

INDIANA CHARTER NETWORK

PROSPECTUS *for*

PIKE PREPARATORY ACADEMY

4460 Guion Road, Indianapolis, Indiana

Submitted to:

Brandon Brown, Director of Charter Schools
Office of the Mayor of Indianapolis
2501 City-County Building
200 E. Washington Street
Indianapolis, IN 46204
317.327.3621

Submitted on:

September 6, 2013



Charter Applicant Information Sheet

This sheet must be attached to the Prospectus and Full Application, and follow the cover page. Please type the information requested.

Name of Proposed Charter School: Pike Preparatory Academy

Proposed School Address (if known): 4460 Guion Rd, Indianapolis, IN 46254

School District in which Proposed School would be located: Pike

Legal Name of Group Applying for the Charter: Indiana Charter Network

Applicant's Designated Representative: Jim Owen and/or Paula Jackson

Address: 133 W. Market St, PMB 291

City: Indianapolis

State: IN

Zip code: 46024

Daytime telephone: 606-356-3008

E-mail address: pjackson@charterschoolsusa.com

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

Proposed Grade Levels & Total Student Enrollment

Projected Student Enrollment					
	Year 1	Year 2	Year 3	Year 4	Year 5
PreK	0	0	0	0	0
Kindergarten	100	100	100	100	100
1st Grade	92	92	92	92	92
2nd Grade	92	92	92	92	92
3rd Grade	69	92	92	92	92
4th Grade	69	69	92	92	92
5th Grade	69	69	69	92	92
6th Grade	100	100	100	100	100
7th Grade	0	100	100	100	100
8th Grade	0	0	100	100	100
Projected Enrollment	591	714	837	860	860

Is this a single-gender or co-educational school? No

If single-gender, please indicate who will be served by school: N/A

Indicate "Girls" or "Boys"

Are you planning to work with a management organization?

Indicate Yes or "No"

If so, please indicate the name of management organization: Charter Schools USA

Have you submitted this application to other authorizer(s)?

Indicate "Yes" or "No"

If so, please list the authorizer(s) and the date(s) of submission: N/A

Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application?

Indicate "Yes" or "No"

If so, please indicate the name of the authorizer: N/A

Have you submitted any other applications to an authorizer in the previous five (5) years?

Indicate "Yes" or "No"

If so, please indicate the name of *the authorizer, the date, and the name of the school* on the application.

N/A

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Prospectus Narrative Outline

I. Vision

A. Mission

- Explain the mission of your proposed charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should (in one or two sentences) indicate what the school intends to do, for whom, and to what degree.
- Some schools also use their mission statement to (briefly) address how they will accomplish these things if methodology is a particularly important part of their vision.
- Your mission statement should be written for a general audience. Avoid jargon and technical terminology—parents and members of the community who wish to know more about the school should be able to read the mission statement and get a clear sense of your school and its vision.
- A mission statement that focuses on core elements and sets priorities will remind readers that you are responsible for following through on a very specific set of promises and that some aspects of school performance are more important than others.
- The prospectus should reference the mission throughout in order to explain how the plans for the school support the mission.

B. Need

- Charter schools should provide innovative and autonomous programs that, among other things, serve different learning styles and needs of public school students and offer innovative choices.
- Explain the need for this particular school in the community it will serve and the need with regards to the target student population. Specifically, why is your school model the right fit for this particular neighborhood?
- Include demographic and performance information for the schools that your targeted student population would normally attend.
- Strong answers to this question should go beyond a simple analysis of school district statistics or a general discussion of school choice.

C. Goals

- Central to the accountability system is the *Performance Framework*, which defines the core areas for which schools are accountable. This framework will measure school performance by indicators common for all schools chartered by the Mayor's Office. In addition, the *Performance Framework* leaves a placeholder for measuring the attainment of educational and organizational goals unique to each school.
- The Mayor's Office expects charter schools to have a detailed understanding of the Performance Framework, hold themselves accountable to the framework, and be able to objectively reflect on their performance.

