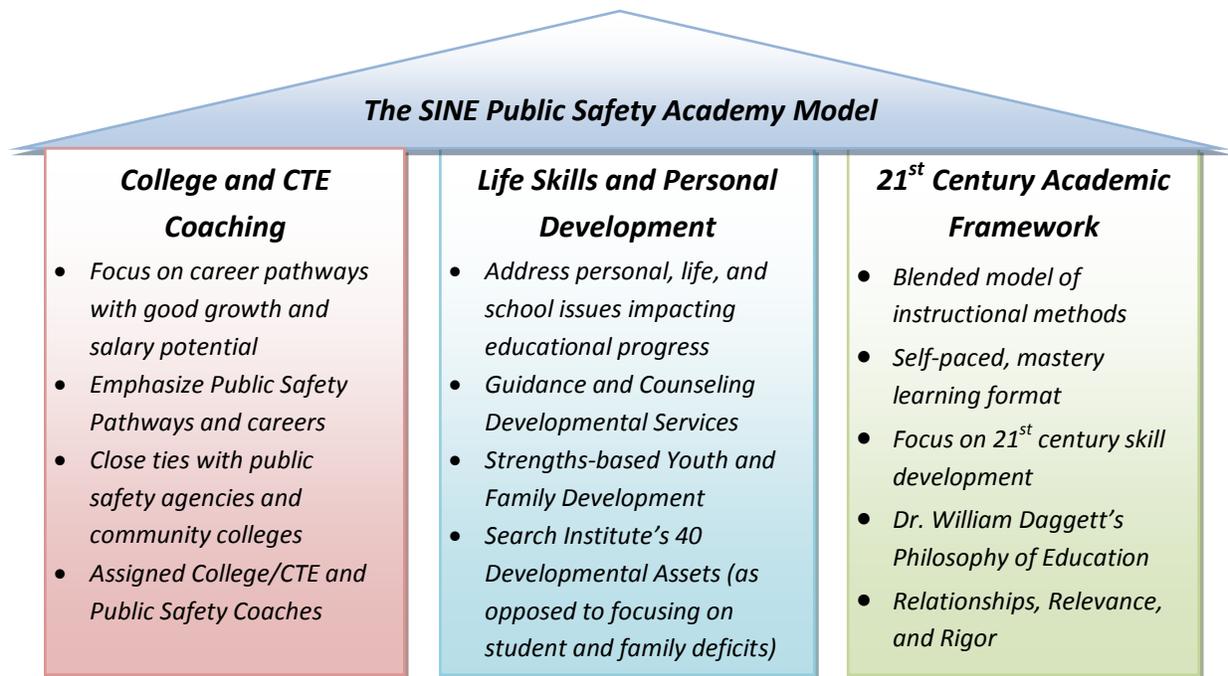
### **A. Educational Model**

The SINE Public Safety Academy Educational Model is based on the Five Promises of America's Promise Alliance. America's Promise Alliance is the nation's largest partnership organization dedicated to improving the lives of children and youth by raising awareness, supporting communities, and engaging in nonpartisan advocacy. The Five Promises are the fundamental resources that young people need to succeed. Everything the PSA intends to do is built around the framework of ensuring that the youth they plan to serve experience more of the below Promises.

- **Caring Adults** - ongoing relationships with caring adults who offer support, care, and guidance.
- **Safe Places** - safe places with structured activities provide a space to learn and grow.
- **Healthy Start and Future** - adequate nutrition, exercise and healthcare pave the way for healthy bodies, minds and smart habits.
- **Effective Education** - marketable skills through effective education help youth navigate the transition from school to work.
- **Opportunities to help others** - Give back to the community and school through service.

Youth who receive at least four of the Five Promises are more likely than those who experience only one or zero Promises to succeed academically, socially and civically, as well as experience fewer gaps across racial and economic boundaries. Youth served by the PSA will be more likely to avoid violence, contribute to their communities, and achieve higher grades in school.<sup>6</sup>

The SINE PSA Educational Model has three main pillars: College and CTE (Career and Technical Education) Coaching, Life Skills and Personal Development, and a 21<sup>st</sup> Century Academic Framework meeting the needs of students on expulsion due to irresponsible behavior.



“College and CTE Coaching” functions are ingrained in the everyday operations of the PSA. From the first days a student is enrolled in the PSA, there is a strong emphasis on increasing exposure and awareness to industries that may provide viable opportunities for employment, particularly public safety careers. With that vision in mind, students will progress through their academic content with the expectation that their work can lead to credentialing and employment

<sup>6</sup> America’s Promise Alliance: *The Five Promises*, 2010.

in a career pathway of interest. Students who demonstrate the skills necessary to work at postsecondary level will be encouraged to take postsecondary-level coursework as a way of encouraging them to continue on a path of lifelong learning. As a result, dual credit and postsecondary credits will be a feature of the College and CTE Coaching component.

The “Life Skills and Personal Development” pillar is designed to address the life barriers and issues that prevent students from being successful, as well as incorporate life skills and personal development in their instructional program. The Guidance and Counseling Center staff, which includes a Guidance Counselor, College/CTE and Public Safety Coordinator, and both Instructional and College/CTE and Public Safety Coaches, will be responsible for instilling a strength-based approach to working with students and their families. The relationship that coaches create with each student is a critical factor in their success, as those relationships will provide security, confidence, and encouragement for students to continue when the work becomes difficult and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students’ continued education, whether through short-term barriers (expulsion and incarceration) or long-term challenges (including student self-efficacy and self-confidence). Coaches will also work with students as they develop the Search Institute’s 40 Developmental Assets, an approach that has strong evidence of supporting good behaviors among youth. Content related to the 40 Developmental Assets will be integrated into student projects and coursework at all levels of the school. The assets are also used as the basis of a student rank system that grants students more privileges and responsibilities as they progress through the PSA program. College—Career/Technical Education—Public Safety Coaches will connect with each of their students at least biweekly to assess whether additional supports or services are needed to meet personal and academic needs.

The “21<sup>st</sup> Century Academic Framework” pillar uses a blended model of instructional methods that fit each individual’s learning style through a self-paced, mastery learning format. This flexibility is critical for expelled students, who often must continue their education after having been out of school, behind academically, and in need of remediation services. Students will progress through learning modules that are designed to teach content aligned to the academic standards. Licensed teachers will validate the content of this material and assess students’ mastery of the coursework. In addition, the PSA will prepare students to learn the general skills necessary to become successful in 21st-century workplaces.

Students will experience blended learning through APEX Learning. This blended approach combines the best elements of online and face-to-face learning, an approach found to be more effective than either one alone. APEX is an online learning program that will be used to individualize instruction for students. The online learning system allows students to work at their own pace and engage in multi-media presentations of instruction in the process. Research shows that when students are empowered to take charge of their learning, performance increases and learning accelerates; students stay in school, earn credits, and achieve at higher levels, resulting

in higher graduation rates.<sup>7</sup> Students will work on APEX anytime during the day, from any computer with internet access, moving at their own pace outside of actual class contact time. SINE has budgeted to ensure that each student is equipped with a laptop computer with wireless internet so that access to technology is not a barrier to completion of work when not on campus.

The *Partnership for 21st Century Skills* developed the “21<sup>st</sup> Century Student Outcomes and Support Systems” framework identifying many of the critical competencies and skills essential to students preparing to enter the workforce in the 21st century. These skills are grouped into four general categories: Core Subjects – 3Rs and 21st Century Themes; Life and Career Skills; Learning and Innovation Skills – 4Cs (Critical Thinking, Communication, Collaboration, Creativity); and Information, Media and Technology Skills. The skills highlighted below will be integrated into the school’s curriculum in order to prepare students to become workplace-ready. Students will build on themes and case studies applied in workplace contexts, encouraging students to develop and demonstrate skills that will be valuable in workplace environments. Opportunities for students to demonstrate these skills are woven into core content and school progress assessment. The school’s emphasis on these skills will enable each student to understand how mastery of the core curriculum can be used as a means to develop skills that will be important in his or her future career endeavors.<sup>8</sup>

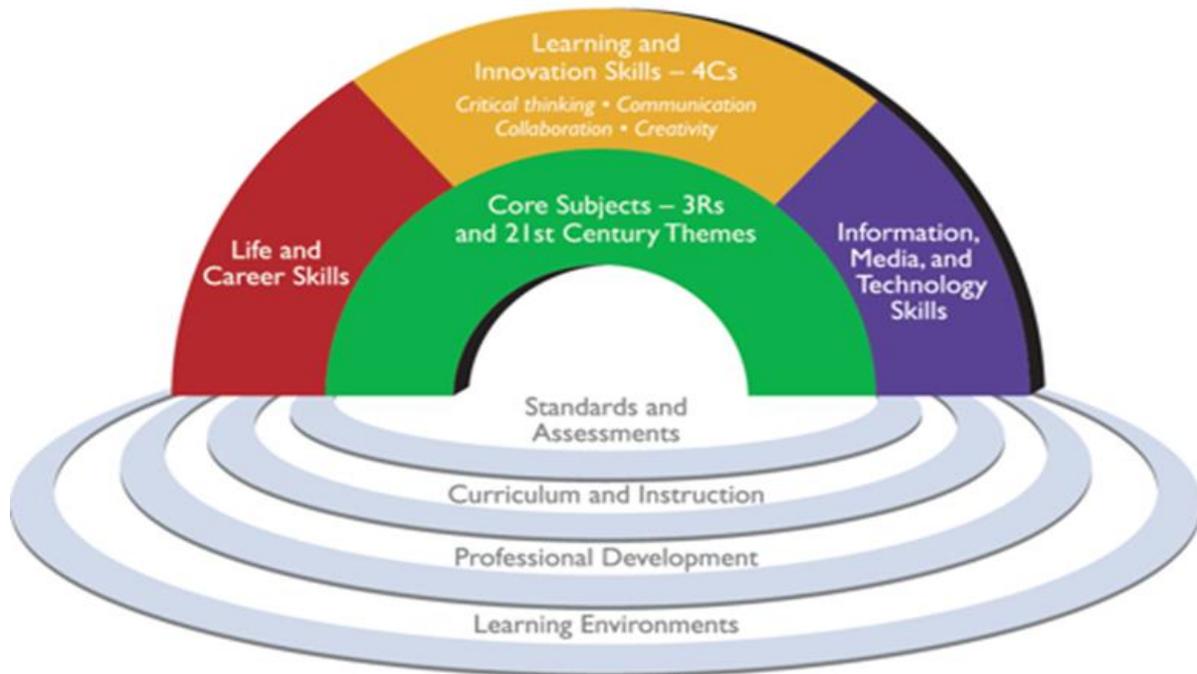
The PSA takes the Framework’s focus area on Life and Career Skills and targets public safety pathways. As a result, all students in the school will be presented with career development and public safety coursework, including thematic elements of public safety in classes, and work towards internships in public safety positions. Academics will also be reinforced by cross-disciplinary thematic elements that will encourage student participation in the PSA. Coursework will incorporate themes related to public safety in a variety of formats. As a result, students will learn core content while developing familiarity with and knowledge of topics related to public safety. In addition, electives and other courses will be available to increase students’ exposure to public safety pathways, including dual-credit courses through Ivy Tech Community College. In addition, students will be developing life skills that are a fundamentally important baseline for good citizenship, the world of work, and for the making of good public safety employees.

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<sup>7</sup> APEX Learning (2011). *A Proven Pedagogical Model*.

<sup>8</sup> *The Partnership for 21<sup>st</sup> Century Skills, Framework for 21<sup>st</sup> Century Learning*, March 2011.

## 21st Century Student Outcomes and Support Systems



The above strands of Standards and Assessments, Curriculum and Instruction, Professional Development, and Learning Environments will be adapted for the needs of students expelled from school. Expelled students will enroll in the PSA at various times throughout the year, and some students will return to their base schools once their term of expulsion has ended. As a result, these strands will be designed to accommodate student enrollment in the PSA for as little as one semester, allowing them to earn some level of high school credit that can be taken back to their school of origin. Ideally, students will elect to remain at the PSA, enter a public safety pathway, graduate, and further their education or pursue a career in public safety.

As a final component of the 21<sup>st</sup> Century Academic Framework, The PSA's adoption of Dr. William Daggett's academic philosophy can be summarized through the three R's: relationships, relevance, and rigor. Dr. Daggett created the catchphrase "Rigor, Relevance, and Relationships." Dr. Daggett says what is relevant to one child is not relevant to the next child, which is why the third R – which is relationships – is so important. He also stated that "Relevance Makes Rigor Possible."<sup>9</sup> With his emphasis on relationships and the importance placed on relevance in respect to increasing rigor, the PSA is ordering the three R's as Relationships, Relevance and Rigor. Our catchphrase, "Relevance Makes Rigor Possible – Relationships Make Anything Possible!"

<sup>9</sup> *Rigor, Relevance & Relationships: An Interview with Bill Daggett, By Peter DeWitt, January 2012.*

### Relationships: An Academy-Based Level System of Support

At-risk students benefit from strong relationships with peers and staff involved in their education. These relationships provide consistent support for student education, motivation to achieve goals, and encouragement to overcome obstacles that might impede progress. Students in the PSA will advance along a level system of relationships and support consisting of Entry, Bronze, Silver, and Gold levels. Rank within a particular level determines student placement along a continuum of Academies: Basic Career Academy, Basic Public Safety Academy, Advanced Public Safety Academy, and Advanced Leadership Academy. Students will be assigned to a “cadet cadre” upon advancement to the Basic Public Safety Academy, with cadres often defined by shared interests, experiences, or life situations. Each cadre will engage in team and relationship building exercises to develop rapport and support one another in their progress through the level system. The staff team approach with individual students and cadres will offer opportunities for them to provide feedback and assess student performance. Training and support pertinent to life situations (handling negative emotions, appropriate behavior, etc.) will be offered by staff periodically to individual students and cadres. Occasionally, students and cadres can share their troubles and challenges to continuing their education and receive support for their growth. Each student and cadre will be guided by a coach whose main mission is to promote continued student engagement and advancement. Coaches facilitate team relationships and meet individually with students to help them overcome barriers to their educational progress. Coaches will promote student motivation by assisting students to map their educational futures and plan to meet their long-term goals as well providing them with different strategies to use in stressful situations. A coach will help each student develop problem-solving skills to overcome life challenges, instill confidence that students can succeed in educational environments and motivate students to take steps to overcome life and work barriers to continuing education.

### Relevance: Focusing on Student Interests, Learning Styles, and Aptitudes in Addition to Content

Relevance refers to learning in which students apply core knowledge, concepts, or skills learned in PSA coursework to solve real-world problems. Relevant learning is interdisciplinary and contextual. Student work will range from routine to complex at any grade level and in any subject while attending the PSA. Relevant learning will be created, for example, through authentic problems or tasks, simulation, service learning, connecting concepts to current issues, and helping others through peer mentoring and tutoring. In addition, the PSA will prepare students to learn the general skills necessary to become successful in 21st-century workplaces through relevant experiences in their career development and exposure to public safety pathways. Students will build on themes and case studies applied in workplace contexts, encouraging them to develop and demonstrate skills that will be valuable in workplace environments. Opportunities for students to demonstrate these skills are woven into core content and school progress. The school’s emphasis on these skills will enable each student to

understand how mastery of the core curriculum can be used as a means to develop skills that will be relevant in his or her own life and career pathway.

Rigor: Rigorous learning will occur at any grade level in any subject in the PSA.

Rigor refers to academic rigor — learning in which students demonstrate a thorough, in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem-solving, evaluation, or creativity. Rigorous learning can occur at any school grade and in any subject. When students find their studies relevant, teachers can increase the rigor to meet the needs of students. In the words of Dr. Daggett, “Relevance makes rigor possible.”<sup>10</sup>

### **Research Demonstrating Effectiveness of our Educational Model with the Intended Student Population**

In its attempt to improve outcomes for at-risk youth, The Office of Juvenile Justice and Delinquency Prevention reviewed the research outlining program models for interventions with at-risk youth in order to determine which elements were most significant in achieving intended outcomes. Reviewing almost 1,000 reports of a variety of programs, OJJDP identified the following elements as key indicators of an effective alternative school programs. The Public Safety Academy’s implementation plans are based upon these key elements.

- Strong leadership
- Lower student-to-staff ratio
- Carefully selected personnel
- Early identification of student risk factors and problem behaviors
- Intensive counseling/mentoring
- Prosocial skills training
- Strict behavior requirements
- Curriculum-based on real-life learning
- Emphasis on parental involvement
- District-wide support of the programs

In 2002, the Committee on Community-Level Programs for Youth reviewed research of positive youth development activities. From their research, they made a significant recommendation regarding the approach of youth programs, arguing that “Community programs for youth should be based on a developmental framework that supports the acquisition of personal and social assets, in an environment, and through activities, that promote both current adolescent well-being and future successful transitions to adulthood.” The Committee identified several key features that are critical elements in effective youth programs.

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<sup>10</sup> Daggett 2012, *The Daggett System for Effective Instruction*.

<b><i>Features of Positive Developmental Settings</i></b>	
<b><i>Feature</i></b>	<b><i>Description</i></b>
<i>Physical and Psychological Safety</i>	<i>Safe and health-promoting facilities; practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions</i>
<i>Appropriate Structure</i>	<i>Limit setting; clear and consistent rules and expectations; firm-enough control; continuity and predictability; clear boundaries; and age-appropriate monitoring</i>
<i>Supportive Relationships</i>	<i>Warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment; and responsiveness</i>
<i>Opportunities to Belong</i>	<i>Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement and integration; opportunities for socio-cultural identity formation; and support for cultural and bicultural competence</i>
<i>Positive Social Norms</i>	<i>Rules of behavior; expectations; injunctions; ways of doing things; values and morals; and obligations for service</i>
<i>Support for Efficacy and Mattering</i>	<i>Youth-based; empowerment practices that support autonomy; making a real difference in one's community; and being taken seriously. Practices that include enabling; responsibility granting; and meaningful challenge. Practices that focus on improvement rather than on relative current performance levels</i>
<i>Opportunities for Skill Building</i>	<i>Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacies, media literacy, communication skills, and good habits of mind; preparation for adult employment; and opportunities to develop social and cultural capital.</i>
<i>Integration of Family, School, and Community Efforts</i>	<i>Concordance, coordination; and synergy among family, school, and community</i>

Each of these elements will also be incorporated in the PSA's design, most notably within the rank system created by the school. The rank system is based on the Search Institute's 40 Developmental Assets, an itemized list of developmental assets that youth can build to demonstrate strong boundaries. Research on the Search Institute's Assets has shown the list to be a strong predictor of later success in life: students with higher levels of assets are less prone to risky behaviors, are less likely to commit acts of violence, and are more likely to graduate from school.

## Research Demonstrating the Merits of the Public Safety Academy’s Educational Model

Strong evidence also shows that the PSA’s educational model is a good match for the anticipated student population. Hands-on learning has been proven to be an effective way of engaging at-risk students in programs, because they promote student interest and create more blended focus.<sup>11</sup> Particularly, the use of technology to provide hands-on learning opportunities and individualized, self-paced instruction has been shown to be effective.<sup>12</sup> There is also evidence that the Public Safety Academy’s integration of asset building into coursework can boost student achievement. Integrating life skills education – like conflict resolution skills – into more traditional curriculum has been shown to promote higher achievement, greater retention of the academic content, and better transfer of learning from one domain to another.<sup>13</sup>

In addition, a strong focus on project-based learning has also been proven to support academic results among at-risk students. Project-based learning allows coursework to focus on student strengths, focus on an interesting topic, and demonstrate basic skills. In a self-directed project, teachers are not purveyors of content but instead a guide and assistant for a student-led approach.

A number of organizations across the United States have used elements of the Public Safety Academy’s proposed educational model and have achieved success helping individuals who have had little success in traditional school continue their educational progress, particularly those at-risk of school failure. **Appendix B** contains a descriptive listing of charter and public alternative school programs serving county-wide at-risk populations recently visited by SINE personnel. Furthermore, a handful of public safety programs serving secondary school populations exist across the nation, but none serving students expelled from school, and none with the number of different public safety pathways being proposed by SINE. **Appendix C** contains a descriptive listing of national public safety educational programs for secondary school students.

## Yearly and Daily Calendar

### Yearly Calendar

For many at-risk students left to their own devices, time out of school can be a major barrier to continued educational engagement and success. To mitigate this risk, the PSA will operate on a year-round calendar. This comprehensive calendar maximizes the number of days in the classroom for students, with more than 200 school days to be scheduled. A robust variety of

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<sup>11</sup> Taylor-Dunlop, K. & Norton, M. M. (1997). *Out of the mouths of babes: Voices of at-risk adolescents*. *The Clearing House*, 70(5), 274-78.

<sup>12</sup> Cardon, P. (2000). *At Risk Students and Technology Education: A Qualitative Study* Gokhale, A. A. (1996). *Journal of Industrial Teacher Education*, 33(4), 36-46.

<sup>13</sup> Stevahn, L., Johnson, D. W., Johnson, R. T., & Schultz, R. (2002). *Journal of Social Psychology*, 142(3), 305-331.

classroom, academic intervention, elective, and enrichment activities will ensure that students have a number of viable in-school opportunities to explore. The school will be closed on all major holidays. In addition, the school will be closed for two weeks during the December/January holidays and an additional two weeks during the beginning of July. The PSA's year round calendar will be organized into quarterly cycles with nine weeks of academic instruction and two weeks of non-core academic activities as shown in the chart below.

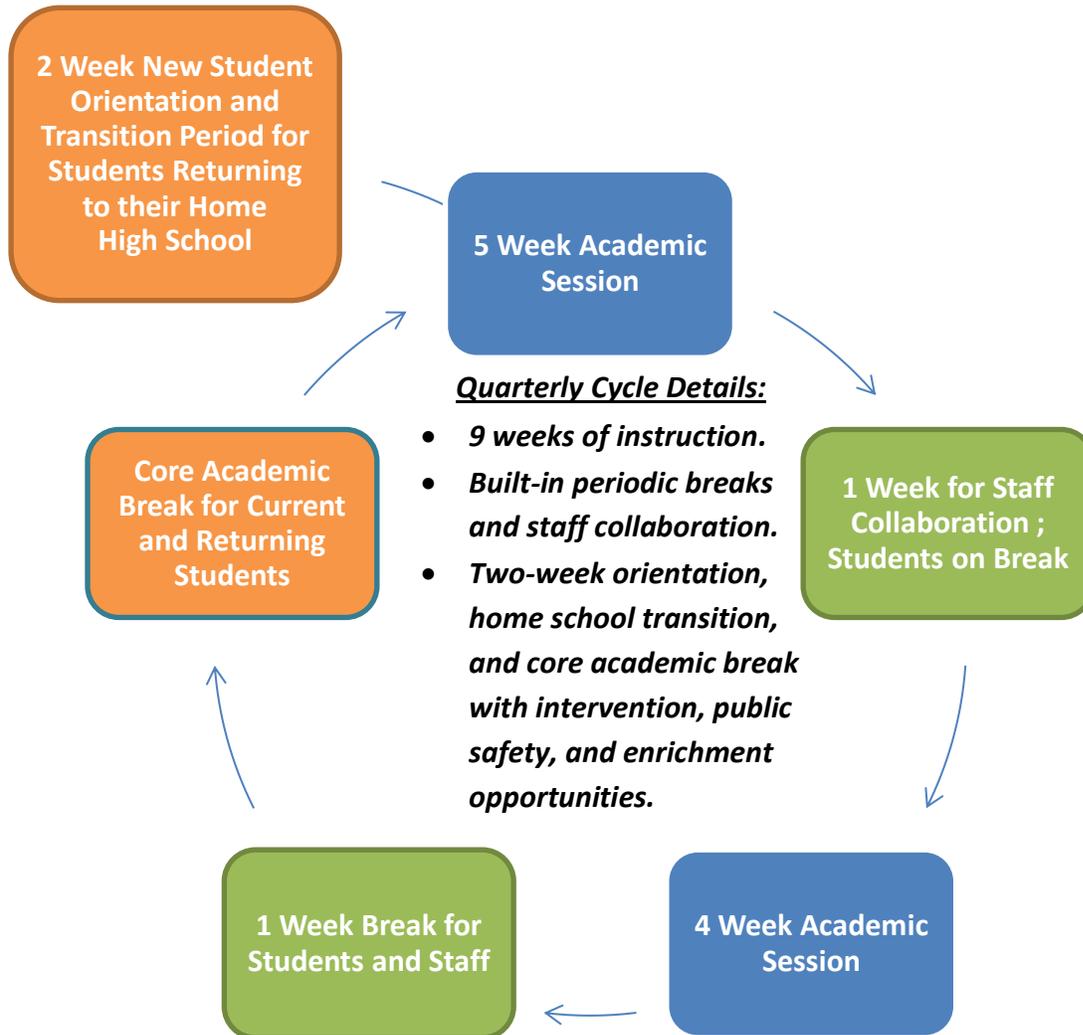
### Two-Week Orientation and Transition Phase

After enrollment, students will participate in a two week orientation that will acclimate them to the expectations and climate of the school. This orientation will also be used to review the student's transcript and decide which classes he/she needs. Over the course of two weeks, students will familiarize themselves with PSA expectations, participate in skill development, and undergo academic and asset assessments. During the orientation phase students will learn the policies and procedures of the school in an interactive and hands-on manner. They will also be introduced to the School-Wide Positive Behavior Support system, and learn how to use resources to prevent problematic behavior. Students will be asked to reflect on what caused them to be expelled, what they like/dislike about school, what has caused them to become disengaged, and what their biggest struggle has been. During the reflection period students will be urged to keep it real and be forthcoming with no censorship. This approach will allow each student to let their emotions and feelings out, which is healthy on its own accord. This approach also provides the staff an opportunity to learn about the student, create a safe environment for expression, and sets the groundwork for teaching appropriate means of communication between staff and students.

Since the principles of the PSA are founded on strengths, assets, and positive reinforcement, students will be asked to set four goals by the end of the orientation period; two short-term goals the student wants to accomplish within the first quarter and the first semester respectively, and two long-term goals the student wants to achieve within one year and over the next five years. Students will then collaborate to generate a plan to achieve these goals. This plan will help set the foundation for the supportive, collaborative, and goal-oriented academic environment that follows the orientation phase.

Orientation sessions will take place several times each year, allowing for no more than two academic cycles to take place before the next orientation. No more than 30 students will participate in each orientation. During the school start-up phase, two orientation sessions may be staggered back-to-back to populate the school before the first academic cycle begins. Students will receive one credit at the end of this orientation phase. Once the orientation is complete, a student will participate in a nine week academic session in which the student will have an opportunity to earn up to seven half credits in both core and elective subjects.

## PSA Year Round – Four Quarter School Calendar



### Student Activities During the Two-Week Core Academic Break

The two week break will also be used to transition out those students who are returning to their base school districts after the end of their expulsion period. For students who are already enrolled and not transitioning out, this two week time period will be used either for intense academic intervention, unique job shadowing/internship experiences, and/or community service and public safety activities. This two week period should be seen as a core academic break, not a school break for students. Students will also apply for changes in rank before the final four-week academic session begins each quarter. During these few final weeks, a student will be preparing his/her demonstration and working to advance in rank. These demonstrations will take place before the end of each academic session. A ceremony will take place to commemorate those students who advanced in rank and met their goals as established during the initial orientation period. Parents, friends, peers, and family members will be encouraged to attend.

## Daily Calendar

The PSA will be open Monday – Friday, with classes taking place from 8:00 a.m. to 4:30 p.m. Students will select their preferred block of time, either 8:00 – 11:30 a.m. or 1:00 – 4:30 p.m., with a common lunch and “Resource” period between 11:30 – 1:00 p.m. for incoming and outgoing students. Each block displayed in the below chart provides brick-and-mortar, face-to-face, hands-on learning in our blended model of instruction.

<b>Time</b>	<b>Brick-and-Mortar, Face-to-Face, Hands-On Instruction</b>
8:00 – 8:50 a.m.	Morning Block Period 1 (core academic/elective)
8:53 – 9:43 a.m.	Morning Block Period 2 (core academic/elective)
9:46 – 10:36 a.m.	Morning Block Period 3 (core academic/elective/public safety course)
10:39 – 11:29 a.m.	Morning Block Period 4 (core academic/elective/public safety course)
11:30 a.m. – 1:00 p.m.	Common Lunch and Student Resource Period (arrivals/departures)
1:00 – 1:50 p.m.	Afternoon Block Period 1 (core academic/elective/public safety course)
1:53 – 2:43 p.m.	Afternoon Block Period 2 (core academic/elective/public safety course)
2:46 – 3:36 p.m.	Afternoon Block Period 3 (core academic/elective)
3:39 – 4:29 p.m.	Afternoon Block Period 4 (core academic/elective)

The second component of the PSA’s blended model is APEX Learning’s digital curriculum, a component that students can access for their online courses 24 hours a day from any computer with internet access. This will allow students to move at their own pace outside of the brick-and-mortar, face-to-face, hands-on instructional component highlighted above. The PSA will equip each student with a laptop computer with wireless internet access so access to technology will not be a barrier to students completing work when they are not on campus. This blended approach will combine the best elements of online and face-to-face learning so that instruction can be individualized, self-paced, and based on the tenants of mastery learning.

### **A Day in the Life of a Typical Student**

<b>Time</b>	<b>A Day in the Life of a Typical Morning Block Student</b>
8:00 – 8:50 a.m.	Morning Block Period 1: Hands-On Math/Science Combined
8:53 – 9:43 a.m.	Morning Block Period 2: College and Career Preparation (elective)
9:46 – 10:36 a.m.	Morning Block Period 3: Hands-On English/Social Studies Combined
10:39 – 11:29 a.m.	Morning Block Period 4: Public Safety Course: Criminal Justice I

11:30 a.m. – 1:00 p.m.	Eats lunch and connects with assigned Coach before departure
1:00 – 1:50 p.m.	Internship with the Indianapolis Metropolitan Police Department
1:53 – 2:43 p.m.	Internship with the Indianapolis Metropolitan Police Department
2:46 – 3:36 p.m.	Laptop work on Music Appreciation lesson using APEX Digital
3:39 – 4:29 p.m.	Laptop work on Skills for Health and P.E. using APEX Digital

<b>Time</b>	<b>A Day in the Life of a Typical Afternoon Block Student</b>
8:00 – 8:50 a.m.	Job Shadow with the Indianapolis Fire Department, Station #2
8:53 – 9:43 a.m.	Job Shadow with the Indianapolis Fire Department, Station #2
9:46 – 10:36 a.m.	Laptop work on Spanish I lesson using APEX Digital
10:39 – 11:29 a.m.	Laptop work on Art Appreciation using APEX Digital
11:30 a.m. – 1:00 p.m.	Eats lunch upon arrival and connects with the School Counselor
1:00 – 1:50 p.m.	Afternoon Block Period 1: Public Safety Course: Fire and Rescue I
1:53 – 2:43 p.m.	Afternoon Block Period 2: Interpersonal Relationships (elective)
2:46 – 3:36 p.m.	Afternoon Block Period 3: Hands-On Math/Science Combined
3:39 – 4:29 p.m.	Afternoon Block Period 4: Hands-On English/Social Studies Combined

### **A Day in the Life of a Typical General Education Teacher**

<b>AM and PM Sessions</b>	<b>A Day in the Life of a Typical Science/Mathematics Teacher</b>
8:00 – 8:50 a.m.	Morning Block Period 1: Direct Instruction w/ Bronze Level Group
8:53 – 9:43 a.m.	Morning Block Period 2: Direct Instruction w/ Silver Level Group
9:46 – 10:36 a.m.	Morning Block Period 3: Direct Instruction w/ Gold Level Group
10:39 – 11:29 a.m.	Morning Block Period 4: Financial Literacy Instruction (Bronze)
11:30 a.m. – 1:00 p.m.	Combined lunch and staff collaborations in Professional Learning Community (PLC): Interdisciplinary planning for B/S/G Levels.
1:00 – 1:50 p.m.	Afternoon Block Period 1: Direct Instruction w/ Bronze Level Group
1:53 – 2:43 p.m.	Afternoon Block Period 2: Direct Instruction w/ Silver Level Group
2:46 – 3:36 p.m.	Afternoon Block Period 3: Direct Instruction w/ Gold Level Group
3:39 – 4:29 p.m.	Afternoon Block Period 4: Foundations Math (Entry Level Students)

## A Day in the Life of the Special Education Teacher and Students

AM and PM Sessions	A Day in the Life of the Special Education Coordinator/ Lead Teacher and Students
8:00 – 8:50 a.m.	Morning Block Period 1: General Education Inclusion for students/ teacher recordkeeping, IEPs, case conferences.
8:53 – 9:43 a.m.	Morning Block Period 2: General Education Inclusion for students/ teacher recordkeeping, IEPs, case conferences.
9:46 – 10:36 a.m.	Morning Block Period 3: General Education Inclusion for students/ teacher recordkeeping, IEPs, case conferences.
10:39 – 11:29 a.m.	Morning Block Period 4: General Education Inclusion for students/ teacher recordkeeping, IEPs, case conferences.
11:30 a.m. – 1:00 p.m.	Lunch and leads staff collaborations in Professional Learning Community (PLC): Interdisciplinary planning for B/S/G Levels.
1:00 – 1:50 p.m.	Afternoon Block Period 1: General Education Inclusion for students/ teacher recordkeeping, IEPs, case conferences.
1:53 – 2:43 p.m.	Afternoon Block Period 2: General Education Inclusion for students/ teacher recordkeeping, IEPs, case conferences.
2:46 – 3:36 p.m.	Afternoon Block Period 3: General Education Inclusion for students/ teacher recordkeeping, IEPs, case conferences.
3:39 – 4:29 p.m.	Afternoon Block Period 4: General Education Inclusion for students/ teacher recordkeeping, IEPs, case conferences.

### B. Curriculum

The PSA will utilize the APEX Learning curriculum for online and face-to-face classes. The digital curriculum allows for flexibility in scheduling and individual student needs. Students' assignment to courses in APEX will be individualized to meet their learning needs, allowing each student to engage in their own pathway to success, which directly aligns with the mission of the PSA.

Research supports APEX learning as an effective method with at-risk students. Two Indiana charter schools visited by SINE, Christel House DORS in Indianapolis and the South Bend Career Academy in South Bend, have found APEX Learning to be successful with at-risk students, providing a structured curriculum and empowering students to take charge of their own learning. The Aldine Independent School district has been recognized as an outstanding national example by the Principal's Partnership and the National Dropout Prevention Center for its use of

APEX with at-risk students.<sup>14</sup> Principal Scott Hornblower of Cincinnati Public Schools stated, “It took the risk out of at-risk. Because students work on computers to access all of their content, they are developing better computer skills and a greater comfort level with technology than many traditional students. They are going on to post-secondary courses, or into the workplace, better skilled with computers and technology.”<sup>15</sup>

Additionally, America’s Promise Alliance has recently partnered with APEX Learning to increase the nation’s graduation rate.<sup>16</sup> America’s Promise Alliance is the nation’s largest partnership organization dedicated to improving the lives of children and youth by raising awareness, supporting communities, and engaging in nonpartisan advocacy. The Five Promises of the Alliance have been adopted by the PSA as a primary component of their educational model, so having components of these partnering entities as part of our philosophy serves as a powerful one-two punch for educating at-risk youth.

APEX provides core content courses on four levels so that students receive grade level content at a level that they can read and learn from independently. Struggling readers have access to the same content as advanced students, but the presentation of materials is individualized to meet students where they are. The Foundations course will be used as a supplement to help students who are below grade level, building basic skills in mathematics, reading, and writing. APEX online learning also provides supports for English Language Learners, as well as support for diverse learners, using brain-based research in the programming.