- Using the Performance Framework, create goals that show how the school will be performing based on the framework in their fourth year (the high-stakes mid-charter review), and sixth year (in preparation for renewal in the seventh year).
- Using the format described in Appendix 3, summarize at least two important school-specific goals and associated measures in relation to each of the following two categories:
 - Educational performance; and
 - Organizational viability.
- Appendix 3 contains the information you will need to complete this section, including a summary sheet for recording all school-specific goals and assessments, instructions for completing the template for each goal, a copy of the template itself, and an example of a completed template for a single performance indicator. The Performance Framework can be found on our website.

II. Educational Services Provided

A. Educational Model

- Describe the educational model of the proposed school. Include in this description a discussion of the instructional methods to be used.
- Explain the research that demonstrates that this approach will work with your anticipated student population.
- Describe the culture that will be developed in the school.
- Describe the school calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day will be organized for instruction, independent study, and extra- or co-curricular activities, if any. Please be as specific as possible.
- For illustrative purposes, summarize a day in the life of a typical student at your proposed school.
- Summarize a day in the life of a typical teacher at the proposed school(include the number of instructional hours, number of classes, number of planning hours, and other responsibilities at the school).
- Include, in an attachment, a detailed school discipline plan. Explain consequences for offenses and how they will be carried out. Please also explain how parents will be notified and kept in communication when disciplinary issues arise.

B. Curriculum

- Provide a description of the curriculum that will be used by the school, including the objectives, content, and skills to be taught in the main subject areas at each grade level (or performance level, grade level, etc.) in your school.
- Do not provide a copy of the Indiana State standards in place of the school's curriculum.
- This section should clearly identify the curriculum that will be used at the school for each grade and subject.

- Provide a detailed timeline for the selection, development and implementation of the curriculum.
- If the curriculum will be developed by the school, please detail who on staff will be responsible for the development, what the development process will be, and where in the process you are currently.
- Identify the specific textbooks, teaching pedagogies, curricular programs and/or sequence that will comprise the schools' curriculum for all subjects and grade levels.

C. Assessment

- Describe how student progress will be determined, measured and reported. As a starting point, charter schools in Indiana are subject to mandatory assessment and testing requirements applicable to all Indiana public schools.
- Please indicate whether, in addition to administering state-mandated standardized exams, the school will also use additional or multiple assessment tools to determine and report student progress.
- Explain why particular measures have been chosen, how baseline achievement data will be collected, in which subject or development areas such data will be collected, and which assessment tools will be used.

D. Special Student Populations

- Describe the school's approach to educating children with limited English proficiency, children with special needs, students who enter below grade level and students who are academically advanced.
- Describe with specificity how the school will identify children with special needs, develop plans for their education, and monitor their progress.
- Explain why you have selected your procedures, the expectations of staff and families, as well as your methods of providing follow up and feedback data to all necessary stakeholders.
- Explain who will carry out these responsibilities— the school's staff or outside providers.
- If the school anticipates joining an existing cooperative (or partnering with some other entity) to provide special education services, describe what action, if any, you have taken toward that end.
- If outside vendors will be used, outline expectations and evaluation procedures for these vendors.
- Pursuant to federal (34 CFR Part 300) and state (511 IAC Article 7) special education regulations, describe the continuum of special education services (including related services) the school will make available to eligible students.
- Describe how topics related to exceptional learning needs will be embedded in professional development plans for all staff.
- Be sure to include staff structures, student to teacher ratios, and procedures for general and special education staff collaboration, roles, and responsibilities.
- Describe how the school's educational program will serve students with limited English proficiency. Include staffing and how the curriculum will be modified for English language learners.

- Describe how the school’s educational program will serve students that enter the school below grade level. What specific supports will be available for these students?
- Describe how the school’s educational program will serve students that are academically advanced. How will the school continue to grow advanced students, while at the same time, working with students that are below grade level?

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

- Indicate the number of students that will be enrolled each year in each grade level. Explain in detail your rationale for selecting this particular school size, and provide specific evidence that the demand for your school is sufficient to sustain projected enrollment figures.
- A survey of families living in your proposed neighborhood is strongly encouraged. If a survey is conducted to assess the demand for the school, include copies of surveys, response rates, and outcomes of the surveys.
- Summarize the recruitment process and explain how the school and its program will be publicized and marketed throughout the community as you seek to attract students to your school.
- Explain exactly what the school’s enrollment process will be, including how the school will allocate seats if demand exceeds capacity.

B. Governance and Management

- Describe the organizational structure of the proposed school.
- If the board is contracting with an educational service provider, please include answers to the questions in the Educational Service Provider questionnaire in Appendix 2.
- Include copies of the following organizational documents
 - Organizational chart;
 - Articles of incorporation;
 - By-laws; and
 - Evidence that the applicant has been determined by the Internal Revenue Service to be operating under not-for-profit status or evidence that the applicant has applied for said status.
- Describe the roles and responsibilities of the school's leader(s), the board, and other key personnel.
- If the school leader is not yet selected, describe in detail the criteria for the selection of a high-quality leader.
- Describe the process by which the governing board will develop policies and make decisions.
- Briefly detail your development plans for board members.
- Provide a summary of the roles and responsibilities of the board in relation to the school’s leader(s), and educational service provider, if applicable. Discuss the role distinctions as they relate to curriculum, personnel decisions, budget allocation, and vendor selection. Explain the process for selecting staff.

- Attach leadership information (resumes and memoranda) for members of the Board of Directors. At this point, your Board should be finalized.
- Attach leadership information for your school's leader(s) and any other staff that have been identified; if not yet identified, explain the process that will be used to find a high-quality leader(s) and staff. See Appendix 1 for more information.
- Information on Board members and the school's leadership will not be considered complete unless leadership information (resume, background waiver, and memorandum) as detailed in Appendix 1 is provided. The leadership information attachments will not count toward the 50-page limit for attachments.
- If any other individuals have been integral to the development of the school, clarify their future role with the school.
- Signed background check authorization forms, with social security numbers, must only be included in the unbound original copy of your Prospectus. Do not include background check authorization forms in spiral-bound copies of the Prospectus.

C. Community Partnerships

- Provide a list of organizations that will partner with your school and the nature of those partnerships.
- Attachments should include letters of support from partner organizations, specifically detailing the nature of the partnerships.
- Describe the steps you have already taken to develop partnerships, including the people and organizations with whom you have already met, and your plans to further develop additional community partnerships.
- See Appendix 2's community partnership chart for an example of how to present this information.

D. Budget and Financial Matters

- Provide the school's estimated costs and revenues from the school's pre-operational start up phase through the fifth year of operation, including assumptions behind revenue and expenditure projections.
- A sample five-year budget template is included in this packet in Appendix 2.
- Budget assumptions should be highly detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, rent and/or construction costs, technology, etc. should be explained thoroughly.) Provide assumptions for both revenue and expenditures. Provide detail for each line anticipated expense or revenue, explaining the basis for your assumption.
- Include details regarding your technology budget.

Prospectuses submitted without detailed budget assumptions will be rejected.

- In addition, provide a cash flow analysis for the first fiscal year of operation. (Note that all budget analyses should assume a July 1 – June 30 fiscal year.) Remember that it is prudent to be conservative in your assumptions for the amount of funding you expect to receive per pupil.
- In the budget, you should only include those grants or in-kind donations which have already been firmly committed.
- A letter of commitment from funders must be included in the attachments for any fundraising revenue.
- If you are planning to pursue certain grants or donations but have not yet received a commitment for these contributions, do not include them in your budget – instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution, and expected date of receipt if known).

E. Facility

- If you have already identified a charter school facility, indicate the location (including street address and school district).
- Describe the facility, including whether it is new construction or part of an existing building.
- If possible, provide a layout and description of the proposed charter school facility.
- If a facility has not been selected, indicate any existing possibilities and the process that will be used to find a suitable facility.