APEX courses all have a scope and sequence that are aligned to the Common Core and state standards and are scaffolded to support student learning. The curriculum is organized into semesters, units, lessons, and activities. A typical lesson comprises a number of activities including studies, practices, readings, journals, labs, discussions, projects, explorations, reviews, and embedded assessments. APEX courses include many resources such as images, multimedia tutorials, interactive exercise, and web links. Students will be engaged as they read, watch, listen, inquire, write, discuss, and manipulate. PSA teachers will have time during professional development to collaborate and extend upon the APEX curriculum, creating multi-disciplinary projects. The projects will extend the student’s learning even further. Core courses meet the needs of a range of students as they master rigorous content and earn credits toward graduation. While Core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding for students who benefit from additional learning support.

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<sup>14</sup> Butch and Watson (2008). *Promising Practices in Online Learning: Using Online Learning for At-Risk Students and Credit Recovery*.

<sup>15</sup> Watson, John (2011). *Promising Practices in Online Learning. Blending Learning: The Convergence of Online and Face-to-Face Education*. North American Council for Online Learning.

<sup>16</sup> America’s Promise Alliance (2011). *America’s Promise Alliance and Apex Learning partner with school districts to increase nation’s graduation rate*. Washington D.C

See **Appendix D** for the course flow by core content area and CTE Pathways for PSA students. See **Appendix E** for sample core course learning activities and course outlines. Sample exit standards for core and public safety related courses can be found in **Appendix F**. All courses will be aligned with the Indiana State and Common Core Standards. “Each Apex Learning online course listed in **Appendix G** provides a complete scope and sequence based on national and state standards. The curriculum is organized into semesters, units, lessons, and activities. A typical semester includes 5 to 7 units, each with 3 to 6 lessons. A typical lesson comprises a number of activities including studies, practices, readings, journals, labs, discussions, projects, explorations, reviews, and embedded assessments.”<sup>17</sup> Due to Individual Service Plans (ISPs) for students and several different methods of instruction, some students will utilize the Common Core aligned digital curriculum for the core content areas on APEX Learning online, some students will take face to face classes with PSA teachers following the APEX curriculum, and some students will be utilizing a blended approach to learning with the best of both worlds.

**English Language Arts:** PSA English Language Arts classes will provide a balance of reading, writing, grammar, listening, speaking, and literature studies. Students will not only be prepared for post-secondary English courses, but they will also develop a deeper connection to the community as they engage in communication, collaboration, and critical thinking. Students will develop essential skills in reading and writing. They will expand their horizons by reading texts of different genres and about different cultures of the world. Students will critically and reflectively evaluate the literature that they read in writing and through speaking. Students will learn the process to write well including: prewriting, drafting, revising, editing, and producing a final piece of work. Students will write clear, coherent multi-paragraph essays. They will be able to compose works for various types of audiences and write for various purposes. Students will learn to conduct research and to develop their communication skills.

**Mathematics:** In Mathematics classes, PSA students will expand upon the skills that they learned in the middle grades. Math classes will interconnect reasoning and problem solving so that math is more than a collection of numbers, rules, and formulas that a student will soon forget. Instructors will teach for and through problem solving. In Algebra I they will focus on five areas: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. Algebra II extends beyond the concepts taught in Algebra I and students extend their understanding of functions to include polynomial, rational, and radical functions. Geometry will cover five major areas: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra.

**Science:** In Science courses, students will gather and evaluate scientific evidence, assess risks and benefits, ask questions, make decisions based on scientific evidence, and incorporate

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<sup>17</sup> Apex Learning (2011). *Interactive Multimedia Instructional Content*. Retrieved September 12, 2011 from <http://www.apexlearning.com/Curriculum/Content.htm>.

science-based inquiry. Biology focuses on making connections between living things and their environment, connecting science with sustainability. They will learn the themes of structure and function, matter and energy flow, systems, and interconnectedness of life. Chemistry will help students develop an understanding of the impact of Chemistry on society and learn about topics such as: atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy. Students will learn that Chemistry is all around them every day. In Physics, students will study natural phenomena such as: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics.

**Social Studies:** Students will study how geographic features, human relationships, beliefs and values, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. The courses will emphasize the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships.

### **C. Assessment**

#### Academic Assessments

Students will enroll while on expulsion from other Marion County high schools at a variety of skill and credit levels. As a result, a strong focus on academic assessments will be necessary to determine where students need to develop skills to complete their high school education. This assessment process will begin during the student's school orientation. Students will be assessed in English/Language Arts, Math, and Science during their orientation in order to establish a baseline. Students will then be re-evaluated at least once during each academic cycle. This continuous evaluation will help teachers, administrators and coaches monitor students' academic process and will help inform intervention decisions. Testing will be conducted using NWEA and/or STAR/AR assessment methods.

Student academic progress will also be assessed during class via authentic and objective assessments. Since the curriculum is infused on project-based learning, teachers will use portfolios and projects to continuously assess the students' mastery of the standards and objectives. Students taking courses through APEX Learning online will take quizzes and unit tests to show mastery. APEX includes formative, summative, and diagnostic assessments that are integrated throughout the curriculum. The introduction to each lesson clearly establishes learning objectives for students. Embedded assessments address those learning objectives and are specifically designed to test students including higher level thinking skills. Additionally, teachers will collaboratively create rubrics to assess student projects.

PSA students will take the state standardized tests required in Indiana. They will take the ISTEP+ End-of-Course Assessments (ECAs) for the following courses: Algebra I, Biology I, and English 10. SINE will also administer progress tests as required by the Mayor's Office. Each student's Individual Service Plan (ISP) will detail any basic skills development that should take place in order for students to achieve at or above his or her grade levels. Based on its target demographics, the PSA may not have high initial standardized test scores, but these scores will help determine which content and coursework will be important for students to build on and engage. While test scores do provide a point-in time assessment of student attainment, the PSA will focus on promoting student achievement that develops over time.

### Testing for Postsecondary Readiness

To become eligible for enrollment in Ivy Tech dual credit courses, PSA students must pass the English and/or Mathematics portions of the COMPASS® College Placement assessment test. These test results will be used to reevaluate and improve upon the school's instructional focus. Low scores in particular subject areas will help instructors re-evaluate the student's lesson plans and suggest alternative learning methods address subjects or areas of concern. Consistently low scores in certain subject areas within general student population will lead The PSA staff to re-evaluate the basic structure of certain courses by readjusting the default instructional methods available to each student. Students who progressing at academic levels above the school's performance standard will be encouraged to take courses at the postsecondary level in order to both high school and postsecondary credit. Students who test below common performance standard are able to continue working at their own pace and will receive more targeted supports to meet their educational needs.

### Asset Assessment

The Search Institute's 40 Developmental Assets will be the framework of the Public Safety Academy's rank assessment system. In communities across the country, the 40 Developmental Assets have been used as a diagnostic tool and a means of addressing student behavioral through self-reported surveys. The PSA's rank system, displayed in **Appendix H**, is an adjustment to this behavior, because it adds a more targeted development component to this system.

The Public Safety Academy rank system evaluates student's progress in 40 Assets via a 100-point scale. This scale creates separate levels of progress on these assets, allowing school staff to encourage and reward students who have made intermediate progress in gaining particular assets. This ranking system weights progress on internal assets as more important than external ones, because many of the external assets are not as directly controllable for the student (but may be dependent on the student's ability to engage in what resources are already available). Internal Assets are each evaluated on a 3-point scale, and External assets are on a 2-point scale.

Students assets levels are determined through three methods - student self-assessment, demonstration (as shown in asset demonstration periods), and observation. Fifty percent of a

student's asset score is measured via observation of student behavior, 30% via student demonstrations, and 20% through student self-assessment. This assessment will come from a number of sources, each of which will be compiled into a behavioral log that evaluates a student's development of the 40 Assets.

**Observation** of student's asset progress will be a function of the entire PSA staff. Students' asset attainment will be assessed daily. Each staff member - teachers, coaches, and support-level staff will have the opportunity to monitor and record student behavior. Staff members will not only record issues and disruptive behavior, but will note any time students demonstrate positive behavioral skills.

**Demonstrations** of asset attainment will provide students the opportunity to reflect and speak about their behavior. During this time, students will speak about their behavior, reflect on prior instances, and speak about how they have made progress in building their assets.

A student must decide to apply for a rank promotion by the midway point of each academic session. At the five-week mark, a student may apply for a rank promotion. The rank promotion presentation will be directed entirely by the student. The student will give a 30-60 minute presentation in which they prove they have demonstrated skill or possess a number of Assets.

After the presentation, a panel of stakeholders will meet to discuss the student's presentation and their current levels of assets. The panel then reviews these assets using rubrics designed to guide their thoughts. When the school has sufficient numbers of students at a Gold rank, a peer panel of students will also evaluate these demonstrations using a similar format.

**Self-reported surveys** of asset development will also take place to judge a student's perception of his/her level of assets. Before a student's asset demonstration, each student will meet with his/her coach to perform an asset assessment. These surveys will be used to measure school progress in developing assets over time. In addition, these results will be compared with Search Institute's nationwide survey results to determine how PSA students are progressing when compared to other youth populations.

Each of these items will be combined to determine a student's point total. These totals will then correspond to a student's rank: Bronze – 0-30; Silver – 31-54; Gold – Over 55. These scoring levels will require a student to work diligently to achieve a gold level. Nonetheless, this system has been adjusted to allow at some students will never be able to achieve perfect scores in demonstrating assets. The ranking system should produce a school balance where 40% of the PSA is at a bronze rank, 40% are at a silver rank, and the remaining 20% are at a gold rank.

#### Portfolio Assessment

PSA students will each compile student portfolios. Students will keep an electronic portfolio and also have a hard copy of their portfolio available at the school at all times. Student portfolios will track the student's progress from their very first encounter with the PSA. The student essay on

the PSA application will serve as that student's first baseline writing sample. Their answer to the essay question does not have any bearing on their admittance to the school, but helps students begin the path of self-reflection and also provides staff with an authentic writing sample. Portfolio assessment is ongoing, providing both formative and summative opportunities to monitor student growth. Portfolios incorporate a variety of work, giving a multidimensional view of their learning process. Portfolio contents for classes will be determined between the students and their instructors for the particular course. Instructors will check on portfolios for their students and assess their progress and academic needs.

#### **D. Special Student Populations**

##### Struggling Students

Staff members will follow an integrated Response to Intervention (RTI) and School-Wide Positive Behavior Support (SWPBS) three-tiered process to provide struggling students with an intervention plan, monitor progress, and make informed decisions on academic and behavior support. With both RTI and SWPBS being three tiered proactive and preventative approaches to academic intervention and discipline/behavior intervention, respectively, the integrated model displayed in **Appendix I** makes sense with such extensive overlap in both intervention areas. If testing is needed during the intervention/support process, the struggling student will be referred for a psychological evaluation to determine eligibility of services. In respect to academic intervention, the APEX curriculum includes Foundations courses, which provide structured remediation for students who are below grade level. Additionally, APEX provides course material for students at various levels that are still aligned to the same rigorous standards. Literacy Advantage courses support academic success in standards-based high school courses for students who are reading below proficient. Literacy Advantage courses assist students in mastering required math, science, English, and social studies content while providing additional reading support. All levels of APEX learning also have audio in English and Spanish to assist learners. Visual images and multi-media support are also in place to assist ESL students. In respect to discipline/behavior support, the required **Discipline Plan** is displayed in **Appendix J** outlining the PSA's SWPBS process.

##### Special Populations

The PSA will provide a support system to meet the needs of all students, putting supports in place to ensure that students are receiving the services necessary to maximize their education. During the enrollment process, the PSA will determine if a student had an IEP at their previous school. Each student with an IEP that is under the age of 22 will have a Teacher of Record to ensure compliance and guide other staff members in the accommodations needed by the specific student, following all state and federal laws. A Special Education aide will also be employed to offer additional assistance to students who need it. The PSA will contract out any Occupational and Physical Therapy services, as well as Mental Health and Psychological Evaluation services.

### Limited English Proficiency (LEP) Students

The PSA will also assist students with English Language Learning needs, following all federal and state laws regarding special education and students with limited English proficiency. The APEX online learning program has built in supports for English language learners as well as students with special needs (such as audio to aid reading, visuals, grade level content presented on individualized reading level, etc.). The appropriate teachers and coaches will work with students in one on one sessions or small groups during these times. Specific student to teacher ratios, and procedures for general and special education staff collaboration, roles, and responsibilities will be driven by students' IEPs.

### Academically Advanced Students

Academically advanced students will have the opportunity to take Honors and AP courses through APEX and dual credit courses through Ivy Tech. PSA teachers will give students extensions to their work to keep them engaged and challenge them academically, enriching their educational experience.

## **III. Organizational Viability and Effectiveness**

### **A. Enrollment/Demand**

#### Enrollment

The number of students served will range from 150 students the first year of operation to 330 during the seventh and final year of the PSA's charter as highlighted below. SINE's rationale for starting with this particular school size and growing at a controlled pace of 30 students per year is grounded in the population to be served. With 80% of enrollment projected to be students on active expulsion with a multitude of academic and behavioral challenges, a pupil-teacher ratio of no more than 15:1 as mandated by the IDOE's Alternative Education Program will be used to meet student needs, positively impact school climate, and ensure a safe and orderly environment for all PSA stakeholders.

	<b>Grade Levels</b>	<b>Student Enrollment</b>
First Year	9-12	150
Second Year	9-12	180
Third Year	9-12	210
Fourth Year	9-12	240
Fifth Year	9-12	270
Sixth Year	9-12	300
Seventh Year	9-12	330
Maximum		350 fulltime students

## Demand

With over 600 students expelled from Marion County secondary schools in each of the three recent school years displayed in the chart below, it is evident that the demand for the PSA will be sufficient to sustain the projected 80% enrollment of students on active expulsion each year. Furthermore, with the lack of public safety career pathways in Marion County public high schools, it is evident that the demand for the PSA will be sufficient to sustain the 20% enrollment of students interested in pursuing a public safety career each year.

<b>MARION COUNTY SCHOOL DISTRICTS</b>	<b>2008-2009 High School Expulsions</b>	<b>2009-2010 High School Expulsions</b>	<b>2010-2011 High School Expulsions</b>
Indianapolis Public Schools (IPS)	176	220	204
Other Marion County Public School Districts	431	426	414
Total Marion County Expulsions	607	646	618

## Marketing, Recruitment, and Resource Development

Marketing, recruitment, and resource development efforts will be undertaken by the Marketing, Recruitment, and Resource Development Coordinator (MRRDC), a member of the Office of Administrative Services team. Below are the efforts planned in each of the above areas on behalf of PSA staff, students and families.

Marketing Efforts. The PSA will be assisted by Solutions in Education and Training (SINE) in the development of the school's marketing plan during the pre-operational year 2013-2014. In March 2014 the MRRDC will take the administrative lead in respect to marketing. SINE will work closely with MRRDC and the Division of Public Safety to promote the PSA within its marketing channels. A budget of \$10,000 will be used during pre-operations to market and advertise for students and staff members, particularly the military veterans the PSA wishes to recruit to reach and teach its students. The budget will increase to \$15,000 during the first operational year and incrementally each year thereafter.

Recruitment Efforts. SINE will establish working relationships with school districts for the provision of information about the PSA for parents of students who are expelled or interested in pursuing a public safety career. After conferring with educational consultants Bill Corely and Doug Williams, liaisons to Marion County school superintendents, SINE has been assured that their plan to serve expelled and underserved students will be fully endorsed by this group of educational leaders due to the positive impact it could have on their graduation and dropout rates. The PSA will also establish an "Expulsion Hotline" where parents of expelled students can call to receive enrollment information. In-school students not on active expulsion may also seek enrollment in the PSA purely due to their interest in public safety careers. These students will be essential in creating an effective school culture that prepares enrolling expelled students for a

public safety thematic program. Due to the uniqueness in providing educational opportunities for youth on active expulsion and those unable to nurture their interest in a public safety career elsewhere, a number of additional community providers and agencies will be asked to refer students to the PSA. Projected PSA leadership also has significant experience working with at-risk and challenging student populations, which will enhance recruitment and marketing through a variety of channels and community stakeholders.

SINE has recently established staff recruitment partners to assist in finding military veterans, particularly disabled veterans, to reach and teach PSA students. Indiana Troops to Teachers, Ball State University Office of Veteran Benefits, and disabled veteran and PSA spokesman Jeffrey Mittman will be working with SINE to recruit, employ, and support interested veterans.

Resource Development Efforts. Initial resource development efforts revolve around fundraising and grant writing by SINE in an effort to leverage funding for pre-operational development activities. Included will be a multi-phase PSA sponsorship campaign followed by adopt-a-school and adopt-a-student initiatives beginning after charter school authorization and as students are enrolled in the program. The Marketing, Recruitment, and Resource Development Coordinator will assume responsibility for resource development once on board in early March 2014, working in coordination with SINE.

### Enrollment Process

During the school's startup phase, the PSA will take applications from students who desire to be included in the program. Recruitment for the school will begin in earnest once the school has been approved by the Mayor's office. If a large number of students apply during fiscal year 2013-14, the PSA will use a lottery to select its first 150 students. To accommodate the onboarding and enrollment process for large numbers of students, staggered orientation sessions will take place at two week intervals until every student has gone through this first phase.

Students unable to enroll in the PSA will be assigned to a waiting list for enrollment when spots become available. Some enrolled students will return to their home high school after the end of their expulsion, while others may complete their schooling at various times during the year. As a result, open slots will be filled from a waiting list of students on a first-come, first-serve basis as they become available.

## **B. Governance and Management**

The PSA is being planned and developed by Solutions in Education and Training (SINE). SINE, formerly the Southwest Indiana Network for Education, is a not for profit, statewide agency of education and management professionals whose mission is to promote literacy through education and training. SINE has also developed policy for the PSA, with our application for IRS 501c3 status, Articles of Incorporation, By-Laws, and Conflict of Interest Statement located in the **Organizational Information** section located directly after the Attachments.

SINE has a founding Board of Directors composed of eight individuals, with the PSA Governing Board of Directors slated to have nine members in addition to the school leader and SINE board president as ex-officio members. The Executive Director (designated PSA representative), Director of Operations and Technology, and Director of Statewide Implementation and Programming will provide resources in support of the PSA educational model through integration of SINE's Educational Initiatives highlighted in the SINE organizational chart located in **Appendix K**.

In respect to PSA organization, the *Office of Administrative Services* will be staffed by the School Director, Assistant Director, Business Manager, and Marketing, Recruitment, and Resource Development Coordinator. Furthermore, the *Guidance, Counseling, and Intervention Center* will be staffed by the Guidance and Intervention Counselor, College/CTE/Public Safety Coaches, Office Manager, and Registrar. The College/CTE/Public Safety Coach position will be staffed with individuals having public safety experience or a combination of education and public safety experience. Lastly, the General and Special Education Teachers and Instructional Coaches will form a *Professional Learning Community (PLC)* for the purpose of establishing a cycle of continuous improvement in respect to the PSA educational model. The PSA organizational chart and staffing, salaries, and qualifications are all located in **Appendix L**.

The SINE Executive Director, in consultation with the David S. Moore Foundation, selected PSA board members. Candidates are selected to give the overall board an optimal combination of skills, expertise, experiences, and perspectives for effective governance of a publicly chartered high school. Directors are elected or appointed for three-year terms, with the terms of approximately 1/3 of the directors expiring each year. Board members are not compensated for their service on the board, and will be expected to attend quarterly meetings and special board working sessions. Additionally, each member of the board will receive a monthly report detailing the PSA's operations as well as a financial report. Board members will be required to submit a conflict of interest statement and background check authorization along with their resume before becoming official members of the board.

Upon submission of the above documents and obtaining clearance to participate in applicable training, all new members of the board will receive an in-depth orientation, which includes an extensive explanation of how the PSA will operate and the relationships between the school and SINE. Board members will participate in new board member training sponsored by the Indiana Public Charter Schools Association to obtain initial and continuing training in the areas of school law, school finance, health and safety, accountability, and open meeting and public records law. Ongoing board development will include presentations at board meetings on various aspects of the PSA's operation. Board members will also be invited to attend PSA events and activities.

## **Roles and Responsibilities of Governance and Management Team Members**

### Board of Directors

The Board of Directors will be the ultimate governing body for the PSA. Board membership will include business, higher education, secondary education, community, and public safety officials. The board concerns itself more with long-term rather than short-term matters, matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance. The Board's specific responsibilities include:

- Monitoring the school's key performance indicators.
- Establishing policy.
- Approving long-range plans.
- Approving annual plans and budgets.
- Approving any actions that would create significant obligations for the schools.
- Ensuring financial solvency.
- Interpreting the PSA to the community.
- Self-assessment of its own performance.
- Ensuring that structures and mechanisms are in place to ensure that the PSA is in compliance with all applicable laws, regulations, contracts, and charter requirements.
- Taking any other action deemed necessary.

### SINE Designated PSA Representative

SINE's Executive Director provides overall executive leadership for the organization. Specific responsibilities include the following:

- Providing staff support for the PSA Board of Directors.
- Articulating a vision for the SINE—PSA partnership.
- Exemplifying the values of the SINE—PSA partnership, and ensuring that they are being upheld throughout SINE and the PSA.
- Developing and maintaining relationships that are essential or that could be helpful to the PSA and/or its staff and students.
- Assisting in interpreting the PSA to the community at large.
- Assisting in raising financial support for the PSA.
- Serving as SINE's primary relationship manager with education-focused stakeholders, including the Mayor's Office of Charter Schools, Indiana Department of Education, Indiana Public Charter Schools Association, and the Division of Public Safety.
- Providing SINE resources such as Parent University, Education Works in Indiana, The Little Free Library, as well as technical support to the PSA staff and students.

### PSA Director

The school director will be the chief academic officer for the PSA and will assist in directing, planning, managing, and coordinating the educational goals and vision of the school. In addition, the school director ensures that instruction and the school curriculum are applied according to the principles of the SINE and PSA educational model, and that the school is meeting its desired educational outcomes. Essential duties and responsibilities for the school director include the following:

- Providing overall leadership for the operation of the schools.
- Develops strategies, goals, and objectives for the school, and manages the implementation of these objectives.
- Participates in the development of overall educational strategies.
- Assists staff in setting priorities, facilitating meetings, and developing leadership.
- Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results, and standards.
- Represents the school in community planning and policy-making activities.
- Leading strategic planning activities, including planning for physical plant and capital equipment for the schools.
- Monitoring the external environment to detect changes that might pose a threat or create an opportunity for the PSA.
- Hiring, developing, and assessing the performance of staff members.
- Setting high standards; measuring and monitoring key performance indicators.

### Assistant Director

The assistant director is responsible for coordinating the student engagement and support functions within the school. He or she will provide hands-on leadership and guidance to coaches and administrative support staff. The assistant director will leverage organizational resources to ensure that students are supported in a way that ensures success with both academic and personal goals. Essential duties and responsibilities include the following:

- Participates in the development of overall educational strategies for the PSA, including curriculum, instruction, assessment, and professional growth.
- Develops strategies, goals and objectives for the coaching staff, assisting them in setting priorities, facilitating meetings and developing their leadership skills.
- Oversees continuous improvement efforts involving curriculum, instruction, assessment, and professional growth through established PLCs.
- Provides support and follow up to meet the needs of the students, including the Response to Intervention and School-Wide Positive Behavior Support models.
- Identifies, establishes, and maintains relationships with community resources.

- Works effectively across the organization to link ancillary services to students.
- Arranging for the non-academic supports needed for effective school operation.
- Coordinates wraparound services needed by students and their families.
- Reports to the Director any concerns regarding the performance of school staff or stakeholders that might adversely affect the school's effectiveness.

### **Information on Governance and Management Team Members**

Information on SINE's designated PSA representative, school director, and governing board members can be found in the **Leadership Information** section located directly after the Organizational Information section in the form of member resumes and individual conflict of interest memorandums. Background Check Authorization forms will be submitted separately.

### **C. Community Partnerships**

The PSA values community partnerships and will continuously work to develop more of them in Marion County to help support student achievement, growth, and asset development. The PSA has already begun tapping into the vast public safety arena in and around Indianapolis as potential Public Safety Pathway Partners, and will continue to engage like entities that can assist with the nurturing of the school's public safety theme. An informational chart listing our prospective community partners as well as letters of support are available in **Appendix M**.

### **D. Budget and Financial Matters**

SINE intends to obtain the Walton Family Foundation Grant, Public Charter School Program (PCSP) Grant, and Indiana Start-Up Grant for Charter Schools. SINE is also pursuing charter school grants from the Joyce Foundation and the Mind Trust. SINE and the David S. Moore Foundation will assist the PSA in researching and pursuing additional grants as well as fundraising mechanisms to help support the development and operation of the school.

The Board of Directors will oversee PSA financial management and the school Director will oversee day-to-day financial management provided by the Office Manager, who also acts as the assistant treasurer for the board. The PSA Office Manager, SINE Executive Director, and PSA Director will develop the annual budget which they will submit to the Board of Directors for review, necessary modifications, and adoption. The Office Manager will work with a yet to be named bookkeeping program to run the required financial reports for the PSA. State audits will be completed bi-annually by the State Board of Accounts and the Mayor's Charter School Office staff also does a yearly review that includes a look at the PSA financial statements.

The PSA's Pre-Operational Startup Budget, First Fiscal Year Operational Budget, First Fiscal Year Operational Cash Flow Analysis, Five Year Operational Budget, and Revenue and Expenditure Budget Assumptions are included in the **Financial Information** section located directly after the Leadership Information section at the end of the Prospectus.

## **E. Facility**

SINE is in the process of securing a facility for the PSA, preferably in Center Township within the confines of the Indianapolis Public Schools (IPS) district boundary and centralized along IndyGo bus lines for access from the surrounding townships. The PSA expects to have over fifty percent of their enrollment comprised of students from IPS high schools, making a location within their school district a priority in terms of logistics. Below are SINE's four avenues for finding adequate and appropriate facilities to house the PSA.

- IPS school buildings on the state vacant facilities list for lease or sale for one dollar.
- Former charter school facilities (Project School, Life Sciences Academy, etc.).
- Shared facilities with existing IPS schools having vacant space (School 97, etc.).
- Partnerships with public safety agencies to utilize retired or existing facilities.

SINE and the PSA are prepared to partner with the IFF Corporation to secure funding from the Indiana Charter School Facilities Loan Fund, made possible through funding from the State of Indiana. IFF was selected by the Indiana State Department of Education to implement a revolving loan fund to provide affordable and flexible loans to qualified Indiana charter schools for their facilities projects. A facility plan per public safety academy enrollment and staffing needs is included in **Appendix N**.

## **F. Transportation**

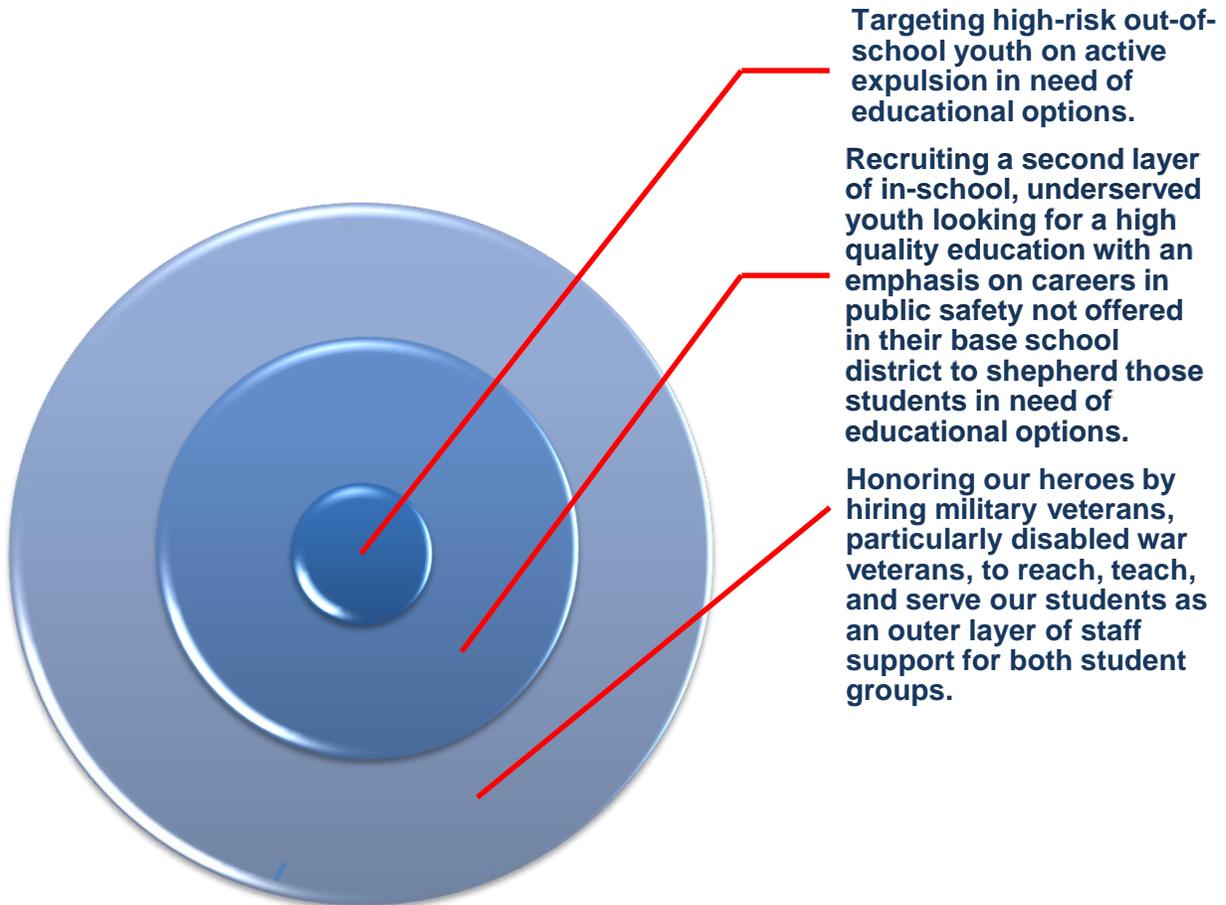
The PSA will not be providing traditional bus transportation, but realizes that the lack of access to transportation can create barriers for some students. The PSA will work to help students overcome any barriers so that regular and timely attendance does not become an issue, including the provision of Transportation Scholarships for students with at least a Bronze Rank in the PSA Level System.

Below are several PSA options for consideration in respect to student transportation.

- 1) Students living in the immediate area of the PSA will be within walking distance.
- 2) The PSA location will have convenient access via public transportation; so many students will be able to use the IndyGo system to get to school. For those students who may use the IndyGo system and not be able to afford bus passes, funds will be budgeted to provide bus passes through the above referenced Transportation Scholarship.
- 3) Students who have their own cars and are at either the Silver or Gold rank in the PSA Level System will be able to transport themselves to and from school.
- 4) Students can be dropped off at school by a parent, guardian, or relative.

## APPENDIX A: PSA TARGETED MISSION AND TARGETED OUTCOMES

With the permission and encouragement of Spencer and Jo Ann Moore, Solutions in Education and Training (SINE), is proposing the creation of a Marion County charter school to be named in honor of David S. Moore, son of Lt Spencer Moore (ret) and Sgt. Jo Ann Moore who gave his life in the line of duty and defense of the city of Indianapolis on January 26, 2011. **The mission of the Officer David S. Moore Public Safety Academy (PSA) will be three-fold:**



**The objective of the school's unique mission** is to place the above high school age youth in an environment that emphasizes individual self-sufficiency, community involvement, character education, and academic success, while presenting them hands-on opportunities to explore potential career pathways in public safety not typically offered in the traditional high school curriculum.