F. Transportation

- The intent of the Mayor’s Office is that schools receiving charters from the Mayor must be open and accessible to all students.
- Given that intention, provide a detailed description of the transportation arrangements made for charter school students, including arrangements made for students who would not have their own means of transportation.
- While it is understood that you may be unable to provide an exact transportation plan without knowledge of your actual student population, please be as specific as possible.

I. Vision

A. Mission

Explain the mission of your proposed charter school.

The mission of Pike Preparatory Academy is to create an academically rigorous learning environment for a diverse student body by focusing on the priorities of student, parent, and community engagement; citizenship; and experiential learning in a culture of student safety and academic success.

The teachers, administrators, parents, and students of Pike Preparatory Academy will embrace the core philosophy that all children can learn, become self-motivated life-long learners, function as responsible citizens, and reach their potential as productive members of the local community, global society, and the 21st century workforce.

B. Need

Explain the need for this particular school in the community it will serve and the need with regards to the target student population.

The target student population of Pike Preparatory Academy is a racially and socioeconomically diverse student body reflecting the demographics of the local community and city overall. Historically, charter schools in Indianapolis have targeted urban core, higher poverty areas, often within Center Township. Charter schools currently serve the highest percentage of low income students in category A or B schools. The vision of the Indiana Charter Network is to bring high quality school options to families living in the surrounding townships, balancing the city's portfolio of high-performing seats for all demographics.

City-wide, a need exists for over 70,000 additional high-performing seats. Indiana Charter Network seeks to be a part of the solution by locating schools within the top ten priority areas identified by the IFF study. Over the past several years, Indianapolis has experienced a population shift. The number of school-aged children has declined in the city center while the surrounding townships continue to see increased numbers in this demographic. As more and more families with school-aged children move to these surrounding township areas, an even greater need for high quality options will be created.

Within our targeted area, over 50% of K-8 seats were underperforming in 2011. In 2012, that percentage increased to over 70%. In addition to this obvious need for better options for families, a deeper look at the data for the surrounding area reveals that the percentage of individuals over twenty-five years of age with more than a high school diploma is above the city-wide average; moreover, the percentage of bachelor's degree-holders is also higher than the city-wide average, suggesting a pipeline of engaged parents.

According to our survey results, 96% of respondents indicated they would support a school that emphasizes parent and community involvement. More than 80% indicated an interest in a school culture that includes citizenship and character education, uniforms, diversity, and a proven educational model. Nearly 90% responded that they would be likely to select a school with a focus on college preparation. All of these responses demonstrate the need for this particular college preparatory school model in this neighborhood. Please see **Attachment 1** for the Charter School Survey Report.

C. Goals

Summarize at least two important school-specific goals and associated measures

Indiana Charter Network is poised to meet the need –and burgeoning demand– identified in Pike Township. Because the Indiana Charter Network will use an innovative educational model which identifies students at an individual level and uses a data-driven approach to construct individualized

student learning plans for every child, the proposed school will be a strong option for meeting the varied needs of a diverse student body.

The School's performance-based educational goals and objectives are designed to focus all stakeholders on individual student academic achievement. Rigorous academic goals (established at the school, grade, and teacher level) coupled with individual student goal-setting or Personalized Learning Plans and parent support of academic growth with specific strategies ensures improved student achievement. All school, grade, teacher and student level goals are aligned with the metrics of the Mayor's Office *Performance Framework*. The School strives to make adequate yearly progress in all subjects and across all subgroups each year; the school will monitor and report on student, grade and school level learning gains after each benchmark; and students will meet or exceed the performance of the schools that the students would have otherwise been assigned.

In addition to the goals outlined in the Mayor's Office's *Performance Framework*, the School will focus on the following, three Academic Performance Goals:

- *Academic Performance Goal #1*: High-performing students, those achieving "Meets or Exceeds Expectations" on the state assessment will maintain or increase their level of proficiency on state assessment in the following year.
- *Academic Performance Goal #2*: All students will achieve a minimum of 1 year of annual growth in English/Language Arts and math. Those students below grade level will exceed the annual growth expectations determined by nationally normed, standardized benchmark assessments.
- *Academic Performance Goal #3*: Students will show improvement in the area of positive behavior and character development. This will be evidenced by a decrease in formal disciplinary actions, student survey responses and student attendance rates.