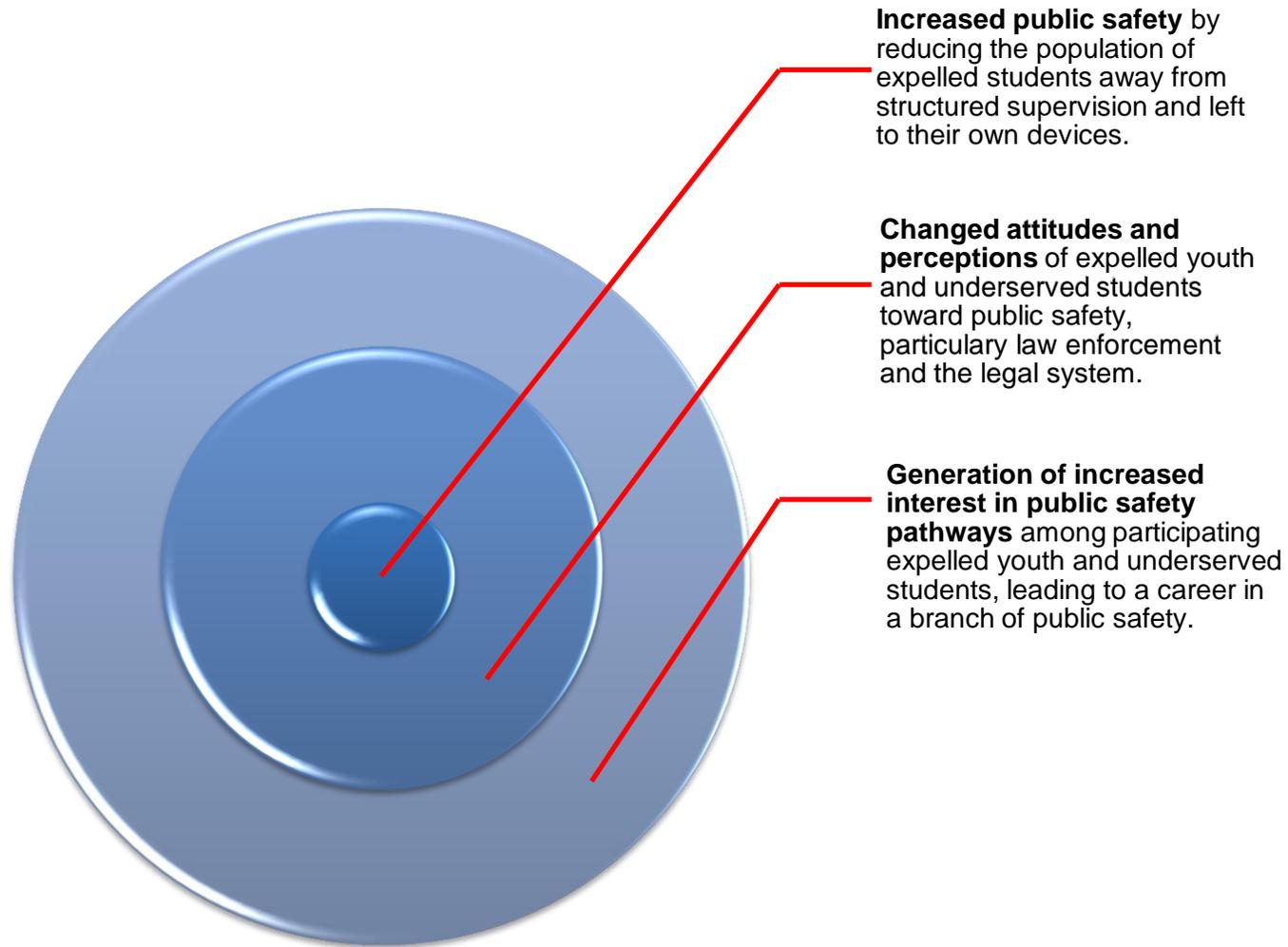
### ***The Officer David S. Moore Public Safety Academy***

***"Guardians of the Future"***

**.....Turning lives around through relationships, relevance, and rigor!**

***"Relevance makes rigor possible; relationships make anything possible."***

**The David S. Moore Public Safety Academy will have three primary targeted outcomes positively impacting public safety in greater Indianapolis; each one expanding our reach in respect to the hard to reach out-of-school youth and underserved in-school students we intend to serve. . . .**



**APPENDIX B: CHARTER AND PUBLIC ALTERNATIVE SCHOOL PROGRAMS SERVING COUNTY-WIDE AT-RISK POPULATIONS**

CHARTER SCHOOL MODELS SERVING COUNTY-WIDE AT-RISK POPULATIONS IN INDIANA	DESCRIPTION OF AT-RISK PROGRAMS VISITED	ADDITIONAL INFORMATION ON AT-RISK PROGRAMS VISITED
<p><b>Excel Academy, Goodwill Educational Initiatives, Incorporated</b> (Dropout Recovery)</p> <p><b>Purpose of Visitation:</b> To observe a comprehensive and lengthy enrollment and orientation process spanning parts of two days in an effort to replicate parts of the process in the Public Safety Academy.</p>	<p>The Excel Center is a tuition-free public charter school for adult dropouts of any age wanting to earn a high school diploma. In addition to being cost free, the school also pays tuition costs for students to take the first steps toward industry-recognized certificates or undergraduate degrees at Ivy Tech and IUPUI. The Excel Center meets the unique needs of working and non-working adults. The school operates year-round with flexible morning and evening hours, Monday-Saturday. The program uses a staff consisting of Registrars, Enrollment Officers, and Personal Coaches to meet the induction, instructional, and social service needs of students, while providing childcare and transportation assistance.</p>	<p>No cost open enrollment with a waiting list of 800 students. Capacity has been elevated from 200 to 300 students. More than 1,000 students have applied and applications keep being added.</p>
<p><b>Christel House (DORS) Dropout Recovery School, Christel House International</b> (Dropout Recovery)</p> <p><b>Purpose of Visitation:</b> DORS serves out-of-school youth and adults from throughout Marion County, a model the Public Safety Academy is planning to use.</p>	<p>The DORS program in partnership with Ivy Tech has received a contract of up to \$424,000 from Gateway to College National Network to implement Gateway to College, a nationally recognized dropout recovery program. The program enables dropouts to complete their high school diploma while earning college credit toward a degree or certificate. DORS assigns laptops and internet cards to all students and uses a Blended Learning Model through the APEX Learning System. Students are assigned to either a day or evening block of Blended instructional time incorporating both textbooks and internet based subject matter.</p>	<p>Opened in August 2012, DORS serves 175 young adult learners and is gradually adding more until 300 students are reached annually.</p>

<p><b>South Bend Career Academy (SBCA)</b> (CTE Charter School)</p> <p><b>Purpose of Visitation:</b> SBCA has an award winning renovated facility, uses APEX Learning for instruction, and has a CTE themed program as models for the PSA.</p>	<p>South Bend Career Academy is a career-focused middle and high school serving over 300 students needing a nontraditional educational program in which to excel. The Academy offers a blend of educational strategies, both traditional and project-based learning, all paired with a vocational component. The Academy offers classes in: Welding, Precision machine technology, Auto mechanics, Entrepreneurship, Information technology, Nursing, and Business finance.</p>	<p>The APEX Learning System comes highly recommended by the school principal, Yolanda Turner-Smith. The school also has a check-out system for providing laptops to students for use during the school day, but they are not allowed to be taken home.</p>
<p><b>COUNTY-WIDE PUBLIC ALTERNATIVE SCHOOLS SERVING AT-RISK POPULATIONS</b></p>	<p><b>DESCRIPTION OF AT-RISK PROGRAMS VISITED</b></p>	<p><b>ADDITIONAL INFORMATION ON AT-RISK PROGRAMS VISITED</b></p>
<p><b>Mahoning County Community School, Youngstown, Ohio</b> (Out-of-School-Youth)</p> <p><b>Purpose of Visitation:</b> Observe an educational program designed to serve out-of-school students, including those expelled from any of the 14 county-wide high schools in Mahoning County, much like the planned Public Safety Academy program.</p>	<p>All enrolling students are required to attend an orientation prior to becoming officially enrolled. Enrolling students are provided a computer during the orientation period for home use since instruction is virtually delivered. Students have access to the virtual curriculum 24 hours per day, 7 days per week with the exception of periodic scheduled maintenance. Students complete a one-week checklist each week so that full year courses are completed in 36 weeks. Students are encouraged to spend approximately 3 to 5 hours per week on each course. Working at a faster pace requires permission from an instructor, parents, and school administration. Students who are credit deficient are encouraged to work at a faster pace. Students in grades 9-12 have a virtual teacher assigned for each class. All students are assigned a teacher of record to monitor student progress.</p>	<p>Students are provided time during the week to meet with their teacher of record at the school to answer any questions, turn in lessons, and take assessments needing proctored by a staff member. Using virtual instruction with virtual teachers makes face-to-face contact time with staff members a critical component of the Mahoning Unlimited Curriculum.</p>

COUNTY-WIDE PUBLIC ALTERNATIVE SCHOOLS SERVING AT-RISK POPULATIONS	DESCRIPTION OF AT-RISK PROGRAMS VISITED	ADDITIONAL INFORMATION ON AT-RISK PROGRAMS VISITED
<p><b>DeKalb County Alternative School, Stone Mountain, GA</b> (6-12 Expelled Students)</p> <p><b>Purpose of Visitation:</b> Observe an educational program designed to serve county-wide students expelled from their home school like the Public Safety Academy is planning to do in Marion County.</p> <p><b>GRADES/ENROLLMENT:</b> 4<sup>th</sup> – 12<sup>th</sup> grade, 150–500 students.</p>	<p><b>SCHOOL MISSION:</b> The mission of Dekalb Alternative School is to form a unified effort between home and school that maximizes the student’s social, emotional, and cognitive abilities preparing them to compete in a global society as responsible citizens.</p> <p><b>SCHOOL VISION/GOALS:</b> The goal of DeKalb Alternative School is to develop the academic, social, and cognitive abilities of each student. They believe the best way to increase the academic success of their students is to address their social and emotional needs. They strive to develop in their students lasting qualities of responsible citizenship, particularly self-esteem, trust, self-discipline, respect of others. They do this by promoting conflict resolution skills, strengthening parent-child relationships, and requiring high academic, achieving students.</p> <p><b>PROGRAM OVERVIEW:</b> DeKalb Alternative School employs a staff of 72 people, including a faculty of 43 certified teachers who average thirteen years instructional experience. The school provides a supportive, content-rich environment, and offers assistance and support to those students who are transitioning back to their home schools, college, or career. The school offers a comprehensive curriculum that is aligned with that of the DeKalb County School System. Students are prepared to return to the home-school having received competitive academic standards as well as remedial assistance as needed. Students have an opportunity to participate in a Ropes course and outdoor classroom, the peer mediation program, a.m. and p.m. tutorials, and a variety of additional support groups.</p>	<p><b>UNIQUE ASSETS:</b> DeKalb Alternative School maintains a small class size. The student-teacher ratio is kept below one to fifteen in the majority of its classes. This allows teachers to instruct and evaluate students on a very individual level. The emphasis at the school is on academic success; instructional time is protected though many programs designed to help students resolve external and internal conflict disruptive to their learning. DAS is partnered with DeKalb Technical Institute, Georgia Perimeter College, and Clark Atlanta University to enhance the instructional and vocational resources available to our student body. Students also have access to a new state of the art Math/Science Lab.</p>

COUNTY-WIDE PUBLIC ALTERNATIVE SCHOOLS SERVING AT-RISK POPULATIONS	DESCRIPTION OF AT-RISK PROGRAMS VISITED	ADDITIONAL INFORMATION ON AT-RISK PROGRAMS VISITED
<p><b>Davidson County Transitions Program, Nashville, TN</b> (Expelled and Incarcerated Transitioning Youth)</p> <p><b>Purpose of Visitation:</b> Observe an educational program designed to serve students who matriculate through the justice system and are in the process of transitioning back to high school after expulsion or incarceration like the Public Safety Academy is considering doing in Marion County.</p>	<p><b>SCHOOL MISSION:</b> The mission of the Transitions Program is to provide an individualized learning environment that will enhance students’ academic performance, develop positive behaviors and strengthen social skills as they prepare for high school completion and post-secondary opportunities.</p> <p><b>SCHOOL VISION/GOALS:</b> The vision of the Transitions Program is to provide individualized academic and social support to enable students to successfully reengage in an appropriate high school setting.</p> <p><b>GRADES/ENROLLMENT:</b> The Transitions Program will serve up to 75 students in grades 9-12 and ages 14-18 who are returning from short-term incarceration, violated probation, or been expelled, and have been on probation for a year or less. The program is voluntary in nature as opposed to being court ordered.</p> <p>Students are interviewed by the coordinator, counselor, and lead teacher. The team reviews transcripts to determine credit status, develops an individualized map of graduation, addresses family concerns, addresses relevant information from Social Services Agencies (probation officer, DCS, etc.), and identify other needs. After the interview the parent/guardian will be contacted within 48 hours regarding admission.</p>	<p><b>UNIQUE ASSETS:</b> A unique approach to student support is carried out in the following ways. A school team manages each student’s educational and social needs while in the Transition Program.</p> <ul style="list-style-type: none"> <li>• Conduct Support Team meeting is held.</li> <li>• Weekly progress is evaluated.</li> <li>• Behavior Support Plan is developed and reviewed.</li> <li>• Students are involved in short-term and long-term goal planning.</li> <li>• Transition Plan for a return to an appropriate high school setting is developed.</li> </ul>

## APPENDIX C: NATIONAL PUBLIC SAFETY EDUCATIONAL PROGRAMS FOR SECONDARY SCHOOL STUDENTS

PROGRAM AND CONTACT INFORMATION	ADMISSION / ATTENDANCE REQUIREMENTS	PUBLIC SAFETY PATHWAYS AND EXPECTATIONS	OUTCOMES AND MEASURABLES
<p>Law and Public Safety Academy Richards Career Academy H.S. 5009 South Laflin Street Chicago, Illinois 60609 773-535-4945 Ext: 27909 Shelly Harris: <a href="mailto:sharris6@cps.edu">sharris6@cps.edu</a></p> <p>The LPSA is rigorous college prep program. In addition to law, students take honors core courses. The LPSA partners with various city-related agencies to provide senior year internships.</p>	<p>Students are selected for the LPSA during the 8<sup>th</sup> grade. They are admitted based on grades, test scores, and the recommendation of their teacher or counselor. Students must complete all four years of legal courses. They must maintain at least a 2.5 GPA and complete a four-year program in which several legal courses must be completed in addition to core courses (Law, Legal Systems, Legal Internship).</p>	<p>LPSA prepares students for careers in law, criminal justice, and corporate security. Related occupations include lawyer, police officer, security guard, probation officer, corrections officer, court reporter, legal secretary, and detective. Students learn through mock trials, job shadowing, field trips, and guest speakers while completing courses in criminal, civic, and constitutional law.</p>	<ul style="list-style-type: none"> <li>• 85% of students enroll in higher education.</li> <li>• Many students earn scholarships based on their experiences.</li> </ul> <p>Note: A request has been made for more program data.</p>
<p>Delaware Academy of Public Safety and Security 179 Stanton Christiana Rd Newark, Delaware 19702 Phone: 302-731-2777 Charles Hughes (Head of School) <a href="mailto:Charles.Hughes@dapss.k12.de.us">Charles.Hughes@dapss.k12.de.us</a></p> <p>The Delaware Academy of Public Safety and Security is a co-educational free public charter high school accepting cadets from throughout Delaware.</p>	<p>DAPSS will prepare students for success in college and in life by focusing on careers in the field of public safety and security. Any age/grade appropriate cadet willing to learn and apply the DAPSS core values of Fidelity to others, Diligence to succeed and Scholarship in the classroom is encouraged to enroll. DAPSS school climate will embrace the organization and behavior code of efficient first responder organizations. Cadets will wear uniforms daily and be challenged to maintain a healthy lifestyle.</p>	<p>DAPSS is a public charter school for male and female high school students or “cadets” who want a strong academic foundation for college and/or careers in law enforcement, firefighting, emergency medicine, and other fields that keep the public safe and secure. DAPSS graduates will be prepared for college, career training and careers in the public safety and security fields. First responders include Emergency Medical Technicians, firefighters, police officers and all supporting roles.</p>	<p>The DAPSS just completed its first year of operation and has little data to share until after the 2012-2013 school year.</p> <ul style="list-style-type: none"> <li>• Initial Enrollment: 117</li> <li>• Black: 23.9%</li> <li>• Hispanic/Latino: 17.1%</li> <li>• White: 54%</li> <li>• ELL: 3.4%</li> <li>• Low Income: 0.0%</li> <li>• Special Ed.: 12.0%</li> <li>• Average Class Size:</li> <li>• Attendance: 92%</li> <li>• Reading Pass Rate: 66%</li> <li>• Math Pass Rate: 61</li> </ul>

PROGRAM AND CONTACT INFORMATION	ADMISSION / ATTENDANCE REQUIREMENTS	PUBLIC SAFETY PATHWAYS AND EXPECTATIONS	OUTCOMES AND MEASURABLES															
<p>CREC Public Safety Academy 117 Post Office Road Enfield, CT 06082 Tel: (860) 253-0274 Principal: Dr. Leslie Torres-Rodriguez <a href="mailto:ltorres-rodriquez@crec.org">ltorres-rodriquez@crec.org</a></p> <p>The Public Safety Academy is one of 15 Capitol Regional Education Council schools in Greater Hartford. School Hours: <b>Start:</b> 8:00 am <b>End:</b> 2:55 pm</p>	<p>CREC Schools provide students across the region with the chance to identify what fascinates them and pursue it through opportunities that they won't find anywhere else. Any student from the community can apply to our tuition-free schools by following our simple process.</p> <ol style="list-style-type: none"> <li>1. REVIEW school options</li> <li>2. ATTEND Information Session</li> <li>3. COMPLETE/submit application</li> </ol>	<p>Students will be exposed to areas in Public Safety as defined by the prevention of and protection from events that could endanger the safety of the general public such as; crimes, accidents, fires, natural and/or man-made disasters.</p> <ul style="list-style-type: none"> <li>• Law Enforcement</li> <li>• Firefighting</li> <li>• Emergency Medical Services</li> <li>• National Security</li> <li>• Law and Government</li> </ul>	<p>This is the school's fifth year of operation, and the first graduating class (a total of 17 students) graduated last June. We are growing our enrollment in the younger grades. This year we expect to graduate a class of 22 seniors. A comprehensive school report is available as a supplement to this document upon request.</p>															
<p>High School for Law Enforcement and Public Safety 11625 Guy R Brewer Blvd, Jamaica, NY, 11434 Tel: (718)977-4800 Diahann E. Malcolm, Principal</p> <p>Grades: 9-12   565 students 48% Male, 52% Female School Hours: 8:00 am– 2:20 pm</p> <p>Graduates of the High School for Law Enforcement and Public Safety will be prepared to pursue careers in law enforcement, public safety, and the judicial system, attend college and/or enter the workforce.</p>	<p><b>ADMISSIONS PRIORITIES</b></p> <ol style="list-style-type: none"> <li>1. Priority to Queens students</li> <li>2. Then to NYC residents</li> </ol> <p>Uniform Required: white shirt, red, white and blue tie, navy pants/skirt, dark colored shoe (blue/black), P.E. uniform.</p> <p><u>Program Highlights:</u> Introduction to Law Enforcement, Science and Public Safety, Forensic Science, Forensics and Anatomy; Syracuse University Project Advance: Advanced Forensic Science (four college credits), Psychology (three college credits); Criminology, Constitutional Law, Theater Production, Police Athletic League (PAL) Center, Media Center, Courtroom, Forensic Laboratory.</p>	<p>Our school offers a challenging academic program and an introduction to careers in law enforcement and public safety. By fully integrating the theme of law and public safety throughout the educational program, students come to understand how all areas of study are interrelated and how their educational experience supports career choices.</p> <ul style="list-style-type: none"> <li>• College Now</li> <li>• Mock Trial</li> <li>• Model UN</li> <li>• Financial Literacy Program</li> <li>• NYPD Explorers</li> <li>• FDNY Explorers</li> <li>• Forensics</li> </ul>	<p>The HSLEPS is a high school with 558 students from grade 9 through grade 12. The school population comprises 80% Black, 12% Hispanic, 1% White, and 6% Asian students. The student body includes 1% English language learners and 13% special education students. Boys account for about 50% of the students enrolled and girls account for 50%. The attendance rate for the school year was 87.0%.</p> <p><b>Accountability Data</b></p> <table border="1"> <thead> <tr> <th></th> <th>09-10</th> <th>10-11</th> </tr> </thead> <tbody> <tr> <td>Progress Report:</td> <td>B</td> <td>B</td> </tr> <tr> <td>Quality Review :</td> <td>Pro</td> <td>N/A</td> </tr> <tr> <td>Graduation Rate:</td> <td>83%</td> <td>79%</td> </tr> <tr> <td>Higher Education:</td> <td>N/A</td> <td>51%</td> </tr> </tbody> </table>		09-10	10-11	Progress Report:	B	B	Quality Review :	Pro	N/A	Graduation Rate:	83%	79%	Higher Education:	N/A	51%
	09-10	10-11																
Progress Report:	B	B																
Quality Review :	Pro	N/A																
Graduation Rate:	83%	79%																
Higher Education:	N/A	51%																

PROGRAM AND CONTACT INFORMATION	ADMISSION / ATTENDANCE REQUIREMENTS	ADMISSIONS/ EXPECTATIONS CONTINUED	OUTCOMES AND MEASURABLES
<p>PSA of San Bernardino 1482 E. Enterprise Dr., San Bernardino, CA 92408 High School: 1 909 382 2211 Middle School: 1 909 382 4574 FAX: 1 909 382 4140 E-mail: <a href="mailto:info@psasb.us">info@psasb.us</a></p> <p>San Bernardino's Public Safety Academy is a charter school that serves grades 5-12.</p> <p>The mission of Public Safety Academy is to develop the cadet toward a career in public safety service through a process of rigorous academics, realistic hands-on training, attitude development, fitness improvement and strict discipline.</p> <p><b>PUBLIC SAFETY PATHWAYS</b></p> <ul style="list-style-type: none"> <li>• Law Enforcement</li> <li>• Fire Fighting/EMT</li> </ul>	<p>Our program requires students to be in attendance each day school is open. Parental involvement, high standards of discipline and maximum attendance are part of our continuing effort to provide your child with the highest level of academic opportunity. We expect parents of our full-time students to be highly committed to and engaged in their children's educational program. Based upon the Academy mission Statement, faculty expectations, parent expectations and career expectations built upon character and ethics, the "expected school wide learning results" (ESLR's) were developed to ensure that all graduates will be:</p> <p><b>Educated individuals who:</b></p> <ul style="list-style-type: none"> <li>*Demonstrate knowledge in the core courses, foreign language, fine arts, and computer applications that promotes their ability to understand, participate in, and enhance the community in which they live and demonstrate achievement of standards.</li> <li>*Demonstrate self-discipline and perseverance in accomplishing challenging but realistic goals.</li> </ul> <p><b>(continued in next column)</b></p>	<ul style="list-style-type: none"> <li>*Evaluate and improve their work &amp; maintain high standards.</li> <li>*Set priorities, organizes, and uses time effectively.</li> </ul> <p><b>Effective Readers, Writers, and Communicators who:</b></p> <ul style="list-style-type: none"> <li>*Read for pleasure/info./insight.</li> <li>*Use information to integrate oral, written and research skills.</li> <li>*Listen objectively and empathetically to others ideas.</li> <li>*Use a variety of resources to present logical arguments.</li> </ul> <p><b>Critical, Reflective Thinkers and Problem Solvers who:</b></p> <ul style="list-style-type: none"> <li>*Apply a wide range of problem-solving skills to real life events.</li> <li>*Access and evaluate information from a variety of sources, and use it to produce quality work.</li> <li>*Integrate information into a finished piece of quality work.</li> <li>*Use information to make informed decisions and solve problems alone and as a team.</li> </ul> <p><b>Informed, Responsible Individuals who:</b></p> <ul style="list-style-type: none"> <li>■ Demonstrate integrity/honesty.</li> <li>■ Accept responsibility.</li> <li>■ Demonstrate respect for self and respect for others.</li> </ul>	<p>San Bernardino's Public Safety Academy is a charter school that serves grades 5-12. It has received a Great Schools rating of 5 out of 10 based on its performance on state standardized tests.</p> <p>Per pupil expenses: \$9,093</p> <p>Hispanic or Latino: 56% White: 28% African American: 8% Multiple or No Response: 4% Am. Indian/Alaska: 3%</p> <p>Students eligible for free or reduced-price lunch program: 62%</p> <p>Eng. language learners: 16%</p> <p>Eng. Lang. Arts: 38% (9<sup>th</sup>) Algebra I: 12% (9<sup>th</sup>) Eng. Lang. Arts: 27% (10<sup>th</sup>) Geometry: 5% (10<sup>th</sup>) Eng. Lang. Arts: 41% (11<sup>th</sup>) Algebra II: 10% (11<sup>th</sup>)</p> <p>Average Class Size: 22 Graduation Rate: 62%</p>

PROGRAM AND CONTACT INFORMATION	ADMISSION / ATTENDANCE REQUIREMENTS	PUBLIC SAFETY PATHWAYS AND DELIVERABLES	PSA COURSES
<p>South El Monte High School 1001 N. Durfee Av, South El Monte, California 91733 Phone: 626-258-5600 P.S.A. Program Coordinator: Mr. Goldberger Rm. 229 626 258-5729 P.S.A. Counselor: Mrs. Cameron 626 258-5618</p> <p>School-Within-A-School model with data imbedded within overall high school data.</p>	<p>Students must complete a comprehensive enlistment application and sign a memo of understanding upon acceptance.</p> <p>Students must stay together in their four PSA classes each of the three years (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>).</p> <p>Note: Enlistment Application and Memo of Understanding can be accessed on the South El Monte High School webpage for the PSA.</p>	<p><b>Careers in Public Safety</b></p> <ul style="list-style-type: none"> <li>• Law Enforcement <ul style="list-style-type: none"> <li>○ Criminal Law</li> <li>○ Crime Scene Invest.</li> <li>○ Admin. Justice</li> <li>○ F.B.I</li> </ul> </li> <li>• Firefighting</li> <li>• Paramedics</li> <li>• Military <ul style="list-style-type: none"> <li>○ All four branches</li> </ul> </li> </ul> <p><b>Deliverables</b></p> <ul style="list-style-type: none"> <li>• Smaller class sizes</li> <li>• Academic accountability</li> <li>• Self-discipline/respect</li> <li>• Positive connections</li> <li>• Career exploration</li> <li>• Speakers/field trips</li> <li>• Hands on learning</li> </ul>	<p><b>10<sup>th</sup> GRADE</b></p> <ul style="list-style-type: none"> <li>• English 2</li> <li>• World History</li> <li>• Earth Science</li> <li>• Admin. of Justice</li> </ul> <p><b>11<sup>th</sup> GRADE</b></p> <ul style="list-style-type: none"> <li>• English 3</li> <li>• U.S. History</li> <li>• Psychology</li> <li>• Crime Scene Occupations</li> </ul> <p><b>12<sup>th</sup> GRADE</b></p> <ul style="list-style-type: none"> <li>• English 4</li> <li>• Government</li> <li>• Weight Training</li> <li>• Criminal Law</li> </ul>

### CONSIDERATIONS FOR THE OFFICER DAVID S. MOORE PUBLIC SAFETY ACADEMY

All of the above PSA's have a limited number of career pathways, with none of them offering Animal Care and Control and Public Safety Communications. The most popular pathways are Law Enforcement, Firefighting, and EMT. The one pathway above that the David S. Moore Public Safety Academy is not projected to offer is Law and Government, even though this would make a good class for our cadets. Below are some commonalities between the above referenced PSA's and our SINE initiative:

- The Chicago, New York, Delaware, and South El Monte academies serve high school students only.
- The Delaware, South El Monte, and Chicago academies place a premium on preparation for higher education.
- The Delaware and San Bernardino academies are the only charter schools.
- The Delaware Academy of Public Safety is the only new program just completing its first year of operation.
- The Delaware, Connecticut, and New York academies take students at any time during their high school years.

**Model:** The Delaware academy appears to mirror our SINE initiative more closely than any of the other academies

**APPENDIX D: COURSE FLOW BY CORE CONTENT AREA AND CTE PATHWAYS**



**Officer David S. Moore**

*Remember his name—  
Honor his sacrifice*

## The Officer David S. Moore College and Career Pathway Plan

**Criminal  
Justice**  
  
(Law  
Enforcement)

**Fire and  
Rescue**  
  
(First  
Responder)

**Emergency  
Medical  
Services**  
  
(EMT)

**THE OFFICER DAVID S. MOORE PUBLIC SAFETY ACADEMY COLLEGE AND CAREER PATHWAY PLAN**

**CLUSTER: Law, Public Safety, Corrections and Security**

**CAREER PATHWAY: Criminal Justice**

**CONCENTRATION: Law Enforcement**

**INDIANA CORE 40 HIGH SCHOOL GRADUATION PLAN**

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters and pathways prior to or during the time they create their individual Pathway Plans. **CTE/Career & Elective courses can be flexed across grade levels.**

Grade	English/ Language Arts	Math	Health Ed. and Science	Physical Ed. and Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
					Semester One	Semester Two	Semester One	Semester Two
Sem	2 each	2 each	Science 2 ea.	2 each	Semester One	Semester Two	Semester One	Semester Two
9	English 9	Algebra I / Integrated Math I	Health and Wellness (1)	Physical Education I and II	Preparing for College and Careers I (Entry Level Orientation Course)	Preparing for College and Careers II	Digital Citizenship	Personal Financial Responsibility
10	English 10	Geometry / Integrated Math II	Biology	Geography/ World History	Interpersonal Relationships I	Interpersonal Relationships (PS)	Spanish I	
11	English 11	Algebra II / Integrated Math III	Chemistry	U.S. History	Criminal Justice I		Spanish II	
12	English 12		Physics	Government Economics	Criminal Justice II		Music Appreciation	
<b>CR</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8</b>		<b>8</b>	
<b>State Specified Pathway Assessment:</b> Dual credit final exams					<b>Industry Recognized Certification:</b>			

**Ivy Tech Postsecondary Courses Aligned for Potential Dual Credit**

CRIM 101 Introduction to Criminal Justice Systems

CRIM 113 Criminal Investigations

<b>THE OFFICER DAVID S. MOORE PUBLIC SAFETY ACADEMY COLLEGE AND CAREER PATHWAY PLAN</b>	
<b>CLUSTER: Law, Public Safety, Corrections &amp; Security</b>	<b>CAREER PATHWAY: Fire and Rescue</b>
<b>CONCENTRATION: First Responder</b>	
<b>INDIANA CORE 40 HIGH SCHOOL GRADUATION PLAN</b>	

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters and pathways prior to or during the time they create their individual Pathway Plans. **CTE/Career & Elective courses can be flexed across grade levels.**

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9	English 9	Algebra I / Integrated Math I	Health and Wellness (1)	Physical Education I and II	Preparing for College and Careers I (Entry Level Orientation Course)	Preparing for College and Careers II	Digital Citizenship	<i>Personal Financial Responsibility</i>
10	English 10	Geometry / Integrated Math II	Biology	Geography/ World History	Interpersonal Relationships I	Interpersonal Relationships (PS)	Spanish I	
11	English 11	Algebra II / Integrated Math III	Chemistry	U.S. History	Fire and Rescue I		Spanish II	
12	English 12		Physics	Government Economics	Fire and Rescue II		Music Appreciation	
<b>CR</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8</b>		<b>8</b>	
<b>State Specified Pathway Assessment:</b>					<b>Industry Recognized Certification:</b>			

<b>Ivy Tech Postsecondary Courses Aligned for Potential Dual Credit</b>
FIRE 100 Fire Suppression
FIRE 116 & FIRE 117 Firefighter I and II
PSAF 115 Hazmat Awareness & Operations
PSAF 120 1 <sup>st</sup> Responder and/or PARM 102 EMT Basic

**THE OFFICER DAVID S. MOORE PUBLIC SAFETY ACADEMY COLLEGE AND CAREER PATHWAY PLAN**

**CLUSTER: Health Science**

**CAREER PATHWAY: Emergency Medical Services**

**CONCENTRATION: EMT**

**INDIANA CORE 40 HIGH SCHOOL GRADUATION PLAN**

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters and pathways prior to or during the time they create their individual Pathway Plans. **CTE/Career & Elective courses can be flexed across grade levels.**

Grade	English/ Language Arts	Math	Health Ed. and Science	Physical Ed. and Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
					Semester One	Semester Two	Semester One	Semester Two
Sem	2 each	2 each	Science 2 ea.	2 each	Semester One	Semester Two	Semester One	Semester Two
9	English 9	Algebra I / Integrated Math I	Health and Wellness (1)	Physical Education I and II	Preparing for College and Careers I (Entry Level Orientation Course)	Preparing for College and Careers II	Digital Citizenship	<i>Personal Financial Responsibility</i>
10	English 10	Geometry / Integrated Math II	Biology	Geography/ World History	Human Development and Wellness	Interpersonal Relationships	Spanish I	
11	English 11	Algebra II / Integrated Math III	Chemistry	U.S. History	Health Science Education I		Spanish II	
12	English 12		Physics	Government Economics	Emergency Medical Services		Music Appreciation	
<b>CR</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8</b>		<b>8</b>	
<b>State Specified Pathway Assessment:</b> Indiana EMT Certification					<b>Industry Recognized Certification:</b>			

**Ivy Tech Postsecondary Courses Aligned for Potential Dual Credit**

HLHS 101—Medical Terminology

PARM 102—EMT Basic

PSAF 120—First Responder

## APPENDIX E: SAMPLE LEARNING ACTIVITIES AND COURSE OUTLINES

<p><b>Objective</b></p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Set up, develop and maintain a Wiki</li> <li>• Research, analyze and evaluate information</li> <li>• Understand various cultures and civilizations</li> </ul>		<p><b>Summary of Activity</b></p> <p>After demonstrating how to properly research, set up and use a Wiki while studying the beginnings of human society, students will be divided into three groups and will collaborate to develop Wikis for the following historical periods: Ancient Civilizations, Civilizations in Asia, Africa and the Americas 1000B.C. – 1500A.D., and Medieval Europe and Western Civilization. The Wiki must include historical information as well as a review of a historically relevant text.</p>	
<p><b>World History</b></p> <ul style="list-style-type: none"> <li>• WH.2</li> <li>• WH.3</li> <li>• WH.4</li> </ul>	<p><b>English 9</b></p> <ul style="list-style-type: none"> <li>• 9.2</li> <li>• 9.3</li> <li>• 9.4</li> <li>• 9.5</li> <li>• 9.6</li> </ul>	<p><b>Computer Applications</b></p> <ul style="list-style-type: none"> <li>• 3.1</li> <li>• 3.2</li> <li>• 3.4</li> <li>• 3.5</li> <li>• 3.6</li> <li>• 4.1</li> </ul>	<p><b>Assets</b></p> <ul style="list-style-type: none"> <li>• Planning and Decision Making</li> <li>• Responsibility</li> <li>• Interpersonal Competence</li> <li>• Cultural Competence</li> <li>• Achievement Motivation</li> <li>• Homework</li> </ul>

<p><b>Objective</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify key features of a coordinate plane and plot an ordered pair.</li> </ul>		<p><b>Summary of Activity</b></p> <p><b>Day 1:</b> Students will be introduced to the coordinate plane and how to plot an ordered pair through direct instruction. In order to practice the content they will be given a map of Indianapolis and asked to plot different landmarks of the city. The origin of the coordinate plane will correspond to the circle at the center of Indianapolis. Students will be given an exit slip to assess their understanding.</p> <p><b>Day 2:</b> Students will then be given another map of a neighborhood on a coordinate plan. They will interview public safety officers about the locations of different incidents in the city. Students will create a key to code for the different calls (ex. murder, domestic disputes, fires, arson) to plot them on the map. Students will then have to decide if multiple calls were received at the same time what their plan would be to respond with a given number of employees on duty.</p>	
<p><b>Algebra I</b></p> <p>A1 3.1 Sketch a reasonable graph for a given relationship.</p>	<p><b>English 9</b></p> <p>9.7.16 Apply appropriate interviewing techniques</p>	<p><b>Criminal Justice I</b></p> <p>CJ1-1.6- Apply effective critical thinking, decision making and problem-solving techniques.</p>	<p><b>Assets</b></p> <ul style="list-style-type: none"> <li>• Achievement motivation</li> <li>• Engagement in learning</li> <li>• Planning and Decision making</li> </ul>

## APPENDIX F: SAMPLE EXIT STANDARDS FOR CORE AND PUBLIC SAFETY RELATED COURSES

### Mathematics Exit Standards:

Indiana Academic Standard	Related 21 <sup>st</sup> Century Skill
<p><b>Algebra 1.3</b> Students sketch and interpret graphs representing given situations. They understand the concept of a function and analyze the graphs of functions.</p>	<p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation</li> <li>• Make judgments and decisions: interpret information and draw conclusions based on the best analysis</li> </ul>
<p><b>Algebra 1.9</b> Students use a variety of strategies to solve problems. Students develop and evaluate mathematical arguments and proofs.</p>	

*Students who graduate from the Public Safety Academy must have the necessary skills to enroll and be successful in post-secondary education. To enroll at Ivy Tech in mathematics classes, students must pass the COMPASS math exam, which tests student abilities in coursework found in Algebra I.*

### English \ Language Arts Exit Standards:

Indiana Academic Standard	Related 21 <sup>st</sup> Century Skill
<p><b>English 12.5.5</b> Students write job applications and resumes that:</p> <ul style="list-style-type: none"> <li>• provide clear and purposeful information and address the intended audience appropriately;</li> <li>• use varied levels, patterns, and types of language to achieve intended effects and aid comprehension;</li> <li>• modify the tone to fit the purpose and audience, and</li> <li>• follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.</li> </ul>	<p><b>Critical Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Make judgments and decisions: synthesize and make connections between information and arguments</li> </ul>

<p><b>English 12.5.7</b> Students will use precise technical or scientific language when appropriate for topic and audience.</p>	<p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> </ul>
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**Public Safety Related Exit Standards**

Indiana Academic Standard	Related 21 <sup>st</sup> Century Skill
<p><b>Workplace Competency:</b></p> <p>Students will demonstrate appropriate behaviors and characteristics needed for career success and for completion of further education and training programs. They will apply academic skills and knowledge to workplace tasks and develop positive relationships with co-workers, community members, and family.</p> <p>Listed as Standard 1 in all of the Trade and Industrial Education courses listed below.</p>	<p><b>Work Effectively in Diverse Teams</b></p> <ul style="list-style-type: none"> <li>• Respect cultural differences and work effectively with people from a arrange of social and cultural backgrounds</li> </ul>
<p><b>Career Development:</b></p> <p>Students will demonstrate the skills and behaviors required for self-sufficiency and management of their personal and professional lives. They will apply planning, research, and writing skills to the development of strategies for educational and employment success.</p> <p>Listed as Standard 2 in all of the Trade and Industrial Education courses listed below.</p>	<p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li>• Balance tactical (short-term) and strategic (long-term) goals</li> </ul> <p><b>Be Self-directed Learners</b></p> <ul style="list-style-type: none"> <li>• Demonstrate commitment to learning as a lifelong process</li> </ul>

*The academic standards listed above are included as critical elements of the Law Enforcement course.*

**APPENDIX G: APEX LEARNING DIGITAL CURRICULUM  
CROSSWALK TO THE PSA COLLEGE AND CAREER PATHWAY PLAN**  
(Based on the Indiana Core 40 High School Graduation Plan for PSA students)

<b>Course Numbers</b>	<b>PSA Core Courses</b>	<b>Number of Credit Hours</b>	<b>APEX Course</b>	<b>Number of Semesters</b>
1002	English 9	2	English I	2
1004	English 10	2	English II	2
1006	English 11	2	English III	2
1008	English 12	2	English IV	2
2520	Algebra I or	2	Algebra I or	2
2554	Integrated Math I	2	Integrated Math I	2
2522	Algebra II or	2	Algebra II or	2
2556	Integrated Math II	2	Integrated Math II	2
2532	Geometry or	2	Geometry	2
2558	Integrated Math III	2		
3024	Biology I	2	Biology	2
3064	Chemistry I	2	Chemistry	2
3084	Physics I	2	Physics	2
1548	World History & Civilization	2	World History	2
1546	World Geography	1	Geography & World Culture	1
1542	U.S. History	2	U.S History	2
1540	U.S. Government	1	U.S. Gov. and Politics	1
1514	Economics	1	U.S. & Global Economics	1
3542	Physical Ed. I	1	Physical Ed.	1
3544	Physical Ed. II	1		
5342	Nutrition and Wellness	1 \$250	Skills for Health	1
<b>Course Numbers</b>	<b>CTE/ Elective Courses</b>	<b>Credit Hours/CTE Funding</b>	<b>APEX Course or CTE Funding</b>	<b>Number of Semesters</b>
5210	Emergency Medical Services	6 Maximum \$375	N/A	
5282	Health Science Education I	6 Maximum \$450	N/A	

New I/II Courses	Veterinary Careers	TBD	N/A	
5822	Criminal Justice I	6 Maximum \$450	N/A	
5824	Criminal Justice II	6 Maximum \$450	N/A	
5820	Fire and Rescue I	6 Maximum \$450	N/A	
5826	Fire and Rescue II	6 Maximum	N/A	
5394A	Entry Level Orientation Course	1	College and Career Preparation I	1
5394B	Preparing for College and Careers	1 \$250	College and Career Preparation II	1
5364	Interpersonal Relationships	2 \$250	N/A	
5008	Animal Science	2 \$450	N/A	
5366	Human Development and Wellness	2 \$250	N/A	
4530	Digital Citizenship	1	N/A	
4540	Personal Financial Responsibility	1	Financial Literacy	1
2120	Spanish I	2	Spanish I	2
2122	Spanish II	2	Spanish II	2
4206	Music History & Appreciation	2	Music Appreciation	2
<b>Course Numbers</b>	<b>Alternate Courses</b>	<b>Number of Credit Hours</b>	<b>APEX Course</b>	<b>Number of Semesters</b>
4024	Art History	1	Art Appreciation	1
0524	Comm. Service	1 or 2	N/A	
2020	French I	2	French I	2
2022	French II	2	French II	2
1534	Sociology	1	Sociology	1
5232	Interactive Media	1 \$450	Media Literacy	1

## APPENDIX H: THE OFFICER DAVID S. MOORE PUBLIC SAFETY ACADEMY RANKING SYSTEM

<p><b>Entry Level</b> is the <u>entry rank</u> for both expelled out-of-school youth and underserved in-school students to be served.</p> <p><b>Potential Growth Population:</b> in-school youth planning on dropping out of high school or at-risk of doing so in the future.</p>	<p><b>Entry Level Activities</b> (both student groups enroll at Entry Level)</p> <ul style="list-style-type: none"> <li>• Program Application</li> <li>• Interview Process</li> <li>• Acceptance</li> <li>• Orientation</li> <li>• Induction Course</li> </ul>
<p><b>Bronze Level</b> is the <u>first rank</u> where Entry Level expelled youth are enrolled in a Basic Career Academy in advance of consideration as a cadet in the Basic Public Safety Academy.</p>	<p><b>Basic Career Academy</b> (expelled youth start here)</p> <ul style="list-style-type: none"> <li>• Career Assessment and Development</li> <li>• Career Pathways Exploration (other than public safety)</li> <li>• Public Safety Pathways Exploration</li> </ul>
<p><b>Silver Level</b> is the <u>second rank</u> where Entry Level underserved students are enrolled as cadets in a Basic Public Safety Academy and first rank expelled youth can earn a promotion from Bronze Level.</p> <p><b>Movement Between Levels:</b> Level promotions and demotions can occur at any given time based on a student progress and conduct.</p>	<p><b>Basic Public Safety Academy</b> (underserved students start here)</p> <ul style="list-style-type: none"> <li>• Law Enforcement and Community Policing</li> <li>• Fire Safety and Firefighting</li> <li>• Homeland Security and Indiana National Guard</li> <li>• Animal Care and Control</li> <li>• Emergency Medical Services</li> <li>• Public Safety Communications</li> <li>• Security and Protective Services</li> </ul>
<p><b>Gold Level</b> is the <u>third and highest rank</u> where second rank cadets can earn a promotion from the Silver Level’s Basic Public Safety Academy to the Advanced Public Safety Academy.</p> <p><b>Cadets as Officers:</b> Gold Level cadets can earn a final promotion to <u>Officer</u> after exhibiting exemplary progress and conduct.</p>	<p><b>Advanced Public Safety Academy</b> (both groups can end here)</p> <ul style="list-style-type: none"> <li>• Indianapolis Department of Public Safety Job Shadowing</li> <li>• Indianapolis Department of Public Safety Internships</li> <li>• Specific Public Safety Pathways Coursework</li> <li>• Public Safety Academy/College Dual-Credit Coursework</li> <li>• Specific Public Safety Pathways Training</li> <li>• Specific Public Safety Pathways Credentialing</li> </ul>

## APPENDIX I: RTI AND SWPBS SYSTEMATIC INTEGRATION MODEL

Effective Systems of Academic and Behavior Intervention	Response to Instruction/ Intervention (RTI)	School Wide Positive Behavior Support (SWPBS)
<p><b>Recommendations to create a systematic process of response to students experiencing difficulty in learning and self-discipline:</b></p> <ul style="list-style-type: none"> <li>• The plan of intervention must begin by providing all students with access to effective instruction and classroom management.</li> <li>• The plan of intervention must be proactive rather than reactive.</li> <li>• The plan of intervention must rely on an assessment process that provides multiple people with frequent, timely information about the learning/behavior of each student.</li> <li>• The plan of intervention must be multilayered with time and support for learning and/or discipline as variables rather than constants.</li> <li>• The plan of intervention will be directive rather than invitational.</li> <li>• The plan of intervention is fluid and flexible.</li> <li>• The plan of intervention would be characterized by specificity and precision regarding the needs of a particular student.</li> <li>• The plan of intervention should address the needs of both non-intentional and intentional non-learners and non-behaviors.</li> <li>• The plan of intervention will be systematic.</li> <li>• The plan of intervention will be imbedded in a culture of high expectations, collaboration, and continuous improvement.</li> </ul>	<p style="text-align: center;"><i><b>RTI is a three-tiered proactive and preventative approach to academic intervention</b></i></p> <p>RTI is a process carried out predominately through general education. It requires that ALL teachers take responsibility for ALL students. It is a tool for early support so that students do not have to wait to receive the intensity of instruction needed to progress. RTI is a tool for support so that students do not have to struggle long term prior to receiving targeted or intervention instruction.</p> <p><b>The RTI framework emphasizes nine core features:</b></p> <ul style="list-style-type: none"> <li>• Investment in preparation.</li> <li>• Universal screening.</li> <li>• Early intervention/ instruction for students not at level.</li> <li>• Multi-tiered, prevention-based intervention/ instruction.</li> <li>• Progress monitoring.</li> <li>• Individualized interventions/ instructions at assessed level of need.</li> <li>• Problem-solving process at all tiers.</li> <li>• Use of data for decision-making.</li> <li>• Research-based practices at all tiers.</li> </ul> <p style="text-align: center;"><b>The essential components of the primary prevention RTI plan (TIER 1) include:</b></p>	<p style="text-align: center;"><i><b>SWPBS is a three-tiered proactive and preventative approach to discipline and behavior intervention.</b></i></p> <p>SWPBS is a process to plan and implement a range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. In short, SWPBS is concerned with designing environments, arranging instruction, and adopting school-wide practices that promote desirable behavior and self-discipline.</p> <p><b>The SWPBS framework emphasizes four foundational elements:</b></p> <ul style="list-style-type: none"> <li>• Operationally defined and valued outcomes.</li> <li>• Conceptual principles of behavioral and biomedical sciences.</li> <li>• Research validated practices.</li> <li>• Systems change.</li> </ul> <p>Guided by these elements, school-based leadership teams create a school-wide plan that meets the needs of their student and staff populations, as shown by data.</p> <p style="text-align: center;"><b>The essential components of the School Wide Positive Behavior Support plan's primary prevention (TIER 1) include:</b></p>

	<p style="text-align: center;"><b><u>Primary Prevention</u></b></p> <ul style="list-style-type: none"> <li>• Classroom Teachers: All Students – All Subjects.</li> <li>• Universal screening identifying students with critical needs.</li> <li>• Instruction/ intervention starts immediately for all students scoring at the “intensive” and “strategic” levels.</li> <li>• 90-minute reading block daily.</li> <li>• Differentiated core curriculum plus teacher-identified supplemental instruction in flexible cross grade groups.</li> <li>• Curriculum-based and norm-referenced tests at least monthly.</li> <li>• Pass all three, continue in Tier 1.</li> <li>• Pass two or three, differentiated instruction in Tier 1.</li> <li>• Pass one or zero, move to Tier 2.</li> </ul>	<p style="text-align: center;"><b><u>Primary Prevention</u></b></p> <ul style="list-style-type: none"> <li>• Statement of Purpose.</li> <li>• 3 to 5 School Wide Expectations.</li> <li>• Concrete behavioral expectations (examples of the School Wide Expectations) for all school locations.</li> <li>• Plans to teach the School Wide Expectations to adults and students.</li> <li>• Creation of an acknowledgement system and proactive strategies to encourage students and staff to meet the expectations.</li> <li>• Effective responses to violations including a clearly defined office discipline referral process.</li> <li>• A system to monitor implementation and progress toward outcomes.</li> </ul> <p><b>Tier 1 focuses on preventing new cases of problem behavior by focusing on all students and staff across school settings.</b></p>
	<p style="text-align: center;"><b>The essential components of the secondary prevention RTI (TIER 2) include:</b></p> <p style="text-align: center;"><b><u>Secondary Prevention</u></b></p> <ul style="list-style-type: none"> <li>• Address student barriers/deficiencies.</li> <li>• Work to access more small group/ individual instruction/ intervention(s).</li> <li>• Dedicated staff members implement targeted group interventions.</li> <li>• Dedicated staff members monitor student progress periodically.</li> <li>• Minimum four week intervention for academic issues.</li> <li>• Students showing academic progress should be monitored at least twice monthly.</li> </ul>	<p style="text-align: center;"><b>The essential components of School Wide Positive Behavior Support secondary prevention (TIER 2) include:</b></p> <p style="text-align: center;"><b><u>Secondary Prevention</u></b></p> <p>Below are examples of interventions that have been effectively implemented for groups or individuals:</p> <ul style="list-style-type: none"> <li>• Anger Management</li> <li>• Impulse Control</li> <li>• Defusing Strategies</li> <li>• Academic tutoring</li> <li>• Academic restructuring</li> <li>• Mentoring programs</li> <li>• Check-in/Check-out Systems</li> <li>• Divorce Support Groups</li> <li>• Substance Abuse Support Groups</li> </ul>

	<p><b>If progress monitoring demonstrates a minimal amount of progress, an RTI meeting convenes where the following criteria is considered before moving to Tier 3:</b></p> <ul style="list-style-type: none"> <li>• Small group instruction to re-teach, reinforce, and remediate skills using an alternative curriculum.</li> <li>• Instructional specialists trained in methodology.</li> <li>• Teacher observation.</li> <li>• Curriculum-based and norm-referenced tests twice monthly.</li> </ul> <p><b>The essential components of the targeted, intensive, individual Response to Instruction/Intervention tertiary prevention (TIER 3) include:</b></p> <p><b><u>Tertiary Prevention</u></b></p> <ul style="list-style-type: none"> <li>• Dedicated staff members may discuss and implement more intensive additional individual instruction/ intervention(s).</li> <li>• Possible consultation/ initial screening by a school psychologist, counselor, or resource teacher.</li> <li>• All instruction/ intervention information and data go to classroom teachers, school psychologist, resource teacher, dedicated RTI person and building administrator.</li> </ul> <p><i>Dedicated staff reviews all data from Tier 1, Tier 2, and Tier 3 during an RTI meeting, possibly resulting in a request for further evaluation.</i></p>	<p>Rearranging schedules, modifying or creating new procedures, and increasing active supervision are examples of targeted setting interventions.</p> <p><b>Targeted group or setting interventions can be created and implemented with less effort and time than individualized behavior support planning.</b></p> <p><b>The essential components of School Wide Positive Behavior Support tertiary prevention (TIER 3) include:</b></p> <p><b><u>Tertiary Prevention</u></b></p> <ul style="list-style-type: none"> <li>• Creation of individualized behavioral support plans based on the function the behavior serves for the individual.</li> <li>• Enhance or create specialized systems to provide such planning for students with intense behavioral challenges.</li> <li>• Utilize Function-Based Support Planning.</li> <li>• Provide Wrap-Around Services.</li> <li>• Utilizes Person-Centered Planning.</li> </ul> <p><i>Positive behavior support planning and implementation are data-driven. School teams examine data reflecting school-wide patterns of behavior to determine outcomes/expectations.</i></p>
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## **APPENDIX J: THE OFFICER DAVID S. MOORE PUBLIC SAFETY ACADEMY (PSA) STUDENT DISCIPLINE AND BEHAVIOR PLAN**

### School-Wide Positive Behavior Support (SWPBS) Implementation Plan

#### Implementation Plan Purpose

Learning, embracing, and practicing acceptable behavior is a vital and necessary part of every student's school life. It requires the cooperation of all PSA stakeholders; parents, teachers, administrators, students, and community advocates. The help of parents and guardians is absolutely necessary in overcoming behavior problems encountered along the way. The PSA also believes that the development of a positive self-concept improves discipline and behavior. The rules that guide behavior at the PSA are designed to provide a safe school climate, allow students to learn, and give teachers the opportunity to teach. Our discipline program includes school-wide and classroom rules, expectations, and positive behavior support.

#### Implementation Plan Goal

The ultimate goal of the SWPBS implementation plan is to help students develop self-discipline based on an understanding of how certain behaviors contribute to the efficiency of school and community, and the benefits that can be received by being a disciplined person of character as one makes the transition into young adulthood and beyond. The focus of SWPBS is personal growth through a proactive problem solving approach and emphasis on developing student assets as opposed to dwelling on their deficits. Staff members seek to actively correct inappropriate behavior, rather than punishment. Everyone should understand that mistakes are made and that they can be the basis for growth. Three things must happen in order for this implementation plan to work.

- First, that school staff will consistently maintain and fairly administer SWPBS including behavioral consequences.
- Second, each student must understand that it is his/her obligation to learn, embrace, and practice the rules for safe and productive behavior.
- Third, parents must work with the PSA to ensure that their child understands the SWPBS implementation plan and accompanying positive behaviors, and supports the school in carrying out any consequences of misbehavior.

## SWPBS IMPLEMENTATION PLAN EXPECTATIONS MATRIX

EXPECTATIONS	CLASSROOM	MOVEMENT	COMMON AREAS	BATHROOM	GROUNDS	SPECIAL EVENTS
<b>Positive Attitude</b>	Participate ----- Be prepared ----- Put forth maximum effort	Move when scheduled ----- Be on time ----- Follow directions	Be polite ----- Use appropriate language	Use it for intended purpose ----- Wash your hands ----- Throw away trash in the trashcan	Don't hang out on the grounds ----- Treat grounds as an extension of the building ----- Greet visitors to the PSA	Listen, follow directions and use appropriate language
<b>Respect</b>	Use appropriate language ----- Treat classmates with respect	Get to class on time ----- Respect staff monitoring hallways	Follow instructions ----- Respect the time and space of others	Respect the facilities ----- Assist with cleanliness	Treat everyone on the outside the way we expect you to treat them on the inside	Address staff, other adults and your peers with respect
<b>Integrity</b>	Do your own work ----- Don't let others use your work	Be in the right place, at the right time, doing the right thing	Pay for all items for sale ----- Wait your turn	Treat this as a drug/ smoke free environment	Don't vandalize, mistreat, or disrespect persons or property	Conduct yourself at the highest level of professionalism
<b>Dependability</b>	Be on task ----- Electronic Devices out of sight ----- Attend regularly	Have a hall pass with you when not in class ----- Move directly and be on time	Clean up after yourself ----- Help keep things in order	Always have a bathroom pass with you ----- Be self-responsible	Be in the right place, at the right time, doing the right thing ----- Arrange dependable transportation	Give your best effort ----- Treat visitors and event items with respect ----- Refrain from sidebar conversations
<b>Effort towards school completion and success</b>	Turn in assignments ----- Give maximum effort at all times ----- Never quit or give up!	Attend all classes when on campus ----- Make an effort to be on time to each class and event	Make an effort to use designated common areas for their intended purposes (cafeteria, gym, office, Guidance & Counseling Office, etc.)	Make an effort to request bathroom breaks at non-critical times or between classes	Find a reliable means of transportation ----- Always be in the right place, at the right time, doing the right thing, with the right attitude, when on school grounds.	Focus on learning at all times ----- Give the same high level of effort at special events ----- Work toward the ultimate special event: GRADUATION

## **EXPECTATIONS FOR SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (SWPBS)**

### **I. The rights and responsibilities for *everyone* at the Public Safety Academy include:**

- The right to be treated with respect and the responsibility to behave respectfully toward others.
- The right to an education without interference from others and the responsibility to conduct oneself in a manner which avoids interference with another's education.
- The right to be treated with courtesy and the responsibility to be courteous and cooperative.
- The right to a safe environment and the responsibility to act in a safe manner.

### **II. Teachers are expected to:**

- Post and periodically review with students their classroom rules.
- Give praise for student effort and success and avoid public criticism of students.
- Help the students to understand and follow the rules by consistently enforcing the school policies.
- Promptly respond to communications from home.
- Exhaust all avenues of interventions prior to referring a student to the office with the exception of incidents considered to be severe and/or dangerous.
- Seek conferences with parents and other school personnel in an effort to help those students who have behavior and/or academic problems to resolve them effectively through the intervention process.

### **III. Administrators are expected to:**

- Oversee the implementation of the School-Wide Positive Behavior Support plan and discipline policy.
- Seek input from available sources for effective decision making regarding discipline and behavior.
- Provide necessary training for school personnel to become effective in discipline and behavior support.

### **IV. Students are expected to:**

- Understand and obey the rules of the school and classroom.
- Use appropriate language at all times. Profanity, name calling, teasing or bullying will not be allowed or tolerated.
- Refrain from play fighting, wrestling, and other physical contact which may lead to arguments and/or fighting.
- Respect the rights, opinions, and property of others.
- Refrain from throwing supplies or other objects because it is dangerous.
- Attend school regularly, arrive on time, and fulfill academic and behavioral responsibilities.

- Participate in the development of school and classroom rules.
- Dress in appropriate manner for school.
- Work hard and put forth maximum effort.

**V. Parents are expected to:**

- Instill in their children a respect for the rights and property of other people.
- Sign in at the front office on all visits to the campus.
- Promptly respond to communications from the school.
- Send their children to school regularly, on time, and prepared to work.
- Assist their children in understanding and supporting school rules and policies.
- Cooperate with the staff to help solve discipline and behavior problems with their child.

**PUBLIC SAFETY ACADEMY BEHAVIORAL INTERVENTIONS**

The following are suggested interventions that may be utilized in correcting a student's inappropriate behavior. Interventions listed are not hierarchical. Not all intervention strategies for each level need to be utilized.

**Tier 1: Minimal interference with instructional process based on class and/or school procedures:**

- Proximity control
- Non-verbal cue to correct behavior
- Verbal warning to student(s)
- Conference with student (in classroom or hallway)
- In-class modified seating
- In-class time out
- Rank system point deduction or asset notation

**Tier 2: Repeated interference with instructional process based on class and/or school procedures:**

- Behavior Intervention Documentation (BID) submission with corresponding parent/guardian contact.
- Out of class time with another teacher (buddy teacher intervention).
- Consultation with a student coach
- Guidance and Counseling Center intervention
- Demotion in rank and level according to established system

**Tier 3: Chronic interference with the instructional process based on class and/or school procedures:**

- BID submission to office with corresponding parent/guardian contact

**Administrative action:**

- Administrator follows through on administrator behavior intervention
- Administrator follows-up with parent/guardian
- Administrator circles back around with Guidance and Counseling Center

**CHRONIC, SEVERE, AND/OR DANGEROUS BEHAVIOR CONSEQUENCES**

Students may be referred for disciplinary action immediately for “zero-tolerance” offenses or incidents considered to be severe or dangerous. Administrative actions may include:

- Home-Based Suspension (may work virtually while on suspension)
- Involvement of Law Enforcement (depending on circumstances)
- School Expulsion ( in addition to any existing school expulsion)

**PSA-SWPBS STUDENT AND PARENT IMPLEMENTATION FORM**

***Acknowledgements and Verification***

By signing the bottom of this page, you are acknowledging and verifying that you have received, and take responsibility for reviewing with your child, the documents referenced in the PSA-SWPBS Implementation Plan found in this packet, including, without limitation, the PSA’s policies and expectations for all stakeholders.

***School-Wide Positive Behavior Support – Policies and Expectations***

As a parent of a PSA student, you have the right to a quality education for your child. To make sure that every student enjoys that right, the PSA has established procedures regarding discipline and behavior. The procedures for student discipline and behavior are designed to create an orderly environment that is safe for all students and staff. The rules are reasonable, fair, and supportive. We ask that you carefully read the SWPBS Implementation Plan. The PSA has severe consequences for drugs, weapons or threatening behavior. Any such act may result in a recommendation for long-term suspension or expulsion from school. Some infractions may result in a referral to a local law enforcement agency, in addition to school consequences, such as suspension or expulsion.

**This form must be returned to each child’s school within 10 days.**

Parent Name (printed): \_\_\_\_\_ Date: \_\_\_\_\_

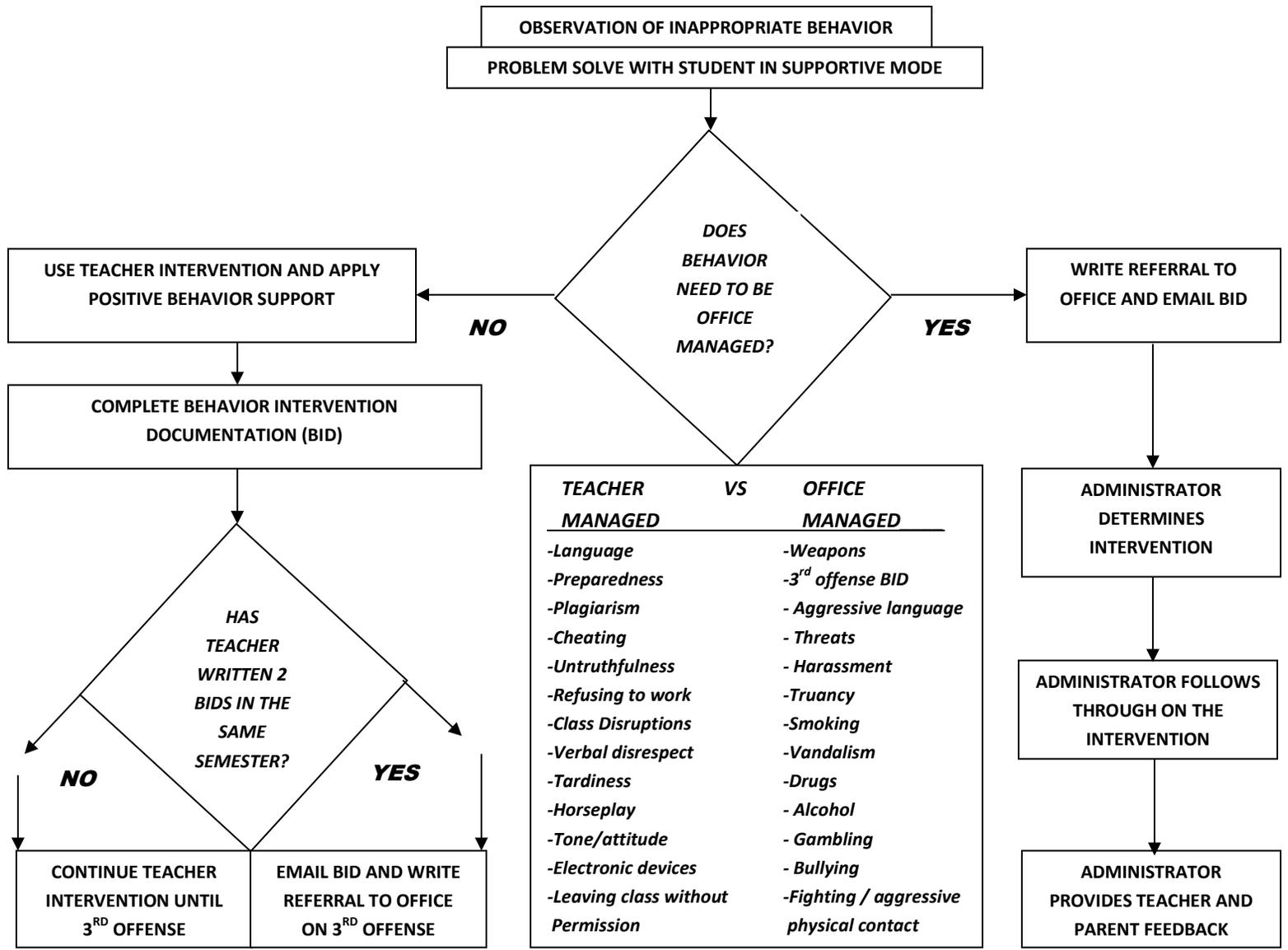
Student Name (printed): \_\_\_\_\_ Grade: \_\_\_\_\_

PSA Student ID Number: \_\_\_\_\_ Assigned PSA Coach: \_\_\_\_\_

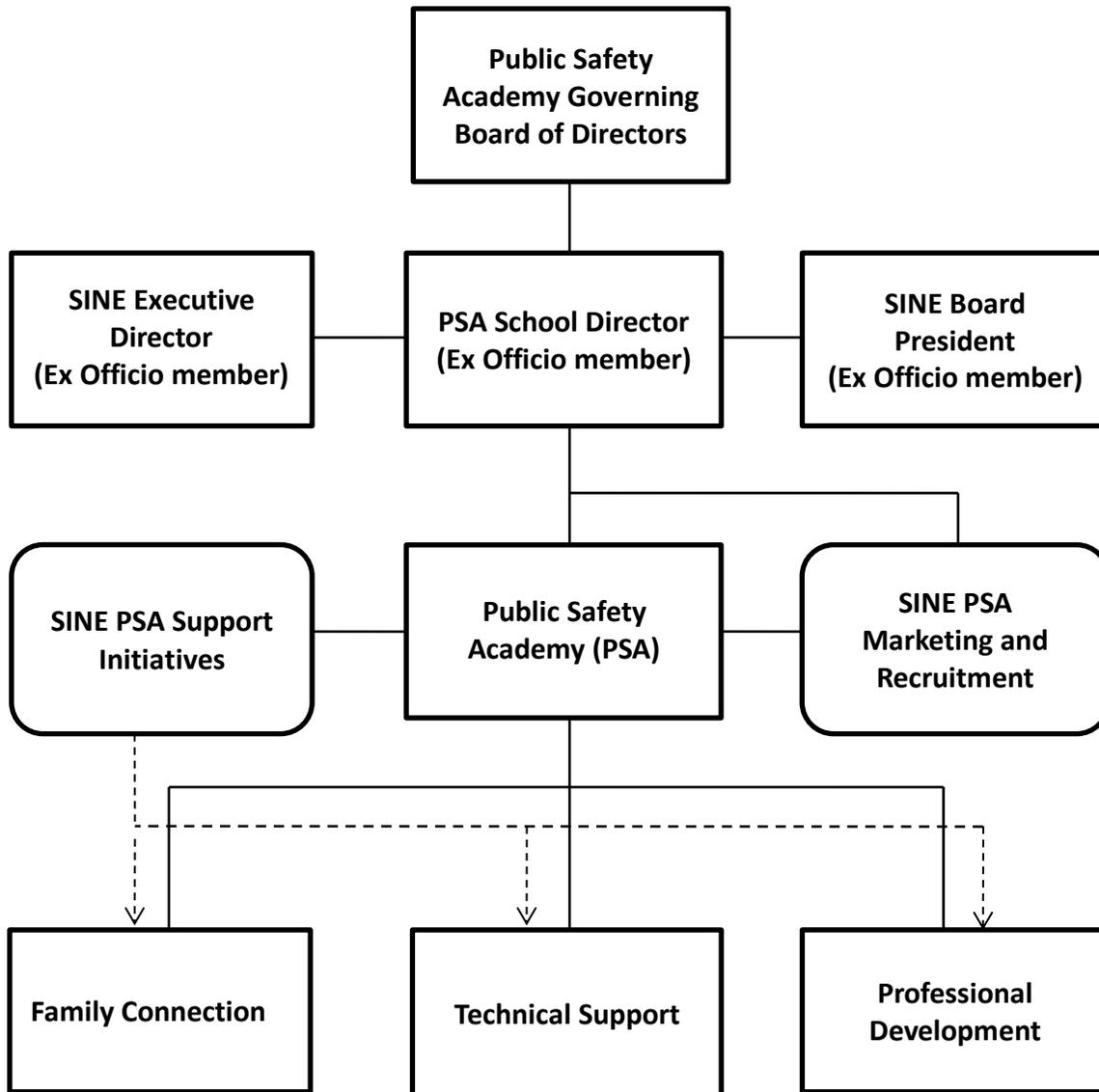
Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

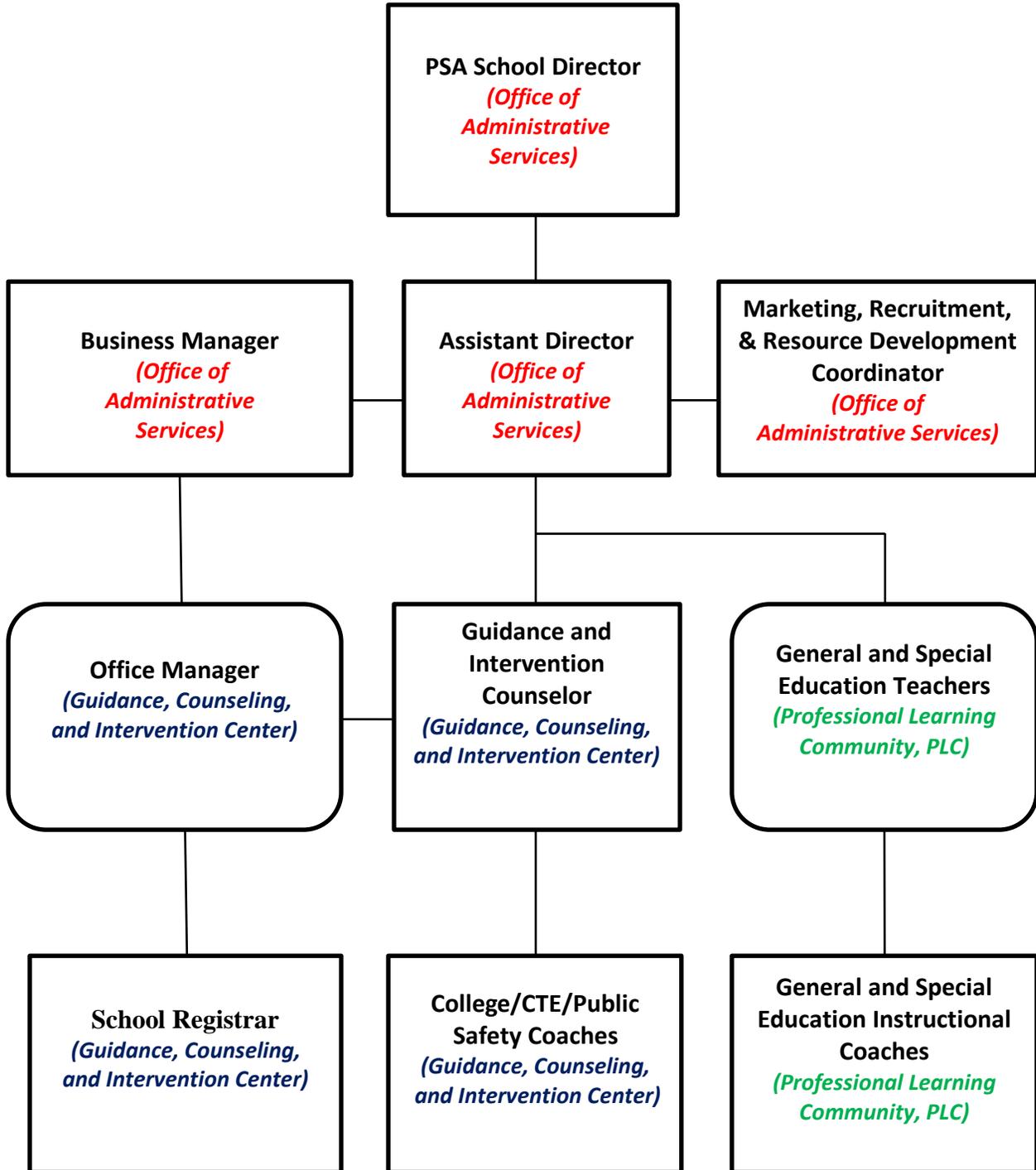
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**APPENDIX K: ORGANIZATIONAL CHART FOR SOLUTIONS IN EDUCATION AND TRAINING, INCORPORATED (SINE)**



**APPENDIX L: ORGANIZATIONAL CHART, ENROLLMENT, SPACE REQUIREMENTS, STAFFING, QUALIFICATIONS, AND SALARIES FOR THE OFFICER DAVID S. MOORE PUBLIC SAFETY ACADEMY**



**Public Safety Academy Enrollment, Space Requirements, Staffing, and Qualifications**

<b>Number of Students (years 1-7)</b>	<b>150</b>	<b>180</b>	<b>210</b>	<b>240</b>	<b>270</b>	<b>300</b>	<b>330</b>	<b>Maximum:</b>	<b>350 students</b>
<b>Students Per Session</b>	<b>75</b>	<b>90</b>	<b>105</b>	<b>120</b>	<b>135</b>	<b>150</b>	<b>165</b>		
<b>200 Sq. Ft. Per Student</b>	<b>15,000</b>	<b>18,000</b>	<b>21,000</b>	<b>24,000</b>	<b>27,000</b>	<b>30,000</b>	<b>33,000</b>	<b>Minimum Sq. Ft:</b>	<b>35,000 sq. ft.</b>
<b>Staff Positions (years 1-7)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Qualifications</b>	<b>Compensation</b>
School Director	1	1	1	1	1	1	1	Certified Administration	\$90,000
Assistant Director	1	1	1	1	1	1	1	Certified Administration	\$65,000
Guidance/Intervention Counselor	1	1	1	1	1	2	2	Certified Counseling	\$47,000
General / Sp. Ed. Teachers	5	6	7	8	9	10	11	Certified Subject Area and/or Sp. Ed.	\$42,000
Public Safety/CTE (hourly)	0.5	0.5	0.5	0.5	0.5	1	1	Workplace Specialist	\$20,000
Marketing, Recruitment, and Resource Development Coordinator	1	1	1	1	1	1	1	Non-certified	\$35,000
College/CTE & PS Coaches	2	2	3	3	4	4	5	Non-certified	\$30,000
Instructional Coaches	2	3	3	4	4	5	5	Non-certified	\$30,000
Office Manager (Guidance/Counseling/Intervention)	1	1	1	1	1	2	2	Non-certified	\$35,000
Business Manager (Office of Administrative Services)	1	1	1	1	1	1	1	Non-certified	\$40,000
Registrar (credits/records/transcripts)	1	1	1	1	1	2	2	Non-certified	\$35,000
<b>Total Certified Staff</b>	<b>8.5</b>	<b>9.5</b>	<b>10.5</b>	<b>11.5</b>	<b>12.5</b>	<b>15</b>	<b>16</b>		
<b>Total Classified Staff</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>15</b>	<b>16</b>		

- Assumption #1: The Administrative Team consists of the Director, Assistant Director, Counselor, Business Manager, and M/R/RD Coordinator.
- Assumption #2: The Director and Assistant Director will oversee the Business Manager, and M/R/RD Coordinator.
- Assumption #3: The Guidance/Intervention Counselor will oversee the College/CTE/Public Safety Coaches.
- Assumption #4: The Business Manager will oversee the Office Manager and Registrar.
- Assumption #5: The Assistant Director will oversee the Teachers and Instructional Coaches.
- Assumption #6: The Teachers and Instructional Coaches will form multiple Professional Learning Communities (PLCs) over the seven year period.

**Medical Insurance:** HMO coverage will be offered with a copay. A high deductible health plan will be available along with a health saving account.

**Dental Insurance Benefits:** A separate dental insurance plan will be offered with the PSA paying a portion of the monthly premium.

**Vision Insurance Benefits:** Vision insurance will be provided along with the above medical plan. A discount on eye services will also be available.

**Short Term Disability, Long Term Disability, and Life Insurance:** Will be provided at no cost to full time employees.

**Other Benefits:** A Flexible Spending Account and an Employee Assistance Program will be available to all full time employees.

**Retirement #1:** Indiana Teachers' Retirement Fund – the statewide pension plan for Indiana teachers.

**Retirement #2:** In addition to the state guaranteed pension plan, PSA staff will have access to an employer-sponsored 403(b) plan.

<b>The Officer David S. Moore Public Safety Academy</b>	<b>Fiscal Year 2013-2014</b>	<b>Fiscal Year 2014-2015</b>	<b>Fiscal Year 2015-2016</b>	<b>Fiscal Year 2016-2017</b>	<b>Fiscal Year 2017-2018</b>	<b>Fiscal Year 2018-2019</b>
<b>Six-Year Salary Schedule</b>	<b>Pre-Operational:</b>	<b>Enrollment: 150</b>	<b>Enrollment: 180</b>	<b>Enrollment: 210</b>	<b>Enrollment: 240</b>	<b>Enrollment: 270</b>
	<b>PRE-OP Year 1</b>	<b>Operational Year 1</b>	<b>Operational Year 2</b>	<b>Operational Year 3</b>	<b>Operational Year 4</b>	<b>Operational Year 5</b>
Annual Incremental Increase Percentage		5.0%	5.0%	5.0%	5.0%	5.0%
Number of additional students		150	30	30	30	30
Number of additional certified and classified staff members		16.5	18.5	20.5	22.5	24.5
<b>Staff Salaries</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
School Director	75,000	95,000	99,750	104,738	109,974	115,473
Assistant Director (four months in 2013-2014)	21,668	65,000	68,250	71,663	75,246	79,008
Marketing, Recruitment, and Resource Development Coordinator (4 months)	11,668	35,000	36,750	38,588	40,517	42,543
Guidance and Intervention Counselor		47,000	49,350	51,818	54,409	57,129
General and Special Education Teachers		42,000	44,100	46,305	48,620	51,051
Instructional & College/CTE/PS Coaches		30,000	31,500	33,075	34,729	36,465
Office Manager (half-year in 2013-2014)		35,000	36,750	38,588	40,517	42,543
Registrar		35,000	36,750	38,588	40,517	42,543
Business Manager	11,668	40,000	42,000	44,100	46,305	48,620

## APPENDIX M: INFORMATION ON COMMUNITY PARTNERSHIPS AND LETTERS OF SUPPORT

Name of Organization and Partnership Representative	Address, phone number and email address	Nature of the partnership with the Officer David S. Moore Public Safety Academy	Is a letter of support included?
Indianapolis Fire Department, Captain Kevin Givens, Recruitment Officer	555 N. New Jersey St., Indianapolis, IN 46204 (317) 327-6041 Kevin.Givens@indy.gov	Mentoring, job shadowing, tutoring, internships, dual-credit, leadership training, and student recognition.	A support letter is included in the first exhibit to follow this chart.
America's Promise Alliance, Cody W. Ruxton Vice President, Youth Voice & Engagement	1110 Vermont Ave, NW, Suite 900 Washington, DC 20005 T: (202) 657-0624 codyr@americaspromise.org	Promise Place- recognition for providing the kids we serve with all 5 Promises. Membership in Grad Nation Community Learning Network.	A support letter is included in the second exhibit to follow this chart.
The Anthony Robbins Foundation, The Anthony Robbins Foundation Team	9672 Via Excelencia, Suite 102, San Diego, CA 92126 800-554-0619 858-444-3080 Foundation@anthonyrobbinsfoundation.org	1. Provide Anthony Robbins' materials. 2. Donate books and tapes for fundraisers. 3. Enrollment in Youth Mentoring or Youth Leadership Programs.	A support letter is included in the third exhibit to follow this chart.
The Officer David S. Moore Foundation, Spencer Moore	PO Box 39284 Indianapolis, IN 46239 (317) 625-1412 Actionphoto@Comcast.net	Funding to the Planning Effort and mentoring and classroom support, and presentation of life experiences.	A support letter is included in the fourth exhibit to follow this chart.
Gallagher - Westfall Group of Indiana, William S. Westfall, President	P.O. Box 101 Santa Claus, Indiana 47579 812-639-3423 gwgbill@psci.net	Provision of training and referral, along with instructors to help meet curricular needs in respect to public safety and leadership development.	A support letter is included in the fifth exhibit to follow this chart.
Public Agency Training Council (PATC), Jim Alsup, Director	5235 Decatur Blvd., Indianapolis, Indiana 46241 (317) 821-5085 director@patc.com	Develop a relationship and mentoring program providing leadership development, guidance and direction to at-risk youth.	A support letter is included in the sixth exhibit to follow this chart.

<b>Name of Organization and Partnership Representative</b>	<b>Address, phone number and email address</b>	<b>Nature of the partnership with the Officer David S. Moore Public Safety Academy</b>	<b>Is a letter of support included?</b>
Marion County Prosecutor's Office Kristina Korobov, Director and Deputy Prosecuting Attorney	251 E. Ohio St., Suite 160, Indianapolis, IN 46204 (317) 327-5427 kkorobov@indy.gov	Mentoring, job shadowing, tutoring, internships, dual-credit, leadership training, and student recognition.	A support letter is included in the eighth exhibit to follow this chart.
Indianapolis Fire Department, David M. Kelley, Battalion Chief, EMS Division	555 North New Jersey St., Indianapolis, IN 46204 (317) 327-8660 david.kelley@indy.gov	Mentoring, job shadowing, tutoring, internships, dual-credit, leadership training, and student recognition.	EMS combined with Fire Department in exhibit one.
Indiana Department of Homeland Security, Division of Training, Randy Collins, Operations Chief	Indiana Government Center South, 302 W. Washington St., Room W046, Indianapolis, IN 46204 (317) 238-1762 rcollins@dhs.in.gov	Summer youth institutes, internships, mentoring.	NO
Marion County Department of Public Safety, Troy Riggs, Director of Public Safety	200 E Washington Street Room E270 Indianapolis, IN 46204 Phone: (317)327-5090 Fax: (317) 327-3446 Troy.riggs@indy.gov	Internships, mentoring, student recognition, and public safety instruction.	A support letter is included in the seventh exhibit to follow this chart.
Kroger Foundation, Angie Smith, Public Affairs Liaison	The Kroger Co. Public Affairs Dept. 317-579-8113 <a href="mailto:angie.smith@kroger.com">angie.smith@kroger.com</a>	Awarded the PSA a \$3,000 grant for charter school development and pledged ongoing inkind support.	NO
Indiana Troops to Teachers, Emily Siefken, Program Manager	Indiana Troops to Teachers Chicago, Illinois 312-814-1831 Emily.Siefken@illinois.gov	Acting as a liaison for supplying the school with veterans to fill PSA teaching positions.	NO
Ball State University, Beck Hannaford, Veterans Benefits	BSU Veterans Benefits, 2000 W University Ave, Muncie, IN 47306 765-285-5736 Email:bhannaford@bsu.edu	Providing higher education support for referring veteran graduates to the PSA for staffing opportunities.	NO
Sergeant Jeffrey Mittman, MSG (R), USA, Disabled Veteran	2888 S Colton Rd New Palestine, IN 46163 Home: 317-861-0175 Cell: 317-752-1153 jeffreymittman@yahoo.com	Spokesman for The Officer David S. Moore Public Safety Academy.	Marketing and Public Relations Quote.



**INDIANAPOLIS FIRE DEPARTMENT**

555 N. New Jersey Street  
Indianapolis, IN 46204

317-327-6041  
Fax 317-327-6043

January 22, 2013

Mr. Brandon Brown  
Director of Charter Schools  
Office of the Mayor, City of Indianapolis  
2501 City-County Building  
Indianapolis, Indiana 46204

Dear Mr. Brown:

This letter confirms The Indianapolis Fire Department's partnership with and support of Solutions in Education and Training's (SINE's) charter school initiative, The Officer David S. Moore Public Safety Academy (PSA). The PSA will be located in Indianapolis, serve Marion County high school students on active expulsion, and use public safety as a theme in several different career pathways. When students are expelled, they have few options; currently no schools in Marion County enroll students that are under active expulsion. As a result, hundreds of expelled students are unable to continue their education and often find themselves unsupervised and in environments that lend themselves to temptations that thwart a return to the educational system. Lacking self-esteem, inspiration, and motivation to achieve, these high risk students see their futures as pre-determined to be ones of hopelessness, unemployment, and even crime.

The Indianapolis Fire Department is committed to helping make a difference in the lives of these high risk youth, helping them get back on track educationally through self-sufficiency, community involvement, character education, and academic success, while presenting them hands-on opportunities to explore potential pathways and careers in public safety. Through our partnership with SINE, the PSA transformational services will enable participants to earn a high school diploma, establish a career pathway, and form a different view of themselves, the city of Indianapolis, and public safety in general. Academy students will realize that they have potential, can take control of their lives, be responsible for the choices they make, and develop into self-sufficient individuals with a better quality of life as a result.

Our joint partnership expectations include possible support in the areas of mentoring, tutoring, job shadowing, internships, dual-credit opportunities, leadership training, and student recognition. We are excited about the opportunity to partner with SINE and the PSA on behalf of the staff and students to be served, and look forward to conducting some advance planning initiatives in 2013-2014 and launching this effort during the 2014-2015 school year.

Sincerely,  
Capt. Kevin Givens- Recruitment Officer IFD

A handwritten signature in cursive script that reads "Kevin Givens".

December 19, 2012

Dear Christopher,

Thank you for your recent application to join America's Promise Alliance; we are pleased that you're interested in partnering with us. America's Promise has many opportunities for involvement outside of national partnership. Indeed there are a few community engagement opportunities that your organization may be interested in exploring. One of these is to have your organization apply to become a **Promise Place** – these are direct service organizations that receive recognition from us for providing the kids they serve with all 5 Promises. You can read about the program and apply on our website.

Another opportunity is to join the **Grad Nation Community Learning Network**. More than 50 communities are currently part of this network and have committed to our Grad Nation goal of increasing the national high school graduation rate to 90 percent by 2020. An essential part of this learning network is engaging cross-sector stakeholders to collaborate in increasing local graduation rates and identifying shared priorities and focus areas. Learn more on our website about how to become part of the Grad Nation Community Learning Network.

You can learn more about other America's Promise initiatives by visiting <http://www.americaspromise.org/Our-Work.aspx>. I hope you'll also register for our newsletter and stay in the loop (link is available on our homepage, [www.americaspromise.org](http://www.americaspromise.org)).

Thanks again for your interest in America's Promise! Do let me know if you have further questions.

Take care,

Cody

**Cody W. Ruxton**

Vice President, Youth Voice & Engagement

**America's Promise Alliance**

1110 Vermont Ave, NW, Suite 900

Washington, DC 20005

T: (202) 657-0624

F: (202) 657-0603

[codyr@americaspromise.org](mailto:codyr@americaspromise.org)

[www.americaspromise.org](http://www.americaspromise.org)

January 21, 2013

Dear Christopher Chalker and Solutions in Education and Training:

We want to honor and congratulate you for your commitment to making a difference in the world through the David S. Moore Public Safety Academy. We applaud your efforts and can offer support through one or more of the following:

1. Provide Anthony Robbins' materials to schools, libraries, correctional facilities, shelters, and other non-profit organizations. The materials are sent for a minimal cost – more information can be found here [www.anthonyrobbinsfoundation.org/arf/products\\_dd.php](http://www.anthonyrobbinsfoundation.org/arf/products_dd.php)
2. Donate Mr. Robbin's books and tapes for silent auction fundraisers for your non-profit organization.  
[http://anthonyrobbinsfoundation.org/arf/products\\_dd.php](http://anthonyrobbinsfoundation.org/arf/products_dd.php)
3. Enrollment in Youth Mentoring or Youth Leadership Programs. Go to this link for more information  
[www.anthonyrobbinsfoundation.org/arf/youth\\_leader.php](http://www.anthonyrobbinsfoundation.org/arf/youth_leader.php)

Please let us know if any of the above is of interest and can be a source of support for your organization.

Respectfully,

The Anthony Robbins Foundation Team  
The Anthony Robbins Foundation  
9672 Via Excelencia, Suite 102  
San Diego, CA 92126  
800-554-0619 or 858-444-3080  
Fax: 858-653-5286  
Foundation@anthonyrobbinsfoundation.org



C E L E B R A T I N G   T H E   L I F E   O F   A   W A R R I O R

February 11, 2013

Mr. Brandon Brown  
Director of Charter Schools  
Officer of the Mayor, City of Indianapolis  
2501 City-County Building  
Indianapolis, Indiana 46204

SPENCER L. MOORE

JO A. MOORE

CAROL L. MOORE-BONGFELDT

DANNY OVERLEY

TANYA TERRY

DANNY EAST

LORI TAYLOR

JEREMY GATES



P.O. BOX 39284

INDIANAPOLIS, IN 46239

PH 317.625.1412

Dear Mr. Brown

We, the collective members of Board of Directors of The Officer David S. Moore Foundation, believe the gateway to the continued success of Indianapolis is the youth of the community. We believe it imperative that the City grasps every chance to ensure that the future of Indianapolis is given every opportunity to enjoy, achieve and safeguard that success, individually and collectively.

To that end, The Officer David S. Moore Foundation has partnered with Solutions in Education and Training, Inc. – to develop, provide and administer a charter school dedicated to the career opportunities in the Public Safety profession; The Officer David S. Moore Public Safety Academy (PSA).

In addition to a certified high school curriculum, the PSA will provide introductory classes into such fields as law enforcement, fire suppression, emergency medical service and other careers within the public safety profession.

We will endeavor to fill our classrooms with high-risk youth who have experienced poor community and social interaction. Along side these challenged youth we will place young people with positive life experiences and successes. We believe the opportunity for mentoring and first hand positive example will encourage and result in every student having the opportunity to mature in to adults that will contribute to their community.

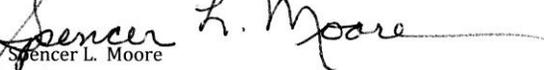
It is not the sole intent of the PSA to produce public safety employees. It is our goal to provide knowledge, insight and appreciation of community service through life fields of public safety. Regardless of the decision of the student, we believe that in the environment created and the experience shared, we will provide Indianapolis with a future that can only improve its quality of life.

In order to achieve this overarching goal, we are willing to dedicate our developing resources to provide funding, in part, to the planning effort. We are also committed to providing mentoring and classroom support in presentation of life experiences.

We do not undertake this task lightly. We have been and remain committed to continue the legacy of service of Officer David S. Moore. His commitment to the community of Indianapolis and its citizenry is beyond reproach and demands of us a compelling dedication to this task.

Officer David Spencer Moore, Indianapolis Metropolitan Police Department, died in January 2011, from gunshot wounds received while serving the citizens of this community.

Respectfully,  
For the board of directors,

  
Spencer L. Moore  
Chairman



February 15, 2013

Mr. Brandon Brown  
Director of Charter Schools  
Officer of the Mayor, City of Indianapolis  
2501 City-County Building  
Indianapolis, Indiana 46204

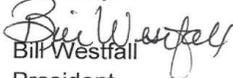
Dear Mr. Brown,

The Gallagher-Westfall Group of Indiana is a privately held corporation that has provided nationally recognized, public sector training sessions for law enforcement, fire, EMS and public safety personnel for more than 20 years.

The GWG has worked with a number of agencies in the Indianapolis area providing supervisory, management and leadership training and works with a number of presenters that are well known for presentations that are ground breaking, current and forward thinking in their content and delivery. As an Indiana corporation, and one that has an investment in the success of the state, we would like to offer our support of the proposed charter school, The Officer David S. Moore Public Safety Academy. Realizing an unmet need, SINE and The Officer David S. Moore Foundation have authored a unique concept that will fill a void that is presently unmet; a proposal that has the potential to salvage young lives that might otherwise be lost. The proposed charter school may not only salvage the marginal delinquent, but with its conceived second track has the potential to accelerate those who may qualify and seek a public safety career, giving them a depth of experience that would be rare given the support of IMPD, IFD, The Public Agency Training Council and GWG. The depth of resources, talent, superior role models that they could provide may be unparalleled in the nation. The GWG would gladly support the proposed charter school through training and referral and provision of instructors to fulfill curriculum needs.

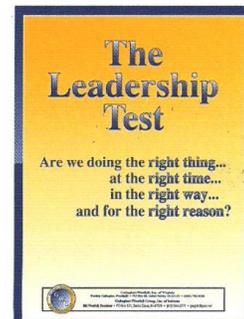
We remain available for responding to any inquiries concerning GWG's support and involvement.

Sincerely,

  
Bill Westfall

President  
GWG

**Gallagher-Westfall Group, Inc. of Indiana**  
P.O. Box 101, Santa Claus, IN 47579 • (812) 544-2777 • gwgbill@psci.net



**PUBLIC AGENCY TRAINING  
COUNCIL**

5235 Decatur Boulevard  
Indianapolis, Indiana 462

February 19, 2013

Mr. Brandon Brown  
Director of Charter Schools  
Office of the Mayor, City of Indianapolis  
2501 City-County Building  
Indianapolis, IN 46204

Dear Mr. Brown;

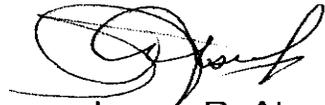
Please let this letter serve as support of Solutions in Education and Training and the Public Agency Training Council partnership in support of SINE's Charter School initiative.

The PSA will be located in Indianapolis, IN, Marion County. The school will support at-risk children expelled from school without the benefit of an education opportunity allowing them to become discouraged, unemployed and in many cases introduced to the criminal justice system.

Public Agency Training Council is the largest provider of criminal justice continuing education throughout the United States.

A partnership with SINE will allow PATC the opportunity to develop a relationship and mentoring program with children at-risk providing leadership development, guidance and direction to children to become a productive member of our community.

Sincerely submitted:



James R. Alsup

JA/ca

CC: File





## DEPARTMENT OF PUBLIC SAFETY

200 E. Washington Street, Suite E-270, Indianapolis IN, 46204  
Telephone: (317) 327-5090 ~ Fax: (317) 327-3446

February 25, 2013

Mr. Brandon Brown  
Director of Charter Schools  
Office of the Mayor, City of Indianapolis  
2501 City-County Building  
Indianapolis IN 46204

Dear Mr. Brown:

We would like to reiterate the Department of Public Safety's support of Solutions in Education and Training's (SINET's) charter school initiative, The Officer David S. Moore Public Safety Academy (PSA). We understand the PSA will be located in Indianapolis, serve Marion County high school students on active expulsion, and use public safety as a theme in several different career pathways. We believe this will give students who have been expelled a second chance at succeeding in life. They will have the opportunity to continue their education in a supervised setting where the public safety theme presented may spark a young man or young woman into a life of achievement that gives back to others. They will have the opportunity to break the cycle of hopelessness, unemployment and unproductive lives.

Mayor Ballard along with the previous Public Safety Director's administration has long supported this particular PSA proposal. We are pleased to partner with Mayor Ballard on this PSA initiative and fully support the efforts to help these students get back on track educationally. We believe the PSA can make a difference in many of our young kids' lives.

We will lend a hand wherever possible in the areas of mentoring, job shadowing and student recognition. We look forward to assisting with the formation of initiatives for the PSA in 2013-2014 and for the launch of the Academy during the 2014-2015 school year.

Sincerely,

Troy Riggs  
Director of Public Safety



MARION COUNTY PROSECUTING ATTORNEY

TERRY R. CURRY, PROSECUTOR  
251 E. OHIO ST., SUITE 160  
INDIANAPOLIS, INDIANA 46204  
PHONE (317) 327-3522 • FAX (317) 327-3531

February 25, 2013

Mr. Brandon Brown  
Director of Charter Schools  
Office of the Mayor, City of Indianapolis  
2501 City-County Building  
Indianapolis, Indiana 46204

Dear Mr. Brown:

This letter confirms The Marion County Prosecutor's Office's support of Solutions in Education and Training's (SINE's) charter school initiative, The Officer David S. Moore Public Safety Academy (PSA). The PSA will be located in Indianapolis, serve Marion County high school students on active expulsion, and use public safety as a theme in several different career pathways. When students are expelled, they have few options; currently no schools in Marion County enroll students that are under active expulsion. As a result, hundreds of expelled students are unable to continue their education and often find themselves unsupervised and in environments that lend themselves to temptations that thwart a return to the educational system. Lacking self-esteem, inspiration, and motivation to achieve, these high risk students see their future as pre-determined to be ones of hopelessness, unemployment, and even crime.

The Marion County Prosecutor's Office is supportive of helping these students get back on track educationally through self-sufficiency, community involvement, character education, and academic success, while presenting them hands-on opportunities to explore potential pathways and careers in public safety. The services offered by PSA will enable participants to earn a high school diploma, establish a career pathway, and form a different view of themselves, the City of Indianapolis, and public safety in general. Possible areas of support from the Marion County Prosecutor's Office include mentoring, tutoring, job shadowing, internships, dual-credit opportunities, leadership training, and student recognition.

We are excited about the opportunity to work with SINE and the PSA and look forward upcoming efforts of its official launch.

Sincerely,

Terry R. Curry  
Marion County Prosecutor

**APPENDIX N: FACILITY PLAN PER PUBLIC SAFETY ACADEMY ENROLLMENT AND STAFFING NEEDS**

Enrollment (years 1-7)	150	180	210	240	270	300	330	First Five-Year Total of Offices and Classrooms Needed per Category											
Students Per Session	75	90	105	120	135	150	165	O O A S	Guidance Counseling Intervention Center					Number of Classrooms in Each of Five Years					
Facility Plan (based on 200 Square Feet Per Student)	15,000	18,000	21,000	24,000	27,000	30,000	33,000												
Staff Positions (years 1-7)	1	2	3	4	5	6	7												
School Director	1	1	1	1	1	1	1	1											
Assistant Director	1	1	1	1	1	1	1	2											
Guidance/Intervention Counselor	1	1	1	1	1	2	2		1	1	1	1	1						
General/Sp. Ed. Teachers	5	6	7	8	9	10	11							5	6	7	8	9	
Public Safety/CTE (hourly)	0.5	0.5	0.5	0.5	0.5	1	1							1	1	1	1	1	
Marketing, Recruitment, and Resource Dev. Coordinator	1	1	1	1	1	1	1	3											
College/CTE/Public Safety Coaches (2 per office)	2	2	3	3	4	4	5		1	1	2	2	2						
Instructional Coach (2 per office)	2	3	3	4	4	5	5							1	2	2	2	2	
Office Manager (Guidance/Counseling/Intervention)	1	1	1	1	1	2	2		1	1	1	1	1						
Business Manager (Office of Administrative Services)	1	1	1	1	1	2	2	4											
Registrar	1	1	1	1	1	2	2		1	1	1	1	1						
Total Room Requirements								4	4	4	5	5	5	7	9	10	11	12	
Total Certified Staff	8.5	9.5	10.5	11.5	12.5	15	16												
Total Classified Staff	8	9	10	11	12	16	17												

*Note: OOAS is Office of Administrative Services*

## **APPENDIX O: PLANS AND POLICIES FOR STAFF PERFORMANCE FEEDBACK**

### **Certified Staff Evaluation and Development System**

The RISE Evaluation and Development System relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher’s performance. All PSA teachers will be evaluated on two major components comprising the Indiana Teacher Effectiveness Rubric

:

1. Professional Practice – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism as highlighted below.
  
2. Student Learning – Teachers’ contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state or school-wide assessments.

### Indiana Teacher Effectiveness Rubric

The primary portion of the Teacher Effectiveness Rubric consists of the following three domains and nineteen competencies:

#### **Domain 1: Planning**

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Develop Standards-Based Unit Plans and Assessments
- 1.4 Create Objective-Driven Lesson Plans and Assessments
- 1.5 Track Student Data and Analyze Progress

#### **Domain 2: Instruction**

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding

2.5 Modify Instruction as Needed

2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work

2.7 Maximize Instructional Time

2.8 Create Classroom Culture of Respect and Collaboration

2.9 Set High Expectations for Academic Success

### **Domain 3: Leadership**

3.1 Contribute to School Culture

3.2 Collaborate with Peers

3.3 Seek Professional Skills and Knowledge

3.4 Advocate for Student Success

3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job. **The Core Professionalism domain has four criteria:**

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

### RISE Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A highly effective teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An effective teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student

learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Improvement Necessary:** A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An ineffective teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

### A System for Teachers

RISE was created with classroom teachers in mind and may not be always be appropriate to use to evaluate school personnel who do not directly teach students, such as instructional coaches, counselors, etc. Though certain components of RISE can be easily applied to individuals in support positions, the PSA has decided not to modify RISE for coaches, counselors, and support staff. Instead, the PSA will adapt a different evaluation system for these roles as outlined below under "Classified Staff Evaluation and Development System." Schools that modify RISE or adapt a different system for non-classroom teachers are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for classroom teachers. Thus, at least initially, the PSA will utilize different evaluation and development instruments for certified and classified staff.

### **Classified Staff Evaluation and Development System**

Below is an alternative evaluation and development system for the non-teaching staff, including coaches, registrars, administrative assistants, and the office manager.

# Classified Staff Performance Review

Employee Name			
	Last	First	Middle Initial
Position Title		Date Assigned to Position	
Department or Center			
Supervisor's Name/Position			
Review Period: From		to	
		Date of Next Review	

## Performance Ratings To Be Applied to Each Objective/Desired Result Listed in the Below Pages

1 <i>Unacceptable</i>	2 <i>Marginal</i>	3 <i>Good</i>	4 <i>Superior</i>	5 <i>Distinguished</i>
Performance is obviously well below PSA standards performance levels more than 50% of the time. This is a serious performance problem, the work is clearly Unsatisfactory and there must be improvement in a very short period of time.	Performance is below PSA standards 10% to 50% of the time. Satisfactory performance is not sustained during the measurement period, results are marginal, and there is a need for significant improvement.	Performance meets PSA standards at least 90% of the time or exceeds standards up to 50% of the time. A moderate degree of improvement is possible but not required.	Performance clearly exceeds PSA standards 50% to 90% of the time. Small improvement possible but not required.	Performance is clearly far above the standard PSA performance level. Results exceed standards more than 90% of the time. Very slight improvement is possible. This is the highest rating attainable.

**Note: Your signature indicates that you have seen and Discussed this Performance Review with your supervisor. It does not necessarily imply agreement with the Review or Overall Rating.**

**This Performance Review was discussed with the employee by:**

\_\_\_\_\_  
**Employee's Signature** **Date**

\_\_\_\_\_  
**Supervisor's Signature** **Date**

\_\_\_\_\_  
**Next Level Approval** **Date**

## Steps for Supervisors and Employees in the Performance Review Process

### Supervisor

#### Step 1: Prepare

1. Review the Performance Review materials. Note due dates to ensure timeliness.
2. Ask employee to complete Performance Review form. Collect completed forms by the due date.
3. Review established performance expectations/objectives and standards plus any documentation on file.
4. Review employee's self-appraisal and add comments as necessary. Calculate and enter Overall Rating in the space provided and sign the completed form.
5. Meet with next level supervisor to agree upon Overall Rating and to establish pay increase recommendation based on Rating and position in the pay range. Obtain signature.
6. Send completed Review and pay increase recommendation to the School Director for review.
7. Receive completed Review from Supervisor.
8. Schedule Review discussion with employee.

#### Step 2: Discuss Performance

1. Plan your discussion in advance.
2. Conduct Performance Review. Ask employee to sign the review in the space provided.
3. Discuss any applicable pay adjustment with the employee.

#### Step 3: Follow-Up

1. Schedule a time in the near future to agree upon and document performance expectations/objectives, standards and weights for the coming review period.
2. Provide continual performance feedback during the review period. If necessary, agree to adjust performance expectations/objectives during the year to reflect current business conditions.

### Employee

#### Step 1: Prepare

1. Study your established performance expectations/objectives and standards prior to the review period.
2. Review the Performance Rating Scale definitions (on the next page) to ensure your understanding.
3. Describe and rate your actual performance for the review period by completing the Performance Review form. Be as honest and as objective as possible.
4. Return completed self-appraisal to your immediate supervisor within the time allotted.
5. Identify agenda items for your Performance Review discussion with your supervisor.

#### Step 2: Discuss Performance

1. Plan your discussion in advance. Think about activities in which you could become involved to acquire new skills or refine existing ones.
2. Get involved in the discussion. Ask questions to clarify. Ask for support in areas which require attention.

#### Step 3: Follow-Up

1. Make sure a time is scheduled to discuss the next review period's expectations/objectives and standards.
2. Come to this meeting prepared with your recommendations.
3. Ask your supervisor for periodic performance feedback.
4. Document your own performance.

Employee Name \_\_\_\_\_

Review Date \_\_\_\_\_

## Performance Objectives Results and Ratings

### Performance Ratings To Be Applied to Each Objective/Desired Result

<b>1</b> <i>Unacceptable</i>	<b>2</b> <i>Marginal</i>	<b>3</b> <i>Good</i>	<b>4</b> <i>Superior</i>	<b>5</b> <i>Distinguished</i>
Performance is obviously well below PSA standards. Performance levels more than 50% of the time. This is a serious performance problem, the work is clearly unsatisfactory and there must be improvement in a very short period of time.	Performance is below PSA standards 10% to 50% of the time. Satisfactory performance is not sustained during the measurement period, results are marginal, and there is a need for significant improvement.	Performance meets PSA standards at least 90% of the time or exceeds standards up to 50% of the time. A moderate degree of improvement is possible but not required.	Performance clearly exceeds PSA standards 50% to 90% of the time. Small improvement possible but not required.	Performance is clearly far above the standard PSA performance level. Results exceed standards more than 90% of the time. Very slight improvement is possible. This is the highest rating attainable.

**Objective # 1 / Desired Result**

**Weight (of 100) =**

**Actual Result (Employee Comments Followed by Rater's)**

.

Employee:

Rater:

**Objective #2 / Desired Result**

**Weight (of 100) =**

**Actual Result (Employee Comments Followed by Rater's)** .

Employee:

Rater

**Objective #3 / Desired Result** **Weight (of 100) =**

**Actual Result (Employee Comments Followed by Rater's)** .

Employee:

Rater:

**Objective # 4 / Desired Result** **Weight (of 100) =**

**Actual Result (Employee Comments Followed by Rater's)** .

Employee:

Rater:

**Objective #5 / Desired Result** **Weight (of 100) =**

**Actual Result (Employee Comments Followed by Rater's)** .

Employee:

Rater:

Rating Summary		Rating				Wt. x Rtg.	
		Objective #	Weight	Self	Rater	Self	Rater
Please number your objectives and place the rating score in the corresponding box to the right.  Please use additional sheets, if needed.		1					
		2					
		3					
		4					
		5					
<b>Performance Planning</b>	Employee Initials _____	<b>Total</b>					
<b>Performance Agreement</b>	Supervisor Initials _____	<b>Rating</b>					
	Date / Update _____						

### Overall Rating

Self Rating \_\_\_\_\_

Rater Rating \_\_\_\_\_

**Employee Comments** (List additional accomplishments beyond the objectives mutually set for you) \_\_\_\_\_

**Supervisor Comments** (List additional accomplishments beyond the objectives mutually set for employee) \_\_\_\_\_

**Short-Term (0-1 year) Career Objectives** (Employee: Indicate desired growth in your current position or advancement) \_\_\_\_\_

**Long-Term (1 to 3 years) Career Objectives** (Employee: Cite your career objectives) \_\_\_\_\_

# APPENDIX P: SUMMARY OF THE OFFICER DAVID S. MOORE PUBLIC SAFETY ACADEMY (PSA) SAFETY, SECURITY, AND EMERGENCY RESPONSE GUIDELINES

The PSA is dedicated to a safe, orderly learning environment. This set of guidelines is meant to be a practical guide that provides **general procedures** to follow in case of various emergencies. Staff are expected to know the specific plans and procedures that are created for their individual work setting and the school campus in general.

If an emergency arises:

- **Be sure security personnel, office of administrative services, and your supervisor are notified and help is summoned.**
- **Follow the guidelines outlined in this booklet.**
- **Reassure your students; your calm approach will help students follow instructions that could save lives during an emergency.**
- **Be prepared to react to instructions from law enforcement or school administration; keep your lines of communication open.**

Working together, all of us will help make the PSA a very safe place to work and learn.

## CALL THESE NUMBERS IN CASE OF AN EMERGENCY:

911 Police/Fire

NAME            POSITION            NUMBER

NAME            POSITION            NUMBER

NAME            POSITION            NUMBER

## FIRE DRILL, TORNADO DRILL, AND EARTHQUAKE DRILL

### FIRE DRILL GUIDELINES

1. School's alarm sounds.
2. Take your gradebook and something to write with.
3. Close PSA windows and doors.
4. Lead the class and follow the evacuation route for your room/area.
5. **NO TALKING:** Silence will allow everyone to hear emergency instructions.
6. After exiting-
  - walk well clear of the PSA as you evacuate.
  - keep the class/group together.
  - take attendance; report any missing student to school administrator.
7. Wait for "all clear signal" to re-enter the PSA, or wait for further instructions.
8. If necessary, follow the "Fire Aftermath" guidelines shown later in this booklet.

## **TORNADO DRILL GUIDELINES**

1. Tornado siren sounds or mall management alerts you to a drill or tornado in progress.
2. Take your gradebook and something to write with.
3. Close PSA windows and door.
4. Lead students to pre-designated Tornado Safety area.
5. Ensure that students take the proper safety position (**backs facing wall**).
6. Wait for instructions; keep students quiet.
7. If necessary, follow the "Tornado Aftermath" guidelines shown later in this booklet.

## **EARTHQUAKE DRILL GUIDELINES**

1. NO ALARM WILL SOUND; earthquakes are signaled by low, loud rumbling.
2. Tell your students: "**Earthquake, take cover.**"
3. Everyone should duck and cover up under the nearest desk or table.
4. Once the ground and building stop shaking, use the fire drill procedure and exit route.
5. Take your class to the school's designated Safety Zone.
6. Follow "Earthquake Aftermath" guidelines.

# **LOCK DOWN PROCEDURES**

**NOTE:** It is vital that all PSA and mall staff members understand that there are TWO TYPES OF LOCK-DOWNS.

**In addition,** if a Fire Alarm sounds during ANY Lock Down, **Wait for a PA Announcement or in-person confirmation from mall security or outside authorities BEFORE conducting an evacuation. DO NOT EXIT WITHOUT NOTIFICATION from one of these sources.** *It may be necessary to remain in a lock-down status even if the fire alarm continues to ring.*

### **A) External Lock Down:**

1 – PURPOSE: The External Lock Down occurs when there is a situation OUTSIDE of the PSA (usually in the mall, nearby neighborhood, or involving the prevention of an intruder or trespasser in the school).

2 – ACTION: The action that is taken during an External Lock Down is the locking of ALL PSA doors to the outside. Inside the PSA, normal activities should take place as scheduled except for activities in the mall, recreational events, and field trips.

3 – CONCLUSION: External Lock Downs conclude when administration is informed that the situation outside the PSA has been resolved safely or the possibility of an intruder on campus has diminished.

### **B) Internal Lock Down:**

1 – PURPOSE: The Internal Lock Down occurs when there is a situation INSIDE the PSA that demands that adjoining classrooms are locked and students are to stay in place such as a perpetrator, trespasser, or weapon in the building.

2 – ACTION:

- a) **Clear Halls or Common Areas of ALL Students.** Bring any students in the hall near your room into your class whether they are part of your official class or not.

- b) **CLOSE AND LOCK Your Classroom Door.**
- c) **Inform Students** that a Lock Down is underway.
- d) **Move Students to a Corner** out of the line of sight from the classroom door.
- e) **Make a list of ALL students in your room.**
- f) **No One Leaves the Room.**
- g) **No One Enters the Room except Law Enforcement/Administration/Security.**
- h) **Anticipate Evacuation with the Help of Local Law Enforcement and Security.**

3 – CONCLUSION: An Internal Lock Down concludes only with notification from Administration, Local Law Enforcement, or School Security.

4 – NOTE: Students will need reassurance that things are under control. Talk quietly with them. **DO NOT ALLOW** any student to use the phone. **Student expelled or suspended from school and/or suspected of criminal activity may be considered a trespasser or intruder if discovered on or in the vicinity of school property.**

### **During the School Year: Safety Drills**

**Safety Drills that involve lock downs should occur in the PSA each semester.** Please alert your students that practicing these drills is just like practicing any other drill. It's important for students to know that safety and order are key foundations for learning. Please reassure your students that PSA Safety Drills are just one of the many ways staff and students work together to make sure that safety and security are our number one priority!

**NOTE: Safety Drills should be held in conjunction with similar school activities or in cooperation with security officials so that everyone is on the same page and knowledgeable of PSA protocol.**

## **“LOCK DOWN EVACUATION” PROCEDURES**

- A) In person confirmation is given to begin Lock Down; LOCK DOWN OCCURS.
- B) DURING SOME LOCK DOWNS, AN EVACUATION MAY BE NECESSARY.
- C) **A local law enforcement, school security, or PSA official will come to your classroom to initiate the evacuation.**
- D) Evacuate only if you are instructed to do so by law enforcement, security, or school officials.  
(**Note:** The official will provide specific instructions to conduct the evacuation. Follow all of these instructions carefully. Assist the official with communications with your classes and with ensuring that students understand the instructions that are given.)
- E) Follow the evacuation route established by the Police. This may or may not be the Fire Drill Evacuation route for your classroom.
- F) Take your gradebook. When you arrive at the post-evacuation assembly point, keep your PSA students together.

- G) **Further instructions will be given as soon as possible.** While you are waiting, reassure students. REMEMBER that police officials are dealing with a very volatile situation and may have to ask questions or, in some cases, double-check to ensure that no perpetrator, intruder, or trespasser is within your group masquerading as a student/teacher in order to attempt an escape.
- H) Departure from the school site MAY be necessary. If this is to occur, special modes of transportation and the specially designated evacuation site for the PSA will be used whenever possible.
- I) DO NOT DISMISS ANY STUDENTS UNTIL THE OFFICIAL WORD IS GIVEN TO DO SO.

## **GUIDELINES: STAFF RESPONSIBILITIES DURING EMERGENCIES**

**Introduction** - In general, the first obligation of all PSA staff is the safety of our students; therefore, these guidelines are meant to provide suggestions for "how to proceed" before and/or during very difficult emergency circumstances which demand a high degree of attention to safety. During a disaster, crisis, or other emergency it is possible that circumstances will **dictate additional or different or unforeseen** responsibilities for PSA staff. Staff should take whatever action is necessary, given these circumstances, to meet our first obligation.

The dedicated, professional, behavior of all staff is the critical ingredient of these guidelines. This professionalism is deeply appreciated. Should any of the circumstances described in these Emergency Guidelines ever arise; our professionalism will allow us to provide what is best for our students despite very difficult and trying developments.

### **PSA ADMINISTRATOR**

#### **1. PLANNING IN ADVANCE**

- **Establish a "Safety Zone"** outside the building where students/staff can gather during evacuations:
- Ensure that all staff are briefed about Emergencies/Disasters/Drills with the start of each new school year; **review the school specific Emergency Guidelines.**
- **Establish a Crisis Response Team.** Ensure that all staff understands their responsibilities during any Emergency; special attention should be given to the Administrative Team, Secretaries, Custodians, CPR/First Aid trained staff. Set up appropriate plans and unique emergency procedures as needed to accommodate students with disabilities or other special needs in the school.
- **Set up a "check out" system** and designated location for students in the AFTERMATH of any disaster.
- Be sure that proper supplies/safety equipment are available in the aftermath of any emergency; **set up a "Treatment Center" and access the "Emergency Response Kit."**
- Establish a room or location where media representatives are to be placed in the event of an emergency and **establish a building "rep"** who maintains this space when needed.
- Work closely with law enforcement to carry out various drills and to make plans for drills and emergencies. **Please remember that during practice for a LOCKDOWN or Safety Drill it is vital that the building practice calling the appropriate PSA and school security officials to inform them that a practice lockdown or drill is being conducted.**

Provide the following information to **INPUT LISTED CONTACTS** local law enforcement officials and any other appropriate parties:

- a) **PSA NEIGHBORHOOD SAFETY ZONE:**  
input location and/or address
- b) **TREATMENT CENTER LOCATION:**  
Input location within the school
- c) **"CHECK-OUT" LOCATION** for arriving parents:  
Input location within the school
- d) **MEDIA ROOM LOCATION** for reps from TV, Radio, News:  
Input location within the school
- e) a MAP of the PSA with all space numbers clearly displayed and the name of teachers (where appropriate) included for each classroom numbered space.
- f) **PSA OUT-OF-NEIGHBORHOOD SAFETY ZONE:**  
Input location and/or address

Provide written copies of all emergency plans and maps to **INPUT CHOSEN CONTACTS**, and other appropriate parties.

## 2. DURING A DISASTER/EMERGENCY:

- 2.1 Implement the guidelines depending on the disaster or emergency that arises.
- 2.2 Maintain thorough communication links within the PSA and with outside agencies and personnel:
  - **Call "911"/local law enforcement jurisdiction**
  - **Call "INPUT FROM CHOSEN LIST"**
  - **Call "INPUT FROM CHOSEN LIST"**
- 2.3 Oversee Evacuation (if necessary) and ensure that injured students/staff are being tended to. Designate an "in charge" administrator for the "receiving entity".
- 2.4 Oversee Safety Zone (if evacuation occurs); ensure that "Emergency Treatment Center" is operational (if needed).
- 2.5 Cooperate with and provide assistance to Police & Emergency Personnel.
- 2.6 Provide information to members of the management team who may arrive on the scene.

## COUNSELING/SECRETARIAL TEAM MEMBERS

As directed by the PSA Administrator, take an active role in:

- **Communications:** maintain phone contact. Alert appropriate agencies and "Network" district personnel.
- **Information:** provide information to staff as directed; ensure that enrollment/medical emergency cards are available to proper school officials or rescue personnel.
- **Assistance:** help treatment force, teachers, or other colleagues as directed.
- **Check-out/Safety Zone Monitoring:** PSA staff establishes and implements a procedure for checking-out students to parents/guardians/adults who come to the mall to take students home; also set up an "office" in the Safety Zone if this area is activated.

## PSA MAINTENANCE AND/OR DESIGNATED CUSTODIAN OR SECURITY

1. **Shut down gas, electricity, and/or water IF NEEDED depending on damage to PSA;** otherwise, maintain utilities and PSA systems under the direction of security.

2. **Be sure the entire Crisis Management Team has assignments spelled out in advance for all emergencies.**
3. **Maintain communication;** be sure that communication is "open" throughout the emergency situation.
4. **Provide support;** be alert to needs of staff and students.
5. **Cooperate with Police & Rescue Officials;** provide information and advice, assistance and active support.
6. **Recommend a plan/process for resuming normal school operations;** work with Emergency Personnel and the PSA Administrator to return PSA operations to normal as soon as is possible.

**CPR/FIRST AID TRAINED STAFF**

1. **Plan a "Treatment Center" to handle injuries;** work in advance to be sure there is a process to provide care for injured students/staff during any emergency. Collaborate with the administrator to create this plan and ensure that adult help is available, as part of this plan, should the need arise. Remember that this center MAY have to be located in the "Safety Zone" or at an Evacuation Site away from the normal supplies and PSA facility.
2. **Plan an "Emergency Response Kit" containing supplies;** part of this need will include creating "Disaster First Aid Packs" or "Emergency Carts" that can be taken to the far comers of the mall should the need arise.
3. **Review the Emergency Plan from your PSA prior to each school year.**
4. **Provide collaborative support and assistance for Fire/Rescue Personnel.**
5. **Carry out first aid in the Safety Zone and/or at the Evacuation Site as needed.**

**PUBLIC SAFETY ACADEMY CRISIS RESPONSE TEAM**

<b>Representative</b>	<b>Position</b>	<b>Responsibility</b>
	Key Communicator	Answer phones, address the public, provide information to parents, media, community, etc.
	PSA Facility Maintenance	Mechanical shutdown, space configuration, cleanup, etc.
	Counselors	Keep people calm, services for those affected by the problem.
	Supervisor	Help keep the peace, make minute to minute decisions and update the Principal.
	First Responders	CPR/First Aid Provider
	Outside Contact	Communications with officials, law enforcement, evacuation site, etc.
Other Teachers:	Student Supervision	Stay with kids in classroom, evacuate with students, supervise safety zone.
Other Staff Assignments:		

## **ORGANIZATIONAL INFORMATION**

- SINE Determination Letter and Evidence of IRS 501c3 Charter School Application
- By-Laws
- Articles of Incorporation
- Conflict of Interest Statement

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

24  
A3  
8/11  
8/12

Date: 8/11/2002

SOUTHWEST INDIANA NETWORK FOR  
EDUCATION INC  
RR # 3 BOX 12C WILDER CENTER  
OAKLAND CITY, IN 47660

Employer Identification Number:  
35-2145317  
DLN:  
17053156006042  
Contact Person:  
ZENIA LUK ID# 31522  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Foundation Status Classification:  
509(a)(1)  
Advance Ruling Period Begins:  
July 11, 2001  
Advance Ruling Period Ends:  
December 31, 2005  
Addendum Applies:  
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make

Letter 1045 (DO/CG)

State of Indiana  
Office of the Secretary of State

CERTIFICATE OF INCORPORATION  
of

SINE PUBLIC SAFETY ACADEMIES, INCORPORATED

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, February 21, 2013.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, February 21, 2013



*Connie Lawson*

CONNIE LAWSON,  
SECRETARY OF STATE

2013022100673 / 2013022100673

**Code of By-laws  
for the  
Officer David S. Moore  
Public Safety Academy  
An Indiana Nonprofit Corporation**

**Article 1: Name and Organization**

The name of the corporation is “The Office David S. Moore Public Safety Academy” (hereinafter referred to as the “Corporation”). The Corporation may cause the necessary legal work to be completed to allow the Corporation to use the name “The Office David S. Moore Public Safety Academy” in its dealings with the public. The Corporation is an Indiana nonprofit corporation.

**Article 2: Objectives and non-Discrimination Policy**

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

**Article 3: Membership**

The Corporation does not have members.

## **Article 4: Board of Directors**

### **Section 1: Composition**

The Corporation's Board of Directors (referred to as the "Board") shall be comprised of individuals from the community with an interest in promoting the Corporation's objectives. The Board shall consist of not less than five (5) members and shall otherwise be the number determined by the Board as from time to time constituted.

The school leader, charter management organization representative and Chairman of the Board of the charter management organization shall be members of the Board of Directors but shall have no voting rights.

### **Section 2: Functions**

The Board is responsible for overseeing the corporate affairs of the Corporation and implementing such policies and programs that will enhance the goal of meeting the Corporation's objectives stated in Article 2 of the Bylaws. The Board shall elect Officers for the Corporation as their terms expire or vacancies are created pursuant to Article 5 of the Bylaws.

### **Section 3: Meetings**

#### ***A. Annual Meeting***

The Board shall hold an Annual Meeting within ten (10) days of January 31 of each year. Notices shall be sent electronically or by U.S. Mail to existing Board members ten days prior to the meeting. At the Annual Meeting such items as new programs,

vacant Officer or Board positions, bylaw amendments, etc., shall be decided and voted upon by the Board.

***B. Other Meetings***

The Board shall hold other meetings as deemed necessary by the Board and the Officers of the Corporation. Notices shall be sent electronically or by U.S. Mail ten (10) days prior to the meeting. Meetings may be called by any Officer or Director who has the support of one additional Officer or Director.

***C. Quorum***

One-half (1/2) of the members of the Board of Directors present at a meeting shall constitute a quorum. Any decision made or action taken at a meeting in which a quorum was present shall constitute a binding decision or action of the Corporation.

***D. Voting***

Any decision or action that the Board is authorized to take pursuant to these bylaws shall be effective upon a simple majority of those present at a meeting during which a quorum is present.

If unable to attend, a Board member may vote electronically or via telephone or video conferencing if approved by a majority of members present at a meeting at which a quorum exists.

The Board may vote electronically (via e-mail) on matters that arise between scheduled meetings. One-half (1/2) of the members of the Board of Directors casting an electronic vote shall constitute a quorum with the outcome being determined by the decision of a simple majority of those responding.

***E. Governance***

Any Officer or Director may be removed of his/her responsibilities and/or excluded from participation in activities of the Corporation for any of the following reasons:

- a. A Director missing three consecutive Board meetings or the majority of Board meetings held within any twelve-month period;
- b. An Officer failing to carry out the duties specified for the Office within the bylaws;
- c. The commission of a felony or misdemeanor; or
- d. Any other action not otherwise specifically defined within these bylaws but which the Board determines is detrimental and/or harmful to the well-being of and/or reputation of the Corporation.

The power to remove or exclude any person from the Corporation and/or its activities for any reason set forth in these bylaws shall lie exclusively with the Board. Decisions for removal or exclusion shall be made upon a majority vote of the Board.

***F. Compensation***

Directors as such shall not receive any stated salaries for their services; but by resolution of the Board, any director may be reimbursed for reasonable expenses incurred in attending any regular or special meeting of the Board, and may be indemnified for expenses incurred by a director in connection with any claim asserted against a director, by action in court or otherwise, by reason of the director having been a director, except in

relation to matters as to which he shall have been guilty of negligence or misconduct in respect of the matter of which indemnity is sought.

***G. Other***

The Board may form Committees as needed utilizing the expertise of other Board Members or officers and, if necessary and approved by a majority of the Board, outside volunteer or contracted personnel provided that at least one Board member is the Chairperson of any such committee.

**Article 5: Officers**

**Section 1: Number and Functions**

The officers of the Corporation shall be President, Vice President, Secretary, and Treasurer. Additional officer positions may be created and persons elected to fill those positions as deemed necessary by the Board of Directors.

One person may serve in more than one officer position with the consent of the Board of Directors with the exception of the President serving simultaneously as the Vice President.

**Section 2: Terms**

Each member of the Board of Directors shall serve for a term of three (3) years or until a successor is elected and qualified, or until the member has resigned or been removed.

The initial term of a Director will commence in October of the year in which they are elected. Incumbent Directors shall be eligible for re-election provided, however, that no Director may serve more than three (3) consecutive terms nor more than 9.75 years in any consecutive 14 year period.

### **Section 3: Duties and Responsibilities**

#### **A. President**

The President, subject to the bylaws and the direction of the Board of Directors, shall serve as the Corporation's Chief Executive Officer and shall have and exercise general charge of the affairs of the Corporation and shall preside at all meetings of the Board of Directors. The President may appoint committee chairpersons and committee members as needed for functions not delineated in these bylaws. The President may sign, with the Secretary or any other proper officer of the Corporation to so act, any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized, generally or specifically, to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors, by these Bylaws or by statute, to some other officer or agent of the Corporation.

#### **B. Vice President(s)**

The Vice President shall assist the President in the President's responsibilities regarding the management of the Corporation. The Vice President will assume the role and responsibilities of the President if the President is unable to fulfill those obligations for any reason.

The Vice President shall preside over any meeting of the Board or the membership that the President cannot attend.

If there is more than one Vice President the order of succession for assuming the role of the President shall be based on length of service to the Corporation first, and if such length is equal, shall be determined by the Board of Directors.

### **C. Treasurer**

The Treasurer, subject to the bylaws and the direction of the Board of Directors, shall be responsible for the financial management of the Corporation.

The Treasurer, subject to the direction of the Board, shall develop an annual budget for the Corporation.

The Treasurer shall be responsible for receipts and disbursements of the Corporation and shall have the power to endorse checks and issue payments on behalf of the Corporation.

The Treasurer shall present a current summary of the financial status of the Corporation at each meeting of the Board of Directors.

In the absence of the Treasurer, the President may appoint an Assistant Treasurer to perform their duties temporarily until such time as the Treasurer returns or, in the case of vacancies or long-term projected absences, is replaced with a new Treasurer by the Board of Directors. An appointed Assistant Treasurer who is not elected by the Board of Directors shall be bonded and insured for whatever amount deemed appropriate by the Board.

#### **D. Secretary**

The Secretary shall keep the Minutes to all meetings of the Board of Directors, shall be responsible for custody and control of those Minutes, and shall email the Minutes of the meeting to all Board members within ten days of any meeting.

The Secretary shall have custody of the Corporation's corporate and business documents.

The Secretary shall give any required notice of meetings.

In the absence of the Secretary, the President may appoint an Assistant Secretary to perform his/her duties temporarily until such time as the Secretary returns or, in the case of vacancies or long-term projected absences, is replaced with a new Officer by the Board of Directors.

#### **Article 6: Execution of Instruments and Financial Transactions**

The Board of Directors may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation; and such authority may be general or confined to specific instances.

The Board of Directors shall select a bank to be used by the Corporation for its financial transactions.

All checks, drafts, notes, bonds, bills of exchange or other orders, instruments or obligation for the payment of money shall be signed and executed by such officer or officers, employee or employees or agent or agents, of the Corporation as shall be specified by the Board of Directors.

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes, or for any special purpose, of the Corporation. The Board may refuse any gift if it deems such refusal to be in the best interests of the Corporation.

#### **Article 7: Corporate Records**

The Secretary shall maintain minutes of all meetings held by the Board or the Corporation's committees, including details of notice, attendance, and proceedings thereof. The Secretary shall also maintain a copy of the Corporation's Bylaws and Articles of Incorporation, amended to date, both of which shall be open to inspection by the members, if any, of the Corporation who request such inspection.

The Treasurer shall maintain adequate and correct records of account including all records of deposit, receipts, liabilities, assets, gains, and losses.

Every Director shall have the absolute right at any time to inspect and copy all books, records, and documents of the Corporation.

The Board shall cause to be prepared and delivered to the Indiana Secretary of State any and all periodic reports required of the Corporation by law.

#### **Article 8: IRC 501(c)(3) and Indiana Law Tax Exemption Provisions**

##### **Section 1. Limitations on Activities**

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

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

### **Section 2. Prohibition Against Private Enrichment**

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

### **Section 3. Distribution of Assets**

Upon the dissolution of this Corporation, its assets (except for funds received from the Indiana Department of Education) remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of the State of Indiana.

All funds received by the Corporation from the Indiana Department of Education shall be returned to the Department not more than thirty (30) days after dissolution of the Corporation.

## **Article 9: Liability and Indemnification**

### **Section 1. Liability**

No Director, Officer, Employee, or Agent of the Corporation shall be liable to any third party for any loss or damage suffered by any third party on account of any action taken or omitted to be taken by him as a Director, Officer, Employee, and/or Agent, if such person (a) exercised and used the same degree of care and skill as a prudent person would have exercised and used under the circumstances and in the conduct of his own affairs, or (b) took or omitted to take such action in reliance upon advice of counsel for the Corporation or upon statements made or confirmation furnished by officers or employees of the Corporation which the person(s) had reasonable grounds to believe. The foregoing shall not be exclusive of other rights and defenses to which any Director, Officer, Employee, or Agent of the Corporation may be entitled by law.

### **Section 2. Indemnification**

Each officer and director, whether or not then in office, shall be held harmless and indemnified by the Corporation against all claims and liabilities and all expenses reasonably incurred or imposed upon him in connection with or resulting from any action, suit or proceeding, civil or criminal, or the settlement or compromise thereof, to which he may be made party by reason of any action taken or omitted to be taken by him as a director of the Corporation, in good faith, if such person, in the opinion of a court or

the Board of Directors a) exercised and used the same degree of care and skill as a prudent person would have exercised and used under the circumstances and in the conduct of his own affairs, or (b) took or omitted to take such action in reliance upon advice of counsel for the Corporation or upon statements made or confirmation furnished by officers or employees of the Corporation which he had reasonable grounds to believe.

**ARTICLES OF INCORPORATION**  
**OF**  
**SINE PUBLIC SAFETY ACADEMIES, INCORPORATED**

The undersigned incorporator, desiring to form a corporation (the “Corporation”) pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the “Act”), executes the following Articles of Incorporation:

**ARTICLE 1**

**Name**

**Section 1.01. Name.** The name of the Corporation is:

**SINE Public Safety Academies, Incorporated**

**ARTICLE 2**

**Purposes and Powers**

**Section 2.01. Type of Corporation.** The Corporation is a public benefit corporation.

**Section 2.02. Primary Purposes.** The purposes for which the Corporation is organized are limited as follows:

**Clause 2.02(a). Educational and Charitable Purposes.**

- (i) To provide education opportunities designed to enable young people to prepare for productive adult lives; and
- (ii) To develop, own and operate one or more charter schools, as that term is defined in Indiana Code Sections 20-24-1-1, et seq.

**Clause 2.02(b). Additional Purposes.** In addition, the Corporation is formed for the purpose of assisting and engaging in all activities which serve educational or charitable purposes, which are permitted by the Act, and which are permitted to be carried on by an organization exempt from Federal taxation under the provisions of Section 501(c)(3) of the Code.

**Clause 2.02(c). Limitations.** Nothing contained in these Articles of Incorporation shall be construed to authorize the Corporation to engage in any activities or perform any functions which are not within the tax-exempt purposes enumerated in Section 501(c)(3) of the Code.

**Section 2.03. Limitations Upon Powers.** No part of the net earnings of the Corporation shall inure to the benefit of any member, Director or Officer of the Corporation or to any private person or individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered by a member, Director, Officer or employee and to pay principal and interest at a reasonable rate not exceeding current market rates on funds loaned or advanced by a member, Director or Officer to the Corporation. No substantial part of the activities of the Corporation shall consist of attempting to propose, support, oppose, advocate the adoption or rejection of, or otherwise influence legislation by propaganda or otherwise, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of (or in opposition to) any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from Federal taxation under Section 501(c)(3) of the Code.

### **ARTICLE 3**

#### **Registered Office and Registered Agent**

**Section 3.01. Registered Office.** The street address of the registered office of the Corporation is:

100 N. L.J. Koch Blvd., Suite 102  
Santa Claus, IN 47579

**Section 3.02. Registered Agent.** The registered agent of the Corporation is:

Timmie K. Westfall

### **ARTICLE 4**

#### **Members**

**Section 4.01. Membership.** The Corporation will not have members.

### **ARTICLE 5**

#### **Incorporator**

**Section 5.01. Name and Address of Incorporator.** The name and address of the Incorporator is as follows:

Barton B. Ost  
**BLYTHE & OST**  
10585 N. Meridian Street, Suite 200  
Indianapolis, IN 46290

### **ARTICLE 6**

#### **Provisions for Regulation of Business and Conduct of Affairs of the Corporation**

**Section 6.01. Management of Corporation.** The affairs of the Corporation shall be managed by the Board of Directors of the Corporation.

**Section 6.02. Code of By-Laws.** The Board of Directors of the Corporation shall have the power to make, alter, amend or repeal the Code of By-Laws of the Corporation as provided therein.

**Section 6.03. Limitation on Powers of the Board of Directors.** Notwithstanding any contrary provisions in these Articles, neither the members nor the Board of Directors shall have the power or authority to take or authorize any action which shall deprive the Corporation of its status as an exempt organization under the provisions of Section 501(c)(3) of the Code.

**Section 6.04. Amendment of Articles of Incorporation.** The Corporation reserves the right to amend, alter, change or repeal any provisions contained in the Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as an exempt organization under the provisions of Section 501(c)(3) of the Code.

## **ARTICLE 7**

### **Dissolution**

**Section 7.01. Dissolution.** In the event of dissolution of the Corporation, assets remaining after payment of all debts of the Corporation shall be transferred by the Board of Directors as follows:

- (1) any remaining funds originally received from the Indiana Department of Education or any Indiana public school corporation shall be returned to the Indiana Department of Education or to the Indiana public school corporation from which the funds originated, to be used for exclusively public purposes; and
- (2) all other assets shall be distributed to the United States, the State of Indiana, the municipality in which the registered office of the Corporation is located, or any instrumentality or subdivision thereof, or to any nonprofit corporation, trust, foundation or other organization that is organized for nonprofit educational

purposes and which, at the time of transfer, is exempt from Federal income taxation under Section 501(c)(3) of the Code, as may be selected by the Board of Directors; provided, however, that any transfer to a governmental entity shall be used for exclusively public purposes.

Any such assets not so transferred by the Board of Directors shall be disposed of by the Circuit Court of the County in which the registered office of the Corporation is located, exclusively for such tax-exempt purposes or to such tax-exempt organizations as the Court shall determine. No member (other than a member that is exempt from Federal income taxation under Section 501(c)(3), Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the assets of the Corporation on dissolution of the Corporation.

## ARTICLE 8

### Restrictions Applicable if the Corporation Is Or Becomes A Private Foundation

**Section 8.01. Restrictions.** Notwithstanding anything contained in the Articles of Incorporation to the contrary, in the event and if for any reason the Corporation should fail to qualify as a “public charity” and is classified as a “private foundation” as that term is defined in Section 509(a) of the Code, then and in such event and in order to comply with Section 508(e) of the Code, and for so long as the Corporation may be deemed to be a “private foundation,” the powers and activities of the Corporation in accomplishing the foregoing purposes shall be specifically subject to the following requirements, restrictions and limitations:

**Clause 8.01(a). Self Dealing.** The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

**Clause 8.01(b). Mandatory Distributions.** The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

**Clause 8.01(c). Excess Business Holdings.** The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code;

**Clause 8.01(d). Jeopardizing Investments.** The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code; and

**Clause 8.01(e). Taxable Expenditures.** The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

## **ARTICLE 9**

### **Indemnification**

**Section 9.01. Scope of Indemnity.** The Corporation shall indemnify every person who is or was a director or officer of the Corporation (each of which, together with such person's heirs, estate, executors, administrators and personal representatives, is hereinafter referred to as an "Indemnitee") against all liability to the fullest extent permitted by Indiana Code 23-17-16; provided, that such person is determined in the manner specified by Indiana Code 23-17-16 to have met the standard of conduct specified in Indiana Code 23-17-16. The Corporation shall, to the fullest extent permitted by Indiana Code 23-17-16, pay for or reimburse the reasonable expenses incurred by every Indemnitee who is a party to a proceeding in advance of final disposition of the proceeding, in the manner specified by Indiana Code 23-17-16. The foregoing indemnification and advance of expenses for each Indemnitee shall apply to service in the Indemnitee's official capacity with the Corporation, and to service at the Corporation's request, while also acting in an official capacity with the Corporation, as a director, officer, partner, member, manager, trustee, employee, or agent of another foreign or domestic corporation, partnership, limited liability company, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not.

**Section 9.02. Binding Nature.** The provisions of this Article shall be binding upon any successor to the Corporation so that each Indemnitee shall be in the same position with respect to any resulting, surviving, or succeeding entity as the Indemnitee would have been had the separate legal existence of the Corporation continued; provided, that unless expressly provided or agreed otherwise, this sentence shall be applicable only to an Indemnitee acting in an official capacity or in another capacity described in Section 9.01 prior to termination of the separate legal existence of the Corporation. The foregoing provisions shall be deemed to create a contract right for the benefit of every Indemnitee if (a) any act or omission complained of in a proceeding against the Indemnitee, (b) any portion of a proceeding, or (c) any determination or assessment of liability, occurs while this Article is in effect.

**Section 9.03. Interpretation.** All references in this Article to Indiana Code 23-17-16 shall be deemed to include any amendment or successor thereto. When a word or phrase used in this paragraph is defined in Indiana Code 23-17-16, such word or phrase shall have the same meaning in this Article that it has in Indiana Code 23-17-16. Nothing contained in this Article shall limit or preclude the exercise of any right relating to indemnification or advance of expenses to any Indemnitee or the ability of the Corporation to otherwise indemnify or advance expenses to any Indemnitee.

**Section 9.04. Severability.** If any word, clause, or sentence of the foregoing provisions regarding indemnification or advancement of expenses shall be held invalid as contrary to law or public policy, it shall be severable and the provisions remaining shall not be otherwise affected. If any court holds any word, clause or sentence of this paragraph invalid, the court is authorized and empowered to rewrite these provisions to achieve their purpose to the extent possible.

## **ARTICLE 10**

### **Definitions**

**Section 10.01. Definitions.** Any reference made herein to a Section of the “Code” shall include that Section of the Internal Revenue Code of 1986, as well as (1) any subsequent amendments thereto; (2) the corresponding provisions in any recodification of the Internal Revenue Code; and (3) the Treasury Regulations promulgated under such Section.

## **Officer David S. Moore Public Safety Academy Conflict of Interest Policy**

### **Article I Purpose**

The purpose of the conflict of interest policy is to protect this tax-exempt organization’s (Officer David S. Moore Public Safety Academy) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

### **Article II Definitions**

#### **1. Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

## **2. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

*a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,*

*b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement,*  
*or*

*c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.*

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

### **Article III Procedures**

#### **1. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

## **2. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

## **3. Procedures for Addressing the Conflict of Interest**

*a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.*

*b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.*

*c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.*

*d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In*

*conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.*

#### **4. Violations of the Conflicts of Interest Policy**

*a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.*

*b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.*

#### **Article IV Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

*a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.*

*b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any*

*alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.*

## **Article V Compensation**

*a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.*

*b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.*

*c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.*

## **Article VI Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

*a. Has received a copy of the conflicts of interest policy,*

*b. Has read and understands the policy,*

*c. Has agreed to comply with the policy, and*

*d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.*

## **Article VII**

### **Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

*a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,*

*b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.*

## **Article VIII**

### **Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

## LEADERSHIP INFORMATION

### Conflict of Interest Memorandum and Resume/Bio for:

- **Applicants Designated Representative**
  - Timmie Westfall: SINE Executive Director
  
- **Public Safety Academy School Leader**
  - Christopher Scott Chalker: PSA Director

BOARD MEMBERS	AFFILIATIONS	AREAS OF EXPERTISE	AREAS OF REPRESENTATION
Jim Alsup	Director, Public Agency Training Council	Public Safety Training and Legal Liability Risk Management	Public Agency and Public Safety officials nationwide
Bill Westfall	President, Gallagher – Westfall Group of Indiana	Public Safety Training and Leadership Development	Public Safety Agency officials nationwide
Troy Riggs	Director, Indianapolis Division of Public Safety	Public Safety Administration	Marion County and Greater Indianapolis
Reverend David Coatie	Chaplain, Indiana Metropolitan Police Department	Faith-Based Community	Metropolitan Indianapolis and IMPD
Richard Kammen	Attorney at Law, Kammen, Maryan and Moudy Law Firm	Criminal Justice and the Legal System	Criminal defense attorney in state and federal courts
Danny Overly, Secretary/Treasurer	Professional Police Officers Credit Union President/Treasurer	Finance and Law Enforcement	PPO Credit Union Members, National Concerns of Police Survivors, Indiana Fraternal Order of Police
Spencer Moore,	Board Chairman, The Officer David S. Moore Foundation	Law Enforcement and Criminal Justice	The Officer David S. Moore Foundation and the Indiana C.O.P.S.
Jim Edwards Ex Officio Member	President, Edwards and Associates and Solutions in Education and Training (SINE) Board Chairman	Education, Workforce Development, and Business/Industry	Indiana Workforce Proficiency Panel, Indiana Human Resources Investment Council, Indiana Chamber of Commerce Board of Directors, and Indiana State Board of Education member

**To:** Brandon Brown, Director of Charter Schools  
Office of Mayor Greg Ballard

**From:** Timmie Westfall, Executive Director of Solutions in Education and Training, Inc., Applicants Designated Representative

**Date:** February 10, 2013

**Re:** The Officer David S. Moore Public Safety Academy

As Executive Director of Solutions in Education and Training, Inc. the SINE Team is creating a new charter school of excellence for Marion County high school students on active expulsion. Upon authorization by Mayor Ballard and approval of our application by the City-County Council, Solutions in Education would serve as the charter management organization for The Officer David S. Moore Public Safety Academy. Per the application guidelines, this memorandum briefly highlights the knowledge and experience SINE would bring to the academy and indicate potential conflicts of interest that may occur. Per guideline requirements, my resume follows this document for your review.

### **Knowledge and Experience**

- Established and operated eight statewide educational programs for the Indiana Department of Education
- Provided professional development to adult education administrators and teachers in the state of Indiana for over 35 years.
- SINE administered the adult education program for North and South Spencer Counties in southern Indiana
- 18 years of experience working in the Indianapolis Public Schools with at-risk adults in adult education programs
- 17 years of experience focusing on student growth and engagement for alternative students
- 10 years of experience in delivering data-driven professional development

### **Conflicts of Interest**

I am not aware of any potential conflicts of interest I might have in fulfilling the above-referenced administrative role with The Officer David S. Moore Public Safety Academy.

Should you have any questions or need additional information, please feel free to contact me at (888) 937-9855 or [twalker@sineonline.com](mailto:twalker@sineonline.com).

## **Timmie K. Westfall**

Executive Director – Solutions in Education and Training, Inc.  
twestfall@sineonline.com  
812-639-3239

### **(Selected professional history)**

#### **Core Competencies:**

- Proven organizational leadership in designing, leading, planning, organizing, and managing eight statewide programs for the Indiana Department of Education.
- Successful program implementation and administration to include staff supervision, technical assistance, and teacher training.
- Documented certifications in an estimated 18 areas of training related to education.

#### **Current Position:**

- Executive Director of Solutions in Education and Training, Inc., a statewide non-profit education organization established in 2001. Solutions in Education and Training is a known provider of premier training, educational support and development and project design and implementation.

#### **Recent Career Highlights:**

- Co-director of statewide Adult Education Professional Development Project funded by the Indiana Department of Education / DWD.
- Coordinator of the Professional Development Team since its inception.
- Director of English Works in Indiana, a statewide workforce project funded by the Department of Workforce Development.
- Director of Adult Education Works in Indiana, a statewide workforce project funded by the Indiana Department of Education.
- Director of Workplace ESL, Northern Virginia, Virginia Department of Education.
- Adjunct faculty for Indiana University teaching ESL methodology.
- Presented over 450 adult education trainings nationally, regionally, and locally on the topic of adult education.
- Project Director for statewide Indiana Adult Education Resource Center

### **Selected Publications:**

- *Teaching ESL in Adult Education – Methodologies and Activities* – the first handbook created for Indiana’s adult ESL instructors.
- *So You’re New to Adult Education* - first handbook created for Indiana’s adult education system.
- Editor of *Within the Tapestry: A Community of Diverse Voices* – a book for adult educators on diversity.
- Co-creator and author of *Tools for Teachers – Visual Teaching in Today’s Classroom*.
- Latest published journal article, *ESL, Employment and Economic Development*; source-INTESOL journal.

### **Relative Professional Membership Appointments:**

- AAACE (American Association of Continuing Education – Regional Vice President;
- TESOL (Teachers of English to Speakers of Other Languages), co-chair of mid-west conference;
- Served on three national advisory boards for adult education;
- Served on national work group NAM (National Association of Manufacturers);
- Past president of IAACE (Indiana Association of Adult Continuing Education);
- Past president of INTESOL (Indiana Teachers of English to Speakers of Other Languages).

### **Selected Awards and Honors:**

- Indiana’s Outstanding Adult Educator
- International Educational Creative Trainer of the Year
- Distinguished Service Award presented by the state of Indiana for founding member of the Indiana Adult Literacy Coalition
- Governor’s Award for Voluntary Action, state of Indiana
- Ball State University Woman of the Year
- Outstanding High School Alumni – Arsenal Technical High School, Indianapolis

### **Education:**

- Masters of Education, Butler University, Indianapolis
- 32 graduate hours toward doctorate in adult education

***The Adult Education Works statewide program, under Timmie’s direction, was named a national and replicable model by the United States Department of Education.***

**To:** Brandon Brown, Director of Charter Schools  
Office of Mayor Greg Ballard

**From:** Christopher Scott Chalker, Ed.D.

**Date:** January 23, 2013

**Re:** The Officer David S. Moore Public Safety Academy

I am working with Solutions in Education and Training to create a new charter school of excellence for Marion County high school students on active expulsion. Upon authorization by Mayor Ballard and approval of our application by the City-County Council, I would serve as School Director of The Officer David S. Moore Public Safety Academy. Per the application guidelines, this memorandum highlights the knowledge and experience I would bring to the position and indicates any potential conflicts of interest I might have in the process. Per guideline requirements, my full resume follows this document for your review.

### **Knowledge**

- Youth Development and Programming
- Dropout Prevention and Recovery
- Nontraditional Education Practices
- Best Practices in Alternative Education and Solutions for Youth At-Risk

### **Experience**

- 15 years of experience working with expelled and incarcerated youth
- 20 years of experience working in dropout prevention, recovery, and reengagement
- 20 years of experience planning, developing, and implementing alternative school programs
- 20 years of experience in public alternative school and nonprofit administration
- 30 years of experience as a teacher, counselor, principal, director, and vice-president

### **Conflicts of Interest**

I am not aware of any potential conflicts of interest I might have in fulfilling the above referenced administrative role with The Officer David S. Moore Public Safety Academy.

Should you have any questions or need additional information, please feel free to contact me at (317) 823-8157 or [cschalker@comcast.net](mailto:cschalker@comcast.net).

**P-12 NON-TRADITIONAL PUBLIC SCHOOL AND NONPROFIT EDUCATION LEADER  
Increasing Student Success, Achievement, Graduation, and Post-Secondary Attendance  
through Effective Leadership and Delivery of Youth Support Services**

**PROFESSIONAL PROFILE**

I am a former Indiana Educator of the Year with extensive accolades for using data to drive instruction, outcomes, and continuous improvement, being a visible presence on campus, and graduating over 90% of students served over the years. I am known for educating all students, including those at-risk, and as an advocate for teaching the whole child. I have led key initiatives resulting in higher achievement, including a focus on the multiple intelligences, assets, character, and aptitudes and interests of students.

**PROFESSIONAL EXPERIENCE**

**K-5 Instructor, After-School Achievers Program, Crooked Creek Elementary School,  
Metropolitan School District of Washington Township, Indianapolis, Indiana (2011-2012).**

- Improving achievement through tutorials, enrichment, maintenance, remediation, asset and character building, and development of the multiple intelligences for at-risk/disadvantaged elementary school students receiving additional support in the afternoons and evenings.

**Vice President, Education Services, Simon Youth Foundation, Indianapolis, IN (2006-11).**

- Provided dynamic and results-driven leadership to a network of 26 Education Resource Centers located in 13 states with an overall 90% graduation rate of students who had previously dropped out or were headed down that path from 2006-2011.
- Guided implementation of an enhanced Education Resource Center Scholarship Program along with key educational leaders, significantly increasing average student awards and positively impacting college retention rates from 2008-2011.
- Awarded 1,638 college scholarships valued at more than 3.5 million dollars from 2006-2011.
- Assisted SYF scholarship recipients with other educationally related expenses such as transportation, childcare, books and food through the establishment of a Cost of College Account from 2008-2011.
- Successfully enlisted colleges and universities across the country to provide innovative resources and support for Education Resource Center graduates in advance of higher education attendance.
- Enlisted the National Student Clearinghouse to track Education Resource Center graduate persistence, attrition, and higher education retention.
- Created a highly successful Bridges to Achievement program providing students with experiential learning opportunities, life-skills, and youth development during out-of-school hours.
- Positively impacted college readiness by partnering with Kappa Delta Pi, International Honor Society in Education, matching campus chapters with Education Resource Centers as additional mentoring, tutoring, and higher education support mechanisms for at-risk youth.

- Guided implementation of a one-of-a-kind CVS Pathways to Pharmacy program partnering with alternative education as a career path option for Education Resource Center students.
- Improved staff development through networking experiences for Education Resource Center teachers and administrators while facilitating a highly successful Professional Learning Community.

**District Director of Non-Traditional Education, Dropout Prevention, and At-Risk Intervention, Metropolitan School District of Warren Township; Indianapolis, Indiana (1996-2006).**

- Worked tirelessly as Renaissance School Principal to foster the most complete alternative education and special education program possible across grades 1-12 serving urban at-risk children.
- Achieved academic improvement and graduation for all students through the incorporation of the Academic Standards and alignment of the intended, taught, and tested curriculum.
- Increased academic achievement through the development of an academic standards calendar and charging teachers with giving three week assessments to gauge progress in each area.
- Positively impacted attendance and achievement by creating a highly successful after-school program dedicated to providing academic and youth development services to suspended and expelled students known as **After-School Education Placement (AEP)**.
- Perfected the Classroom Walk-Through approach as a means of formative classroom visitation, assessment, and teacher support.
- Increased credit acquisition and student achievement through service learning and work study activities both in the classroom and the community at large as a means of linking schooling to life roles.
- Increased staff collaboration and student learning through creation of Professional Learning Communities.

**District Director of Alternative Education, Principal and Counselor, Liberty Educational Alternatives Division, Liberty County Board of Education, Hinesville, Georgia (1991-1996).**

- Increased attendance and achievement at the L.E.A.D. School in the capacity of Principal and Counselor, across grades 6-12, as an alternative to suspension and expulsion for at-risk youth.
- Developed a highly recognized social services school annex where caseworkers, probation officers, and college officials were housed as an after-school support and youth development mechanism for at-risk and economically disadvantaged youth.
- Increased attendance and achievement through creation of a school-based teen pregnant and parenting program for students needing a flexible academic schedule along with parenting and life skills.
- Created a highly acclaimed school-based childcare facility consisting of newborn and toddler centers serving parenting teens while completing academics and learning prenatal and parenting skills.
- Increased student self-esteem through integration of a service learning program in the curriculum.
- Made history as my students became the first in alternative education to serve as pages at the state capitol.

## **INDIVIDUAL AWARDS AND RECOGNITION**

- Recognition of Community Service, Chicago Spring Conference, “William Van Til Award.”
- Educator of the Year, Indiana School Board Association, “Lorin A. Burt Award” (significant contributions to Indiana public education), 2001.
- Outstanding Young Man of America, 1992.

## **EDUCATIONAL BACKGROUND**

<b><u>Degree</u></b>	<b><u>Institution</u></b>	<b><u>Certification</u></b>
Ed. Doctorate 1994	University of Georgia Athens, Georgia	Educational Administration
Ed. Specialist 1989	Georgia Southern College Statesboro, Georgia	Administration and Supervision
Master of Ed.	Georgia Southern College Statesboro, Georgia	School Counseling
Bachelor of Ed. 1981	Western Michigan University Kalamazoo, Michigan	Physical Education/Health/Coaching

**License:** State of Indiana Teacher’s Life License (Secondary Administration and Counseling)

## **COMMUNITY/PROFESSIONAL MEMBERSHIPS, AFFILIATIONS, AND ACTIVITIES**

- Committee Member – The Indianapolis Talent Alliance, 9-12 Implementation Team, 2011.
- Committee Member – Indianapolis Chamber of Commerce (Common Goal), 2010-2011.
- Volunteer – Central Indiana American Red Cross (Disaster Action Team), 2010-Present.
- Judge – IPL Golden Apple Awards (Indiana teacher recognition), 2009-2010.
- Organizational Member – National Dropout Prevention Network, 2008-Present.
- Organizational Member – National Youth Employment Coalition, 2006-2011.

## **PUBLICATIONS**

### **Books**

Chalker, C. S. and Brown, K. S. (Summer 1999). “Effective Alternative Education Programs: Solutions for K-8 Students At Risk.” Technomic Publishing Company, a division of Roman and Littlefield.

Chalker, C. S. (Winter, 1996). “Effective Alternative Education Programs: Best Practices From Planning Through Evaluating.” Technomic Publishing Company, a division of Roman and Littlefield.

### **Dissertation**

Chalker, C. S. (December, 1994). A Description of Separate Secondary Alternative School Programs in Georgia in 1993-1994. University of Georgia, Athens, Georgia.

**To:** Brandon Brown, Director of Charter Schools  
Office of Mayor Greg Ballard

**From:** Troy Riggs, Director of Public Safety, City of Indianapolis

**Date:** February 25, 2013

**Re:** The Officer David S. Moore Public Safety Academy

I am working with Solutions in Education and Training to create a new charter school of excellence for Marion County high school students on active expulsion. Upon authorization by Mayor Ballard and approval of our application by the City-County Council, I would serve as a Governing Board of Director for The Officer David S. Moore Public Safety Academy. Per the application guidelines, this memorandum highlights the knowledge and experience I would bring to the position and indicates any potential conflicts of interest I might have in the process. Per guideline requirements, my full bio follows this document for your review.

### **Knowledge**

- B.S. Degree in Political Science from the University of Louisville and an EMBA from Sullivan University.
- Community involvement and teamwork; improvement of city facilities and public areas; resident assistance.
- Crime prevention and reduction, public safety enhancements, emergency preparedness, law enforcement, and community policing.
- Citizen, community leaders, business owners, and community organization support services.
- Fundraising and foundation development.

### **Experience**

- 20 Years of policing experience with a strong sense of community and teamwork.
- Chief of Police and Assistant City Manager for Safety/Health/Neighborhoods, Corpus Christi, Texas.
- Formation of “Citizens in Support of the Corpus Christi Police Department.”
- Assistant Chief of Police and Chief of Staff, Louisville Metro Police, Louisville, Kentucky.
- Director, Division of Public Safety, Indianapolis, Indiana

### **Conflicts of Interest**

I am not aware of any potential conflicts of interest I might have in fulfilling the above referenced board of director’s role with The Officer David S. Moore Public Safety Academy.

Should you have any questions or need additional information, please feel free to contact me at 317-327-5090 or at David.Riggs@indy.gov.

**Mr. Troy Riggs**  
**Director of Public Safety**  
**City of Indianapolis**  
**200 E Washington St, Ste E-270**  
**Indianapolis IN 46204**  
**317-327-5090**  
[David.Riggs@indy.gov](mailto:David.Riggs@indy.gov)

Troy Riggs joined Mayor Ballard's team in October of 2012. Since his arrival, he has strengthened the relationship between the Department of Public Safety and the community, established goals and objectives, introduced efficiency teams to review over 25 critical issues facing the city, and has worked to streamline operations while enhancing productivity.

Director Riggs comes to Indy with more than 20 years of public safety experience. His public service includes serving as an Assistant City Manager and Chief of Police in Corpus Christi, Texas; additionally, he served 20 years in Louisville, Kentucky, working his way from recruit to Assistant Chief/Chief of Staff. He has also served as a press secretary for a Judge/Executive and has been a liaison to local, state, and federal governments.

During his career, he worked on a successful government merger referendum, assisted with the merger of government services, established best practices in community policing, expanded citizen engagement with the government, and developed efficiencies while increasing productiveness.

Troy has an EMBA from Sullivan University and a Political Science degree from the University of Louisville. He has been married to Kara for more than 20 years. They have two sons, David and Caleb.

**PUBLIC AGENCY TRAINING COUNCIL**  
**5235 Decatur Boulevard**  
**Indianapolis, Indiana 46241**

Date: February 19, 2013  
To: Brandon Brown, Director of Charter Schools  
Office of Mayor Greg Ballard  
From: Jim Alsup, Director,  
Public Agency Training Council  
Re: The Officer David S. Moore Public  
Safety Academy

I am working with Solutions in Education and Training to create a new charter school of excellence for Marion County high school students on active expulsion. Upon authorization by Mayor Ballard and approval of our application by the City-County Council, I would serve as a member of the Governing Board of Directors for the Officer David S. Moore Public Safety Academy. Per the application guidelines, this memorandum highlights the knowledge and experience I would bring to the position and indicates any potential conflicts of interest I might have in the process. Per guideline requirements, my resume follows this document for your review.

Knowledge and Experiences:

- Forty two years of Law Enforcement Education
- Research, write and develop continuing education curriculum
- Supervising and leading 105 employees
- Established National Training Modules for Law Enforcement, Fire Service and Liability Risk Management

Conflicts of Interest:

I am not aware of any potential conflicts of interest I might have in fulfilling the above referenced role as a member of the Governing Board of Directors for the Officer David S. Moore Public Safety Academy.

James Alsup, President  
Public Agency Training Council

Respectfully,



JA/ca Encl.  
CC: File

## James Royce Alsup

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5235 Decatur Blvd  
Indianapolis, Indiana 46241  
Office (800) 365-0119  
Cellular Phone (317) 695-3620  
FAX (317) 821-5096  
Email: directora@patc.com

### EDUCATION

1967-1971 Broad Ripple High School  
1973-1975 Indiana University/Purdue University (IUPUI)

### EMPLOYMENT

1975 -1987 Director of Law Enforcement Safety Council  
1987- Director of Public Agency training Council, National Law Enforcement  
Criminal Justice Continuing Education  
2003- Co-Director, Legal Liability Risk Management Institute  
Police Practices Consultant, Trainer, Auditor

### Risk Management Programs

2003- Georgia Association of Risk Management  
Vermont League of Cities  
Illinois Risk Management  
New Hampshire Risk Management  
Nevada Risk Management Pool  
South Carolina Risk Management Institute  
South Dakota Risk Management Institute  
Kentucky League of Cities  
Kentucky Association of Counties  
OH County Association of Risk Management  
Nebraska County Association of Risk Management

Researched, developed and implemented state wide programs to reduce liability  
And enhance agency performance.

### Memberships

International Association of Chiefs of Police  
PRIMA Public Risk Management Insurance Management Institute  
NEOA Narcotics Enforcement Officers Association

**To:** Brandon Brown, Director of Charter Schools  
Office of Mayor Greg Ballard

**From:** Spencer L. Moore, Chairman of the Board of Directors,  
The Officer David S. Moore Foundation

**Date:** February 13, 2013

**Re:** The Officer David S. Moore Public Safety Academy

I am working with Solutions in Education and Training to create a new charter school of excellence for Marion County high school students on active expulsion. Upon authorization by Mayor Ballard and approval of our application by the City-County Council, I would serve on the Governing Board of Directors for The Officer David S. Moore Public Safety Academy. Per the application guidelines, this memorandum highlights the knowledge and experience I would bring to the position and indicates any potential conflicts of interest I might have in the process. Per guideline requirements, my bio follows this document for your review.

### **Knowledge and Experiences**

In 1964, I joined the United States Air Force, serving as a law enforcement officer. I also have 42 years of knowledge and experience in law enforcement, administration, and leadership as a police officer before retiring in 2006. During my career with IPD, I earned the merit rank of Lieutenant. Additionally, I was appointed to the position of Division Commander during my tenure. I served as a supervisor/administrator from 1975 until my retirement. Areas in which I served include: Operations (uniform) Division, Administration Division and Office of The Chief of Police. My current relevant experiences include serving as Chairman of the Board of Directors of The Officer David S. Moore Foundation and as Treasurer of the Board of Directors of the Indiana Chapter of Concerns of Police Survivors (C.O.P.S.).

### **Conflicts of Interest**

I am not aware of any potential conflicts of interest I might have in fulfilling the above referenced role as a Director on the Governing Board with The Officer David S. Moore Public Safety Academy.

Should you have any questions or need additional information, please feel free to contact me at (317) 403-0197 or Actionphoto@comcast.net.

**Spencer L. Moore**  
**Biographical Sketch**  
**The David S. Moore Public Safety Academy**

I was born in Indianapolis in 1945. I was the youngest of three boys from the marriage of Robert I and Ida B. Moore (Paul).

With rare exception, I have lived in the Indianapolis area since birth.

In 1975, I married Jo Ann Cord, a marriage that continues. Jo bore two children from our marriage; Carol, a schoolteacher; and, David, a police officer (deceased). Jo currently serves as a supervisor on IMPD's Southeast District.

I attended school in the Indianapolis Metro area. In 1963, I graduated from Emmerich Manual Training High School on Indianapolis's Southside.

Following high school I was an undergraduate student at University of Mississippi and the University of North Carolina.

In 1964, I joined the United States Air Force, serving as a law enforcement officer. During my four-year tour with the USAF I served in the combat theater of Viet Nam. Due to my exposure to Agent Orange, I have certain medical conditions that have resulted in my being qualified as a Disabled Veteran.

In 1968, I applied to and was accepted by the Indianapolis Police Department as a probationary officer. Upon completion of the police academy I was appointed a patrol officer.

In 2006 I retired after 42 years as a police officer. During my career with IPD I earned the merit rank of Lieutenant. Additionally, I was appointed to the position of Division Commander during my tenure. I served as a supervisor/administrator from 1975 until my retirement. Areas in which I served include: Operations (uniform) Division, Administration Division and Office of The Chief of Police.

My current activities include serving as Chairman of the Board of Directors of The Officer David S. Moore Foundation and as Treasurer of the Board of Directors of the Indiana Chapter of Concerns of Police Survivors (C.O.P.S.)

**Date:** February 15, 2013

**To:** Brandon Brown, Director of Charter Schools  
Office of Mayor Greg Ballard

**From:** William S. Westfall, President of the Gallagher - Westfall Group of Indiana

**Re:** The Officer David S. Moore Public Safety Academy

I am working with Solutions in Education and Training to create a new charter school of excellence for Marion County high school students on active expulsion. Upon authorization by Mayor Ballard and approval of our application by the City-County Council, I would serve as an Ex Officio member of the Governing Board of Directors for The Officer David S. Moore Public Safety Academy. Per the application guidelines, this memorandum highlights the knowledge and experience I would bring to the position and indicates any potential conflicts of interest I might have in the process. Per guideline requirements, my bio follows this document for your review.

### **Knowledge and Experiences**

- I received a BA in Criminology cum laude from Florida State University and has completed course work toward a graduate degree in Public Administration. I also am a graduate of the well-respected FBI National Academy where I was selected as class spokesman for the 141st Session.
- I have extensive knowledge in Liability Management providing training and support to law enforcement administrators, risk managers, and self-insured pools to reduce law enforcement, criminal justice, and public safety liability.
- I have provided liability, leadership and supervisory training to thousands of police officers and public sector personnel in nearly every state in the United States.
- Previously, I served as Director of the Florida Department of Law Enforcement (FDLE) Academy responsible for training programs delivered statewide for all law enforcement agencies. My duties also included the administration of the Organized Crime Institute, the Executive Institute and the development of the Center for Advanced Law Enforcement Studies.
- Prior to my entry into law enforcement, I served a four-year term in the United States Marine Corps to include Vietnam.

### **Conflicts of Interest**

I am not aware of any potential conflicts of interest I might have in fulfilling the above referenced role as a member of the Governing Board of Directors with The Officer David S. Moore Public Safety Academy.

## **William S. Westfall Biographical Sketch**

**William S. Westfall is currently President of the Gallagher - Westfall Group of Indiana where he manages, develops and provides a wide range of leadership, supervision and management services to the public sector. He has provided, liability, leadership and supervisory training to thousands of police officers and public sector personnel in nearly every state in the United States as well as having been featured as a guest speaker on the Law Enforcement Television Network (LETN), the Fire Emergency Television Network (FETN), The University of Portsmouth, England, General Session Speaker for the 1997 ASLET Conference and the 2006 ILEETA conference. He is well known for practical but powerful motivational and inspirational learning experiences.**

**Mr. Westfall served previously as Deputy Director of the Institute for Liability Management providing training and support to law enforcement administrators, risk managers, and self-insured pools to reduce law enforcement, criminal justice, and public safety liability.**

**Prior to his appointment with the Institute, Mr. Westfall was Director of the Montana Law Enforcement Academy (MLEA) where he oversaw the upgrading of the entry level, basic law enforcement curriculum to a ten-week, 500+ hour program, directed the establishment of the MLEA Executive Institute for chiefs and sheriffs and assisted with the restructuring of courses for supervisors and for in-service training.**

**Previously, Mr. Westfall served as Director of the Florida Department of Law Enforcement (FDLE) Academy responsible for training programs delivered statewide for all law enforcement agencies. His duties also included the administration of the Organized Crime Institute, the Executive Institute and the development of the Center for Advanced Law Enforcement Studies.**

**In prior positions, Mr. Westfall has served as Executive Assistant to the Commissioner of the Florida Department of Law Enforcement and Bureau Chief for the Division of Police Standards and Training for the State of Florida charged with the enforcement of all pre-employment standards for police and corrections officers, their certification, and then decertification if they failed to maintain those norms.**

**Mr. Westfall began his career in law enforcement with the Alaska State Troopers where he served in a variety of functions during a four year tenure. In 1969, he was selected as "Trooper of the Year" for the South Central Region and was recognized by the Anchorage Chamber of Commerce as "Lawman of the Year" for services provided to the Anchorage area. Prior to his entry into law enforcement, Mr. Westfall served a four-year term in the United States Marine Corps to include Vietnam.**

**Mr. Westfall received his BA in Criminology cum laude from Florida State University and has completed course work toward a graduate degree in Public Administration. He is also a graduate of the well-respected FBI National Academy where he was selected as class spokesman for the 141st Session.**

**To:** Brandon Brown, Director of Charter Schools  
Office of Mayor Greg Ballard

**From:** Danny C. Overley

**Date:** February 13, 2013

**Re:** The Officer David S. Moore Public Safety Academy

I am working with Solutions in Education and Training to create a new charter school of excellence for Marion County high school students on active expulsion. Upon authorization by Mayor Ballard and approval of our application by the City-County Council, I would serve on the Governing Board of Directors of The Officer David S. Moore Public Safety Academy. Per the application guidelines, this memorandum highlights the knowledge and experience I would bring to the position and indicates any potential conflicts of interest I might have in the process. Per guideline requirements, my bio follows this document for your review.

### **Knowledge**

- Budgeting and Financial Statements
- Not-for-Profit Organizations
- Public and Private Grants
- Best Public Safety Practices

### **Experience**

- 6 years experience working with Anti-Gang Initiative
- 12 years experience working with Project Safe Neighborhoods
- 21 years experience as a sworn police officer
- 25 years experience working with public and private grants
- 30 years experience in coordinating Critical Incident Response
- 30 years experience in the financial services profession

### **Conflicts of Interest**

I am not aware of any potential conflicts of interest I might have in fulfilling the above referenced administrative role with The Officer David S. Moore Public Safety Academy.

Should you have any questions or need additional information, please feel free to contact me at (317) 327-2600 or [overley@iquest.net](mailto:overley@iquest.net).

***DANNY C. OVERLEY***  
***1060 E 850 N***  
***MORRISTOWN, IN 46161***

- **President/Treasurer of the Professional Police Officers Credit Union**
- **Retired deputy chief of the Indianapolis Police Department**
- **Counselor for the National Concerns of Police Survivors**
- **Chairman emeritus of the Indiana Fraternal Order of Police Memorial/Critical Incident Committee**
- **Advisor for the Indianapolis Metropolitan Police Department Police Officer Support Team**
- **Member of the Indiana Fraternal Order of Police Pension Committee**
- **Trustee of the Indianapolis Metropolitan Police Department Pension Board**
- **Co-chairman Southern District of Indiana U.S. Attorney Project Safe Neighborhood**
- **Co-chairman Southern District of Indiana U.S. Attorney Comprehensive Anti-Gang Initiative (CAGI)**
- **Co-chaired the 2006 International Association Police Chaplain Bi-annual Conference**
- **Member Organizing Committee 2005 Solheim Cup**
- **Member Indianapolis Works Advisory Board**
- **Chaired of the 2001 World Police Fire Games**
- **President Indianapolis Police Foundation of the Fraternal Order of Police**

**Date:** February 15, 2013

**To:** Brandon Brown, Director of Charter Schools  
Office of Mayor Greg Ballard

**From:** James D. Edwards, President, Edwards & Associates

**Re:** The Officer David S. Moore Public Safety Academy

As President of SINE's Founding Board of Directors, I am working with the organization to create a new charter school of excellence for Marion County high school students on active expulsion. Upon authorization by Mayor Ballard and approval of our application by the City-County Council, I would serve as an Ex Officio member of the Governing Board of Directors for The Officer David S. Moore Public Safety Academy. Per the application guidelines, this memorandum highlights the knowledge and experience I would bring to the position and indicates any potential conflicts of interest I might have in the process. Per guideline requirements, my bio follows this document for your review.

### **Knowledge and Experiences**

I am the founder and President of Edwards and Associates, a management consulting firm located in Santa Claus, Indiana. The firm specializes in Operations Management and Workforce Training and Development. In addition to my consulting business, I is very involved in workforce development and education activities at the state level. I received a gubernatorial appointment to the Indiana Workforce Proficiency Panel and served as the Chairman of that panel. I also received a second appointment to the Indiana Human Resources Investment Council. Additionally, I am also a member of the Board of Directors of the Indiana Chamber of Commerce and serve as the Chairman of the Chamber's Workforce Development Committee. When the Chamber's READY INDIANA Program was initiated, I was elected Chairman of the Business & Industry Advisory Council which is guiding the implementation of the program. In 2008, I was elected President of Lincolnland Economic Development Corporation.

In education, I was appointed by Governor Daniels to the Indiana State Board of Education. I was recently elected as Chairman of the Strategic Planning Committee of the Board and State Staff Team. This team is developing a new plan which will be managed by utilizing the Balanced Scorecard Concept and become operational in 2008. I am also a member of the Advisory Team for Indiana's Science Technology, Engineering, and Math (STEM) initiatives.

### **Conflicts of Interest**

I am not aware of any potential conflicts of interest I might have in fulfilling the above referenced role as an Ex Officio member of the Governing Board of Directors with The Officer David S. Moore Public Safety Academy.

## **Biography**

James D. Edwards  
President  
Edwards & Associates

Jim Edwards is the founder and President of Edwards and Associates, a management consulting firm located in Santa Claus, Indiana. The firm specializes in Operations Management and Workforce Training and Development. In addition to his consulting business, he is very involved in workforce development and education activities at the state level. He received a gubernatorial appointment to the Indiana Workforce Proficiency Panel and served as the Chairman of that panel. He also received a second appointment to the Indiana Human Resources Investment Council. He also is a member of the Board of Directors of the Indiana Chamber of Commerce and serves as the Chairman of the Chamber's Workforce Development Committee. In 2004, he was named Indiana Chamber "Volunteer of the Year." When the Chamber's READY INDIANA Program was initiated, he was elected Chairman of the Business & Industry Advisory Council which is guiding the implementation of the program. In 2008, he was elected President of Lincolnland Economic Development Corporation.

In education, he was appointed by Governor Daniels to the Indiana State Board of Education. He was recently elected as Chairman of the Strategic Planning Committee of the Board and State Staff Team. This team is developing a new plan which will be managed by utilizing the Balanced Scorecard Concept and should become operational in 2008. He is a member of the Advisory Team for Indiana's Science Technology, Engineering, and Math (STEM) initiatives. Recently, he was awarded the Indiana Career and Technical Education Award for Excellence. He also is serving a third term as Chairman of the Board of Southwest Indiana Network for Education (SINE), a Lilly CAPE Grant organization which is achieving significant results in raising the bar in education in the region. In 2007, he received an appointment to Indiana's Education Roundtable. In 2011, he was appointed to the newly created Indiana Advisory Board for Career and Technical Education.

Jim is a native of Harriman, Tennessee and attended the University of Tennessee, graduating in 1959 with a degree in Industrial Management. After graduation, he entered the United States Navy and served four years of active duty as a naval officer.

He began his business career in 1963 with Aluminum Company of America in Alcoa, Tennessee and served in a variety of line and staff management positions at that location. In 1967, he was promoted to the Corporate Planning Staff at Alcoa's headquarters in Pittsburgh. In 1970, he was transferred to Warrick Operations in Newburgh, IN where he served in both line and staff positions.

In 1974, he joined Soundesign Corporation as General Manager and started their new console stereo plant in Santa Claus, IN. The operation was immediately successful and experienced very rapid and dramatic growth to a level of \$35 million in sales in a four year period.

In 1978, he joined Thermwood Corporation in Dale, IN as the Program Manager of their new line of industrial robots. He later was promoted to Vice-President and General Manager.

In 1981, he led the formation of Spencer Industries and became the company's first President and Chief Executive Officer. This was accomplished by the purchase of Thermwood's Plastics assets after Thermwood had established the corporate direction of becoming a total automation company. This company also experienced extremely rapid growth to a level of \$20 million in sales in 1989. During this period, employment also grew rapidly from the original 58 to in excess of 350 employees. Much of that growth can be attributed to the implementation of a Total Quality Management system. In that system, all

of the company's employees were organized into performance teams and provided input into all company decisions which impacted their jobs, their workplace, and their quality of work life. In addition the teams participated in the development and implementation of a new system for Statistical Process Control (SPC). To reward the employees for their efforts and creativity which brought rapid continuous improvement, the company established both a Gainsharing and an Employee Stock Ownership Plan in which the employees shared in the growth and profitability of the company by becoming owners of the company. Under this system, they became true partners in the company's future.

As a result of his leadership and vision, he has become a nationally recognized leader in Total Quality Management and Employee Involvement. Spencer Industries was selected as the source company for the filming of two videoconference presentations, "Building Winning Teams" and "Motivation The Key To Performance", which appeared on a nationwide closed circuit television network. In addition, his leadership has been acknowledged in two published books, Maximum Performance Management and Workplace 2000.

In 1989, he and his company were selected as the winner of three of the state of Indiana's most prestigious business awards.

- In March, he was designated as the 1989 Indiana Small Business Person of the Year by the U.S. Small Business Administration (SBA). He also was honored with an appointment to the U.S. Small Business Administration's Indiana Advisory Council
- In June, he was the recipient of the Ernst & Young and INC. Magazine's 1989 Entrepreneur of the Year Award for Business Greater Than Five Years Old. As a result of winning this award, he was inducted into the Institute of American Entrepreneurs and The Entrepreneur of the Year Hall of Fame
- In August, Spencer Industries was presented the first Indiana Award for Global Competitiveness by Lieutenant Governor Frank O'Bannon

In 1991, Spencer Industries was selected to receive the highest quality awards given by its three largest customers.

Since winning these awards, he has been named to Who's Who in America, Who's Who in Finance and Industry, Who's Who in the Midwest, Who's Who in the World, Who's Who in U.S. Executives, International Directory of Distinguished Leadership, and National Register Who's Who in Executives and Professionals.

He has been a leader in economic development at both the local and state levels. He was a founder of Lincolnland Economic Development Corporation and served as the organization's first President. Other economic and business development organizations on which he serves or has served include:

- Director, Indiana Chamber of Commerce
- Director, Spencer County Bank
- Director, Lincolnland Economic Development Corporation
- Director, Southwest Indiana Regional Workforce Board
- Director, Southwest Indiana Network for Education (SINE)
- Director, Spencer County Regional Chamber of Commerce

- Director, Indiana Small Business Council
- Director; The Alliance: A Forum of Chairmen and Presidents
- Director; Applied Laboratories, Inc.
- Member, Ivy Tech Regional Advisory Council
- Member, Purdue University Technical Assistance Program Advisory Council
- Member, USI Connect with Southern Indiana Advisory Committee
- Member of the Advisory Board, Historic Southern Indiana
- Member of the Southwest Indiana Development Council
- Member of the Indiana Chamber of Commerce Workforce Literacy Advisory Committee
- Member of the Steering Committee for Vincennes University Technical Opportunities Services Center
- Optimist 2003 Education Partner of the Year

Besides his business activities, he has devoted a substantial portion of his life to assisting the mentally, developmentally and economically disadvantaged. Among his activities are:

- Two term Chairman of the Board of Directors of Southern Indiana Rehabilitation Services (SIRS)
- Director, Private Industry Council of Southwestern Indiana (PIC)
- Member of the Indian Department of Mental Health Region 32 Regional Planning and Coordinating Committee

He has also enjoyed a successful career in the U.S. Naval Reserves. He presently holds the rank of Captain and was the Senior Officer assigned to the Evansville, IN Naval Reserve Center prior to his retirement. In that capacity, he directed Naval Reserve Construction Forces (“Seabees”) in the performance of a number of community “Goodwill” construction projects throughout southwestern Indiana.

**To:** Brandon Brown, Director of Charter Schools  
Office of Mayor Greg Ballard

**From:** Richard Kammen

**Date:** February 11, 2013

**Re:** The Officer David S. Moore Public Safety Academy

I am working with Solutions in Education and Training to create a new charter school of excellence for Marion County high school students on active expulsion. Upon authorization by Mayor Ballard and approval of our application by the City-County Council, I would serve as a member of the Governing Board of Directors for The Officer David S. Moore Public Safety Academy. Per the application guidelines, this memorandum highlights the knowledge and experience I would bring to the position and indicates any potential conflicts of interest I might have in the process. Per guideline requirements, my full resume follows this document for your review.

### **Knowledge**

- Youth Development and Programming
- Dropout Prevention and Recovery
- Nontraditional Education Practices
- Dealing with At Risk Youth

### **Experience**

- 30 years of experience working with expelled and incarcerated youth
- 30 years of experience working in dropout prevention, recovery, and reengagement through the criminal justice system
- 30 years of experience as a teacher, counselor, and mentor through interaction with juveniles and youthful offenders in the criminal justice system

### • **Conflicts of Interest**

- I am not aware of any potential conflicts of interest I might have in fulfilling the above referenced administrative role with The Officer David S. Moore Public Safety Academy.
- Should you have any questions or need additional information, please feel free to contact me at (317) 236-0400 or Richard@kammenlaw.com

**Richard Kammen**  
**Kammen, Maryan and Moudy**  
**135 N. Pennsylvania St.**  
**Suite 1175**  
**Indianapolis, IN 46204**  
**(317) 236-0400**  
**Richard@kammenlaw.com**

Richard Kammen is a practicing criminal defense lawyer with his office in Indianapolis, Indiana. He concentrates his practice in serious felonies, white-collar defense, complex crimes and death penalty defense. He is a member of the law firm of Kammen, Maryan and Moudy. He graduated from Ripon College cum laude in 1968 and New York University School of Law in 1971. Admitted to the Bar in 1971, he began his practice after service in the United States Army.

During his professional career, Mr. Kammen has served as a public defender in the Marion County Courts on two occasions, 1972-1974 and 1978-1979. He presently maintains an active criminal defense practice in both the state and federal courts, acting as both retained and appointed counsel. He has represented clients charged with offenses ranging in seriousness from felony drunk driving to Racketeering and Capital Murder.

Mr. Kammen has defended over two hundred homicide cases including death penalty cases in both State and Federal courts. Mr. Kammen has been trial counsel on six State death penalty cases, including State of Indiana v. Charles Smith, a retrial of a reversed death penalty conviction in which the defendant was found not guilty. He has been appointed by United States District Judges to represent capitally charged defendants throughout the United States including such cases as United States v. Raymond Cheely (Government's request for death penalty dismissed as improper) United States v. Reginald Brown (Government's request for death penalty and underlying Murder charges dismissed because the defendant is innocent) , United States v. Joe Miner, in which the defendant, convicted of killing his pregnant girlfriend and her three year old with a bomb received a life sentence. He was appointed "learned counsel" in United States v. Donnell Young, which was, until it was resolved by a plea. Mr. Kammen was appointed as "learned counsel" in the Federal capital case, United States v. Timothy O'Reilly. Mr. O'Reilly received a life sentence after a trial lasting three months.

Mr. Kammen serves as "death penalty counsel" in United States v. Rahman Al-Nashiri who is charged before a Military Commission at Guantanamo Bay Cuba. Al-Nahsiri is alleged to have been a central figure in the bombing of the U.S.S. Cole in 2000 in Aden, Yemen. This is the first capital military commission.

A frequent speaker and lecturer on criminal defense issues, Mr. Kammen has spoken in almost every state and federal circuit. He has been a member of the faculty of the National Criminal Defense College since 1982 and the Trial Lawyers College since 2001.

Mr. Kammen is the recipient of the Pro Bono Award given by the Indiana Bar Association.

## **FINANCIAL INFORMATION**

- Pre-Operational Startup Budget
- First Fiscal Year Operational Budget
- First Fiscal Year Operational Cash Flow Analysis
- Five-year Operational Budget
- Budget Assumptions

<b>July 1, 2013 – June 30, 2014 Pre-Opening Cash Flow Analysis From Pre-Authorization to Opening</b>		Plan and Develop Charter	Submit Prospectus, Letter of Intent, and prepare for mayor's team interview	Submit full application (175 pages) and prepare for authorization			Grant writing & staff hiring	Develop market, Staff, & building	Facility Prep and staffing	First layer of staff reports	Prep for school and market	Enroll and project pupils	Rest of the staff secured
<b>Officer David S. Moore Public Safety Academy</b>	<b>FY 13-14 Overall Budget</b>	<b>July 2013</b>	<b>Aug 2013</b>	<b>Sep 2013</b>	<b>Oct 2013</b>	<b>Nov 2013</b>	<b>Dec 2013</b>	<b>Jan 2014</b>	<b>Feb 2014</b>	<b>Mar 2014</b>	<b>Apr 2014</b>	<b>May 2014</b>	<b>Jun 2014</b>
<b>I. Revenues</b>													
Pacers Sports & Entertainment	2,000	2,000											
Kroger Foundation	3,000	3,000											
Public Charter Schools Program	225,000							37,500	37,500	37,500	37,500	37,500	37,500
<b>Federal/State/ Charter Grants</b>	<b>230,000</b>	<b>5,000</b>						<b>37,500</b>	<b>37,500</b>	<b>37,500</b>	<b>37,500</b>	<b>37,500</b>	<b>37,500</b>
Revolving Facilities Loan Fund	350,000							58,333	58,333	58,333	58,333	58,333	58,333
Other federal income													
Other local income													
Other fundraising	6,000		5,000	1,000									
<b>Other Income</b>	<b>356,000</b>							<b>58,333</b>	<b>58,333</b>	<b>58,333</b>	<b>58,333</b>	<b>58,333</b>	<b>58,333</b>
<b>Total Revenues</b>	<b>586,000</b>	<b>5,000</b>	<b>5,000</b>	<b>1,000</b>				<b>95,833</b>	<b>95,833</b>	<b>95,833</b>	<b>95,833</b>	<b>95,833</b>	<b>95,833</b>
<b>II. Expenditures</b>													
School Director Salary	75,000	5,000	5,000	5,000	5,000	5,000	5,000	7,500	7,500	7,500	7,500	7,500	7,500
Assistant Director Salary	21,668									5,417	5,417	5,417	5,417
Business Manager Salary	11,668									2,917	2,917	2,917	2,917
Marketing, Recruitment, and Resource Develop. Manager	11,668									2,917	2,917	2,917	2,917
<b>Salaries &amp; Wages</b>	<b>120,004</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>7,500</b>	<b>7,500</b>	<b>18,751</b>	<b>18,751</b>	<b>18,751</b>	<b>18,751</b>
Payroll Taxes (7.5%)	5,540									1,385	1,385	1,385	1,385
Benefits (18%)	13,296									3,324	3,324	3,324	3,324
<b>Payroll Taxes &amp; Benefits</b>	<b>18,836</b>									<b>4,709</b>	<b>4,709</b>	<b>4,709</b>	<b>4,709</b>
Technology (student laptops)													
Textbooks/Workbooks/Materials													
Curricular Software License													
Computer Equip./Accessories	6,000							1,000	1,000	1,000	1,000	1,000	1,000
Office Supplies/Postage	2,000							333	333	333	333	333	333
<b>Supplies/Materials/Equipment</b>	<b>8,000</b>							<b>1,333</b>	<b>1,333</b>	<b>1,333</b>	<b>1,333</b>	<b>1,333</b>	<b>1,333</b>

<b>Officer David S. Moore Public Safety Academy</b>	<b>7/1 – 6/30 Continued</b>	<b>July 2013</b>	<b>Aug 2013</b>	<b>Sep 2013</b>	<b>Oct 2013</b>	<b>Nov 2013</b>	<b>Dec 2013</b>	<b>Jan 2014</b>	<b>Feb 2014</b>	<b>Mar 2014</b>	<b>Apr 2014</b>	<b>May 2014</b>	<b>Jun 2014</b>
Cleaning Services	6,000							1,000	1,000	1,000	1,000	1,000	1,000
Bldg./Equip. Maint./Repairs	1,800							300	300	300	300	300	300
Trash Removal	1,500							250	250	250	250	250	250
Grounds Maintenance	3,000							500	500	500	500	500	500
Payroll Services	1,500							250	250	250	250	250	250
Security													
Health Care Services													
<b>Professional Services</b>	<b>13,800</b>							<b>2,300</b>	<b>2,300</b>	<b>2,300</b>	<b>2,300</b>	<b>2,300</b>	<b>2,300</b>
Accounting/Audit Fees	5,000							833	833	833	833	833	833
Professional Development-SINE	5,000							833	833	833	833	833	833
Tech Support/Mtn./Repair -SINE	10,000							1,667	1,667	1,667	1,667	1,667	1,667
Advertising /Marketing (SINE)	10,000							1,667	1,667	1,667	1,667	1,667	1,667
Legal Expenses													
Insurance	10,000							1,667	1,667	1,667	1,667	1,667	1,667
Office Equipment	6,000							1,000	1,000	1,000	1,000	1,000	1,000
Family Connection (SINE)													
<b>Professional Contracts</b>	<b>46,000</b>							<b>7,667</b>	<b>7,667</b>	<b>7,667</b>	<b>7,667</b>	<b>7,667</b>	<b>7,667</b>
Rent or Mortgage:													
Leasehold Improvements: RFLF	350,000							<b>58,333</b>	<b>58,333</b>	<b>58,333</b>	<b>58,333</b>	<b>58,333</b>	<b>58,333</b>
Furniture/ Equipment	15,000							2,500	2,500	2,500	2,500	2,500	2,500
Janitorial Supplies	2,000							333	333	333	333	333	333
<b>Facilities</b>	<b>367,000</b>							<b>61,166</b>	<b>61,166</b>	<b>61,166</b>	<b>61,166</b>	<b>61,166</b>	<b>61,166</b>
Telephone	800							133	133	133	133	133	133
Electricity	17,500							2,917	2,917	2,917	2,917	2,917	2,917
Gas	3,000							500	500	500	500	500	500
Water/Sewer	1,200							200	200	200	200	200	200
<b>Utilities</b>	<b>22,500</b>							<b>3,750</b>	<b>3,750</b>	<b>3,750</b>	<b>3,750</b>	<b>3,750</b>	<b>3,750</b>
<b>Total Expenditures</b>	<b>596,140</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>83,716</b>	<b>83,716</b>	<b>99,676</b>	<b>99,676</b>	<b>99,676</b>	<b>99,676</b>
<b>Net Revenues</b>	<b>586,000</b>	<b>5,000</b>	<b>5,000</b>	<b>1,000</b>				<b>95,833</b>	<b>95,833</b>	<b>95,833</b>	<b>95,833</b>	<b>95,833</b>	<b>95,833</b>
<b>Surplus/Deficit</b>	<b>-10,140</b>	<b>0</b>	<b>0</b>	<b>-4,000</b>	<b>-5,000</b>	<b>-5,000</b>	<b>-5,000</b>	<b>12,117</b>	<b>12,117</b>	<b>-3,843</b>	<b>-3,843</b>	<b>-3,843</b>	<b>3,343</b>

## Officer David S. Moore Public Safety Academy Annual Operating Budget

Fiscal Year:	2014-2015	Comments and Underlying Assumptions
<b>Major Assumptions:</b>		
Number of students	150	Assumes 150 students in grades 9-12 beginning fiscal year 2014-2015.
Student/teacher ratio	15:01	Assumes 15:1 ratio will be per academic session with 20% of students needing special ed.
Number of teachers	5	Assumes one teacher in each of the 4 major subjects with a full-time Sp.Ed. Teacher/Coordinator.
# of Instruct./College/CTE/PS Coaches	4	Assumes 2 Instructional Coaches and 2 College/CTE/PS Coaches during fiscal year 2014-2015.
Facility square footage	15,000	Assumes 200 square feet per 75 students each of two sessions beginning in fiscal year 2014-15.
Average teacher salary	42,000	Assumes \$42,000 for general education teachers beginning fiscal year 2014-2015.
Average instructional aide salary	30,000	Assumes \$30,000 for both Instructional and College/CTE/PS Coaches beginning 2014-15.
Base State and Local Aid/Student	7,000	Assumes a per pupil payment of \$6,500 plus CTE course reimbursement @ \$500 per pupil.
Categorical State Revenue/Student	900	
Categorical Federal Revenue/Student	850	
<b>REVENUES</b>		
<b>State Revenues</b>		
Basic Grant (tuition, sp.ed., & CTE)	1,050,000	\$7,000 per pupil (\$6500/\$500) based on May enrollment estimate of 150 pupils during 2014-15.
Matching School Safety Grant	35,000	Assumes use for employment of a School Resource Officer (CRO) with matching PSA funds.
Revolving Facilities Loan Fund (RFLF)		
21st Century Learning Center Grant		Assumes future funding source for after-school mentoring and tutoring programs for the PSA.
Textbook Reimbursement	14,125	\$125/student rate based on number students turning in free/reduced lunch forms. Assumes 75%.
State Learning Technologies		
Alternative Education Grant	60,000	Based on 80% of student enrollment of 120 at \$500 per student.
Matching Funds for Lunch Program	32,205	Assumes 75% of students will qualify for free or reduced lunch at \$2.85 daily per student.
<b>Federal Revenues</b>		
Federal Lunch Program	32,205	Assumes 75% of students will qualify for free or reduced lunch at \$2.85 daily per student.
PCSP Implementation Grant	250,000	Second year funding cycle with first year \$225,000 grant used for planning activities.
Title I: Tutoring/Remediation	32,996	\$292 Title I support per student based on 75% eligible free/reduced lunch.
Title II: Professional Development	12,924	Professional development grant for teachers and coaches @ \$1,077 each.
Title III: Language Instruction for LEP		
Sp. Ed. Part B, IDEA	5,220	Per-Pupil rate of \$232 per student based on 15% special education population.
<b>Other Revenues</b>		
Walton Family Foundation Grant		Assumes securing a \$250,000 combination grant for serving over 50% IPS students.
Krogers and Indiana Fever Grants		
Other Fundraising Efforts		
Fees for Student Lunch Program	21,090	Assumes charges for 25% of students not eligible for free/reduced lunch at \$2.85 per lunch.
<b>Total Revenues</b>	<b>1,545,765</b>	
<b>EXPENDITURES</b>		
<b>Salaries and Wages</b>		
School Director Salary	95,000	Administrative Services Office
Assistant Director Salary	65,000	Administrative Services Office
Guidance & Intervention Counselor	47,000	Guidance and Intervention Counselor
General/Sp. Ed. Teacher Salaries	210,000	Five Full-Time Teachers: English, Mathematics, Science, Social Studies, and Special Education.
Instructional & Col/CTE/PS Coaches	120,000	Four Instructional and College/Career Technical Education and Public Safety Coaches.
Office Manager and Registrar Salaries	70,000	Administrative Services Office Manager and Business Manager @ \$35,000 each.
Business Manager Salary	40,000	Guidance, Counseling, and Intervention Center Registrar.
Market/Recruit/Resource Dev. Salary	35,000	Guidance, Counseling and Intervention Center-Marketing, Recruitment, and Enrollment Manager
<b>Payroll Taxes and Benefits</b>		
Payroll Taxes (7.5%)	51,150	Assumes Payroll Taxes at 7.5% of salaries.
Benefits (18%)	122,760	Assumes Benefits at 18% of salaries.

## Annual Operating Budget Continued

<b>Supplies/Materials/Equipment</b>		
Technology (student laptops)	60,000	Assumes \$400 per student for 150 students.'
Textbooks/Workbooks/Materials	5,000	Classroom set each of five classrooms @ \$1,000 each.
Curricular Software License	30,000	Unlimited Access Annually
Computer Equipment/Accessories	15,000	Assumes \$3,000 per classroom for five classrooms.
Office supplies/Postage	3,000	'
<b>Professional Services</b>		
Cleaning Services	25,000	Assumes \$2083.33 monthly.
Bldg./Equip. Maintenance/Repairs	12,000	Assumes \$500 per month.
Trash Removal	3,000	Assumes \$6,000 retainer, \$2,000 reserve
Grounds Maintenance	6,000	Assumes \$500 per month.
Business Services	3,000	Assumes \$250 per month.
Security (School Safety Grant)	70,000	Assumes \$35,000 matching School Safety Grant
Transportation	11,000	Assumes assistance through bus passes provided to students needing help with transportation.
Health Care Services	20,000	Assumes part-time across parts of two academic blocks.
Public Safety CTE Courses	20,000	Assumes hourly rate as needed per student demand.
<b>Professional Contracts</b>		
Accounting/Audit Fees	5,000	Assumes \$416.66 per month.
Professional Development	20,000	Assumes contractual services with SINE.
Technical Support/Maint./Repair	20,000	Assumes \$1145.83 per month.
Advertising/Marketing	15,000	Assumes \$1,250 per month.
Legal Expenses	3,000	Assumes \$250 per month.
Insurance	15,000	Assumes \$1,500 per month.
Office Equipment	12,000	Assumes copier lease at \$1,000 per month.
Family Connection	20,000	Assumes contractual services with SINE.
Food Service	76,950	Assumes cost of lunches for 180 school days in year 1 only @ \$2.85 per student or \$513 total.
<b>Facilities</b>		
Rent or Mortgage		Assumes building acquired at no cost.
Leasehold Improvements (RFLF)	75,000	Assumes \$75,000 Revolving Facilities Loan repayment starting in operational year one.
Office Furniture/Equipment	18,000	Assumes furniture for Counselor, Registrar, four Coaches, and reception areas.
Classroom Furniture	25,000	Assumes \$5,000 per classroom for five classrooms.
Janitorial Supplies	6,000	Assumes \$500 per month.
<b>Utilities</b>		
Telephone	1,600	Assumes \$133.33 monthly.
Electricity	35,000	Assumes \$2,916.66 per month.
Gas	6,000	Assumes \$500 per month.
Water/Sewage	2,400	Assumes \$200 per month.
<b>Total Expenditures</b>	<b>1,494,860</b>	
<b>Surplus (Deficit)</b>	<b>50,905</b>	
<b>Balance With Walton Grant</b>	<b>250,905</b>	

**Officer David S. Moore Public Safety Academy Monthly Cash Flow**

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun	Total	Annual Budget
<b>REVENUES</b>														
<b>State Revenues</b>														
Basic Grant (tuition, sp.ed., & CTE)	87,500.00	87,500.00	87,500.00	87,500.00	87,500.00	87,500.00	87,500.00	87,500.00	87,500.00	87,500.00	87,500.00	87,500.00	1,050,000.00	1,050,000.00
Matching School Safety Grant	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	35,000.00	35,000.00
Revolving Facilities Loan Fund														-
21st Century Learning Center Grant														-
Textbook Reimbursement						14,125.00							14,125.00	14,125.00
State Learning Technologies													-	-
Alternative Education Grant						30,000.00						30,000.00	60,000.00	60,000.00
Matching Funds for Lunch Program	2,683.75	2,683.75	2,683.75	2,683.75	2,683.75	2,683.75	2,683.75	2,683.75	2,683.75	2,683.75	2,683.75	2,683.75	32,205.00	32,205.00
<b>Federal Revenues</b>													-	-
Federal Lunch Program			3,220.50	3,220.50	3,220.50	3,220.50	3,220.50	3,220.50	3,220.50	3,220.50	3,220.50	3,220.50	32,205.00	32,205.00
PCSP Implementation Grant			25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	250,000.00	250,000.00
Title I: Tutoring/Remediation			3,299.60	3,299.60	3,299.60	3,299.60	3,299.60	3,299.60	3,299.60	3,299.60	3,299.60	3,299.60	32,996.00	32,996.00
Title II: Professional Development			1,292.40	1,292.40	1,292.40	1,292.40	1,292.40	1,292.40	1,292.40	1,292.40	1,292.40	1,292.40	12,924.00	12,924.00
Title III: Instruction for LEP													-	-
Sp. Ed. Part B, IDEA			522.00	522.00	522.00	522.00	522.00	522.00	522.00	522.00	522.00	522.00	5,220.00	5,220.00
<b>Other Revenues</b>													-	-
Walton Family Foundation Grant												-	-	-
Kroger and Indiana Fever Grants													-	-
Other Fundraising Efforts														
Fees for Student Lunch Program	1,757.50	1,757.50	1,757.50	1,757.50	1,757.50	1,757.50	1,757.50	1,757.50	1,757.50	1,757.50	1,757.50	1,757.50	21,090.00	21,090.00
<b>Total Revenues</b>	<b>94,857.92</b>	<b>94,857.92</b>	<b>128,192.42</b>	<b>128,192.42</b>	<b>128,192.42</b>	<b>172,317.42</b>	<b>128,192.42</b>	<b>128,192.42</b>	<b>128,192.42</b>	<b>128,192.42</b>	<b>128,192.42</b>	<b>158,192.42</b>	<b>1,545,765.00</b>	<b>1,545,765.00</b>

**First-Year Monthly Cash Flow Continued**

<b>EXPENDITURES</b>															
<b>Salaries and Wages</b>															
School Director Salary	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	95,000.00	95,000.00
Assistant Director Salary	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	5,416.67	65,000.00	65,000.00
Guidance & Intervention Counselor	3,916.67	3,916.67	3,916.67	3,916.67	3,916.67	3,916.67	3,916.67	3,916.67	3,916.67	3,916.67	3,916.67	3,916.67	3,916.67	47,000.00	47,000.00
General/Sp. Ed. Teacher Salaries	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	17,500.00	210,000.00	210,000.00
Instrucional & Col/CTE/PS Coaches	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	120,000.00	120,000.00
Office Manager and Registrar	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	70,000.00	70,000.00
Business Manager Salary	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	40,000.00	40,000.00
Market/Recruit/Resource Dev.	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	35,000.00	35,000.00
<b>Payroll Taxes and Benefits</b>															
Payroll Taxes (7.5%)	4,262.50	4,262.50	4,262.50	4,262.50	4,262.50	4,262.50	4,262.50	4,262.50	4,262.50	4,262.50	4,262.50	4,262.50	4,262.50	51,150.00	51,150.00
Benefits (18%)	10,230.00	10,230.00	10,230.00	10,230.00	10,230.00	10,230.00	10,230.00	10,230.00	10,230.00	10,230.00	10,230.00	10,230.00	10,230.00	122,760.00	122,760.00
<b>Supplies/Materials/Equipment</b>															
Technology (student laptops)	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	60,000.00	60,000.00
Textbooks/Workbooks/Materials	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	5,000.00	5,000.00
Curricular Software License	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	30,000.00	30,000.00
Computer Equipment/Accessories	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	15,000.00	15,000.00
Office supplies/Postage	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	3,000.00	3,000.00
<b>Professional Services</b>															
Cleaning Services	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	25,000.00	25,000.00
Bldg./Equip. Maintenance/Repairs			1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	12,000.00	12,000.00
Trash Removal	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	3,000.00	3,000.00
Grounds Maintenance	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	6,000.00	6,000.00
Business Services	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	3,000.00	3,000.00
Security	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	5,833.33	70,000.00	70,000.00
Transportation			1,100.00	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00	11,000.00	11,000.00
Health Care Services			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	20,000.00
Public Safety CTE Courses			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	20,000.00

**First-Year Monthly Cash Flow Continued**

<b>Professional Contracts</b>														
Accounting/Audit Fees	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	5,000.00	5,000.00
Professional Development		5,000.00			5,000.00			5,000.00			5,000.00		20,000.00	20,000.00
Technical Support/Maint./Repair	-	-	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	20,000.00
Advertising/Marketing	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	15,000.00	15,000.00
Legal Expenses	-	1,500.00					1,500.00						3,000.00	3,000.00
Insurance	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	15,000.00	15,000.00
Office Equipment	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	12,000.00	12,000.00
Family Connection			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	20,000.00
Food Service			7,695.00	7,695.00	7,695.00	7,695.00	7,695.00	7,695.00	7,695.00	7,695.00	7,695.00	7,695.00	76,950.00	76,950.00
<b>Facilities</b>														
Rent or Mortgage	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Leasehold Improvements (RFLF)	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	75,000.00	75,000.00
Office Furniture/Equipment	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	18,000.00
Classroom Furniture	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	25,000.00	25,000.00
Janitorial Supplies	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	6,000.00	6,000.00
<b>Utilities</b>														
Telephone	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	1,600.00	1,600.00
Electricity	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	35,000.00	35,000.00
Gas	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	6,000.00	6,000.00
Water/Sewage	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	2,400.00	2,400.00
													-	-
<b>Total Expenditures</b>	<b>107,659.17</b>	<b>114,159.17</b>	<b>125,654.17</b>	<b>125,654.17</b>	<b>130,654.17</b>	<b>125,654.17</b>	<b>127,154.17</b>	<b>130,654.17</b>	<b>125,654.17</b>	<b>125,654.17</b>	<b>130,654.17</b>	<b>125,654.17</b>	<b>1,494,860.00</b>	<b>1,494,860.00</b>
<b>Monthly Surplus (Deficit)</b>	<b>(12,801.25)</b>	<b>(19,301.25)</b>	<b>2,538.25</b>	<b>2,538.25</b>	<b>(2,461.75)</b>	<b>46,663.25</b>	<b>1,038.25</b>	<b>(2,461.75)</b>	<b>2,538.25</b>	<b>2,538.25</b>	<b>(2,461.75)</b>	<b>32,538.25</b>	<b>1,494,860.00</b>	<b>1,494,860.00</b>
<b>Cash in Bank (Cash Deficit)</b>	<b>(12,801.25)</b>	<b>(32,102.50)</b>	<b>(29,564.25)</b>	<b>(27,026.00)</b>	<b>(29,487.75)</b>	<b>17,175.50</b>	<b>18,213.75</b>	<b>15,752.00</b>	<b>18,290.25</b>	<b>20,828.50</b>	<b>18,366.75</b>	<b>50,905.00</b>	<b>50,905.00</b>	<b>50,905.00</b>

<b>Officer David S. Moore Public Safety Academy</b>	<b>Fiscal Year 2013-2014</b>	<b>Fiscal Year 2014-2015</b>	<b>Fiscal Year 2015-2016</b>	<b>Fiscal Year 2016-2017</b>	<b>Fiscal Year 2017-2018</b>	<b>Fiscal Year 2018-2019</b>
<b>Five-Year Operational Revenue and Expenditure Projections</b>	<b>Pre-Operational: From Approval to Opening</b>	<b>Enrollment: 150</b>	<b>Enrollment: 180</b>	<b>Enrollment: 210</b>	<b>Enrollment: 240</b>	<b>Enrollment: 270</b>
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Assumptions</b>						
Cost of Living and Annual Salary Increase for Existing Staff			5.0%	5.0%	5.0%	5.0%
Salary Schedule Annual Cost of Living Increase			2.5%	2.5%	2.5%	2.5%
Number of additional students		150	30	30	30	30
Number of additional certified and classified staff members		13	15	17	19	21
<b>REVENUES</b>						
<b>State Revenues</b>						
Basic Grant (tuition, sp.ed., & CTE)		\$ 1,050,000	\$ 1,260,000	\$ 1,470,000	\$ 1,680,000	\$ 1,890,000
Matching School Safety Grant		35,000	35,000	35,000	35,000	35,000
Revolving Facilities Loan Fund (RFLF)	350,000					
21st Century Learning Center Grant						
Textbook Reimbursement		14,125	16,875	19,688	22,500	25,313
State Learning Technologies						
Alternative Education Grant		30,000	35,000	40,000	45,000	50,000
Matching Funds for Lunch Program		32,205	38,475	44,888	51,300	57,713
<b>Federal Revenues</b>						
Federal Lunch Program		32,205	38,475	44,888	51,300	57,713
PCSP Implementation Grant	225,000	250,000	250,000			
Title I: Tutoring/Remediation		32,996	39,420	45,990	52,560	59,130
Title II: Professional Development		12,924	16,155	18,309	20,463	22,617
Title III: Language Instruction for LEP						
Sp. Ed. Part B, IDEA		5,220	6,264	7,308	8,352	9,396
<b>Other Revenues</b>						
Walton Family Foundation Grant						
Kroger and Indiana Fever Grants	5,000					
Other Fundraising Efforts	6,000					
Fees for Student Lunch Program		21,090	25,650	29,925	34,200	38,475
<b>Total Revenues</b>	<b>\$ 586,000</b>	<b>\$ 1,515,765</b>	<b>\$ 1,761,314</b>	<b>\$ 1,755,996</b>	<b>\$ 2,000,675</b>	<b>\$ 2,245,357</b>
<b>EXPENDITURES</b>						
<b>Salaries and Wages</b>						
School Director Salary	75,000	95,000	99,750	104,738	109,974	115,473
Assistant Director Salary	21,668	65,000	68,250	71,663	75,246	79,008
Guidance and Intervention Counselor		47,000	49,350	51,818	54,408	57,129
Teachers Salaries (five teachers)		210,000	220,500	231,525	243,101	255,256
Second Year Sixth Teacher			43,050	45,203	47,463	49,836
Third Year Seventh Teacher				44,126	46,332	48,649
Fourth Year Eighth Teacher					45,229	47,490
Fifth Year Ninth Teacher						46,360
Instructional & Co/CTE/PS Coaches (four coaches)		120,000	126,000	132,300	138,915	145,861
Second Year Fifth Coach			30,750	32,288	33,902	35,597
Third Year Sixth Coach				31,519	33,095	34,750
Fourth Year Seventh Coach					32,307	33,922
Fifth Year Eighth Coach						33,115
Office Manager and Registrar Salaries		70,000	73,500	77,175	81,034	85,085
Business Manager Salary	11,668	40,000	42,000	44,100	46,305	48,620
Market/Recruit/Resource Dev. Salary	11,668	35,000	36,750	38,588	40,517	42,543

## Five-Year Operational Revenue and Expenditure Projections Continued

<b>Payroll Taxes and Benefits</b>						
Payroll Taxes (7.5%)	5,540	51,150	59,243	67,878	77,087	86,902
Benefits (18%)	13,296	122,760	142,182	162,907	185,009	208,565
<b>Supplies/Materials/Equipment</b>						
Technology (student laptops)		60,000	14,000	16,000	18,000	20,000
Textbooks/Workbooks/Materials		5,000	8,000	10,000	12,000	14,000
Curricular Software License		30,000	31,500	33,075	34,729	36,465
Computer Equipment/Accessories	6,000	15,000	6,000	6,000	6,000	6,000
Office supplies/Postage	2,000	3,000	3,150	3,308	3,473	3,647
<b>Professional Services</b>						
Cleaning Services	6,000	25,000	26,250	27,563	28,941	30,388
Bldg./Equip. Maintenance/Repairs	1,800	12,000	12,600	13,230	13,892	14,586
Trash Removal	1,500	3,000	3,150	3,308	3,473	3,647
Grounds Maintenance	3,000	6,000	6,300	6,615	6,946	7,293
Business Services	1,500	3,000	3,150	3,308	3,473	3,647
Security (School Safety Grant)		70,000	73,500	77,175	81,034	85,085
Transportation		11,000	14,000	17,000	20,000	23,000
Health Care Services		20,000	21,000	22,050	23,153	24,310
Public Safety CTE Courses		20,000	21,000	22,050	23,153	24,310
<b>Professional Contracts</b>						
Accounting/Audit Fees	5,000	5,000	5,250	5,513	5,788	6,078
Professional Development	5,000	20,000	21,000	22,050	23,153	24,310
Technical Support/Maint./Repair	10,000	20,000	21,000	22,050	23,153	24,310
Advertising/Marketing	10,000	15,000	15,750	16,538	17,364	18,233
Legal Expenses		3,000	3,150	3,308	3,473	3,647
Insurance	10,000	15,000	15,750	16,538	17,364	18,233
Office Equipment	6,000	12,000	12,600	13,230	13,892	14,586
Family Connection		20,000	21,000	22,050	23,153	24,310
Food Service		76,950	102,600	119,700	136,800	153,900
<b>Facilities</b>						
Rent or Mortgage		-	-	-	-	-
Leasehold Improvements (RFLF)	350,000	75,000	75,000	75,000	75,000	75,000
Office Furniture/Equipment	15,000	18,000	6,000	6,000	6,000	6,000
Classroom Furniture		25,000	6,000	6,000	6,000	6,000
Janitorial Supplies	2,000	6,000	6,300	6,615	6,946	7,293
<b>Utilities</b>						
Telephone	800	1,600	1,680	1,764	1,852	1,945
Electricity	17,500	35,000	36,750	38,588	40,517	42,543
Gas	3,000	6,000	6,300	6,615	6,946	7,293
Water/Sewage	1,200	2,400	2,520	2,646	2,778	2,917
<b>Total Expenditures</b>	<b>\$ 596,140</b>	<b>\$ 1,494,860</b>	<b>\$ 1,593,575</b>	<b>\$ 1,780,708</b>	<b>\$ 1,978,366</b>	<b>\$ 2,187,135</b>
<b>Surplus (Deficit)</b>	<b>\$ (10,140)</b>	<b>\$ 50,905</b>	<b>\$ 167,739</b>	<b>\$ (24,712)</b>	<b>\$ 22,309</b>	<b>\$ 58,222</b>
<b>Cumulative Surplus</b>	<b>\$ (10,140)</b>	<b>\$ 40,765</b>	<b>\$208,504</b>	<b>\$183,793</b>	<b>\$206,102</b>	<b>\$264,324</b>

## **Revenue Budget Assumptions**

- Assumes 150 students in grades 9-12 beginning fiscal year 2014-2015.
- Assumes 15:1 ratio will be per academic session with 15% of students needing special education services.
- Assumes one teacher in each of the four major subjects with a full time special education teacher.
- Assumes an additional teacher and coach will be needed each year through year five of operation to serve an additional 30 students annually.
- Assumes 2 Instructional Coaches and 2 College/CTE/PS Coaches during fiscal year 2014-2015.
- Assumes 200 square feet per 75 students each of two sessions beginning in fiscal year 2014-2015.
- Assumes \$42,000 for general education teachers beginning fiscal year 2014-2015.
- Assumes \$30,000 for both Instructional and College/CTE/Public Safety Coaches beginning 2014-15.
- Assumes \$6,500 per pupil payment plus CTE reimbursement at \$500 per student.
- Assumes school district of location will be Indianapolis Public Schools, which had a \$7,330 per pupil expenditure in the most recent school year.
- Assumes a May estimated pupil count of 150 students for the 2014-2015 school year.
- Assumes Alternative Education Grant will be based on 80% of expelled student enrollment of 120 at \$500 per student.
- Assumes 75% of students will qualify for free or reduced lunch with a reimbursement rate of \$2.85 daily per student.
- Assumes 75% of students will qualify for free or reduced lunch at \$2.85 daily per student.
- Assumes receivership of a \$250,000 combined Walton Family Foundation Grant for first operational year 2014-2015.
- Assumes receivership of \$225,000 PCSP Grant for first-year pre-operational assistance between January 1 and June 30, 2014.
- Assumes Title I support will be based on a 75% eligibility rate of free/reduced lunch recipients at \$292 per student.
- Assumes Professional Development Grant for teachers and coaches will be funded at \$1,077 for each staff member.
- Assumes an IDEA per-pupil rate of \$232 based on a 15% special education population.

## **Expenditure Budget Assumptions**

- Assumes pro-rated salaries and benefits between January 1 and June 30, 2013 for the Director, Assistant Director, Business Manager, and Marketing, Recruitment, and Resource Development Coordinator.
- Assumes salaries for one Director, Assistant Director, and Guidance and Intervention Counselor over the five-year budget period.
- Assumes four full-time major subject teachers; English, Mathematics, Science, and Social Studies during the first year, adding one teacher per year thereafter.
- Assumes five Instructional and College/Career Technical Education and Public Safety Coaches during the first fiscal year, adding one Coach per year thereafter.
- Assumes one full-time Business Manager and Marketing, Recruitment, and Resource Development Coordinator in the Office of Administrative Services over the five-year budget period.
- Assumes one Office Manager and Registrar in the Guidance, Counseling, and Intervention Center over the five-year budget period.
- Assumes Payroll Taxes at 7.5% of salaries.
- Assumes Benefits at 18% of salaries.
- Assumes \$400 per student for laptops with internet cards at 150 students the first year and 30 additional students each year thereafter.
- Assumes a classroom set of textbook/workbooks for each of six classrooms at \$1,000 each during the first year, with one additional classroom added each year thereafter.
- Assumes unlimited internet access annually for the APEX Learning curriculum.
- Assumes \$3,000 for computer equipment per classroom for six classrooms during the first year, with one classroom added each year thereafter.
- Assumes at least a 13,000 sq. ft. facility for the \$2083.33 monthly for cleaning services.
- Assumes \$1,000 per month for building/equipment maintenance and repairs.
- Assumes \$250 per month for trash removal.
- Assumes \$500 per month for ground maintenance on a minimum 13,000 sq. ft. facility.
- Assumes \$250 per month for payroll services.
- Assumes \$70,000 including a \$35,000 matching state school safety grant each year.
- Assumes Transportation Scholarships will be needed in the form of bus passes for students unable to afford their own transportation.
- Assumes part-time health care services can be spread across parts of the morning and afternoon academic blocks between 9:45 a.m. and 2:45 p.m.
- Assumes public safety instruction can be contracted out as needed per student demand.
- Assumes \$500 per month for accounting and audit contractual services.
- Assumes contractual services with SINE for professional development and marketing.

- Assumes \$1145.83 per month for technical support and computer maintenance/repair.
- Assumes \$1,250 per month for advertising and marketing.
- Assumes \$417 per month for legal expenses.
- Assumes \$1,250 per month for insurance.
- Assumes office copier can be leased at \$1,000 per month.
- Assumes contractual services with SINE for family services through Family Connection.
- Assumes cost of lunches for 200 school days @ \$2.85 per student or \$570 total per student.
- Assumes a building can be acquired at no cost with minimal improvement needed.
- Assumes use of the Revolving Facilities Loan Fund for Charter Schools (RFLF) for building renovations and remodeling if needed.
- Assumes a comparable amount of office furniture/equipment needed in pre-operational year 2013-2014 and first operational year FY 2014-2015, with incremental increases in the remaining budget years.
- Assumes no classroom furniture needs in pre-operational year FY 2013-2014, with most classroom furniture needed in FY 2014-2015.
- Assumes \$500 per month for janitorial supplies.
- Assumes \$133.33 monthly for telephone services.
- Assumes \$2,916.66 per month for electricity.
- Assumes \$500 per month for gas.
- Assumes \$200 per month for water and sewage.