The School understands and is dedicated to ensuring that all children have a fair and equal opportunity to obtain a high-quality education and continually strives for academic excellence aligned to challenging state academic standards (Indiana Academic Standards and the Common Core State Standards) and state academic assessments. The School's approach to goal setting is one of continuous reflection and refinement, adjusting goals to meet the changing needs of the students served. Organizational performance is a key component to maintaining high academic achievement.

The School has two Organizational Performance Goals focused on the culture and environment at the school:

- *Organizational Performance Goal # 1*: The School will actively engage parents in their child's education in an environment where parents feel welcomed at the School.
- *Organizational Performance Goal #2*: The School will include the greater community in student learning.

These goals provide valuable input to the strategic planning process for school improvement and are often viewed as "leading indicators" because the culture of a school will drive academic performance and it will impact financial performance.

- Superior culture measures focus on the environment at the school and provides valuable input to the strategic planning process for school improvement. Culture is measured through two primary methods: Parent Survey – Aligned to Marzano's *What Works in Schools* model and measures parent satisfaction across 50+ factors.
- Staff Survey – Administered to all school employees. The survey is aligned to the Gallup research of high performing organizations and Marzano's *Principles of Effective School Leadership*.

The five completed school-specific goals forms can be found in **Attachment 2**, which details the specifics of the school goals listed above.

II. Educational Services Provided

A. Educational Model

Describe the educational model of the proposed school. Include a discussion of the instructional methods to be used.

The Educational Model will be implemented within a framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student.

The six steps as outlined below were designed to provide a process for improving student learning and academic achievement. These steps are designed to encourage teachers to reflect on the individual work of their students. The Educational Model is supported by Mel Levine’s works, which demonstrates that treating every student the same is equivalent to treating them unequally.

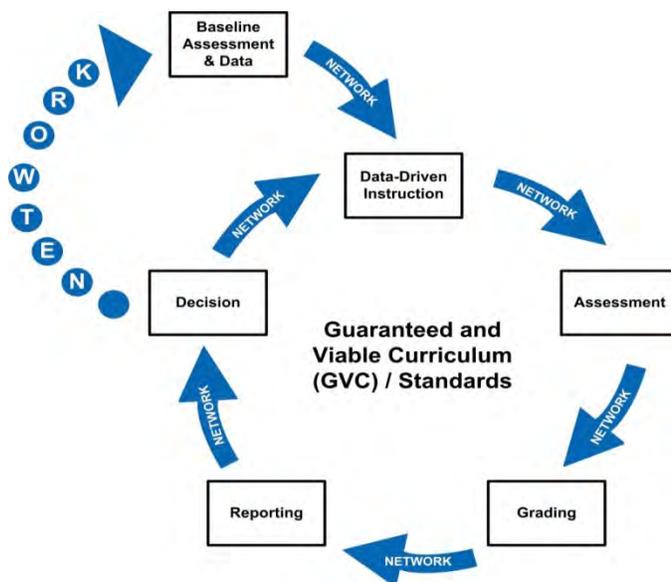
The development of the Educational Model was based on Robert J. Marzano’s 35 years of research. Its structure enables administrators and teachers to better understand, better explain, and make better predictions regarding the elements needed to facilitate each student’s mastery of the Indiana State Standards and Common Core State Standards. Educational best practices, technology, communication, and documentation tools are created and revised to support the implementation of the model and ensure that teachers have the support necessary to meet the needs of each student.

A Guaranteed and Viable Curriculum is primarily a combination of the factors “*opportunity to learn*” and “*time*.” Both have strong correlations with academic achievement. The concept of opportunity to learn is a simple but powerful one - if students do not have the opportunity to learn the content expected of them, there is little chance that they will. Opportunity to learn addresses the extent to which the curriculum in a school is “guaranteed.” This means that there must be clear guidance given to teachers regarding the content to be addressed in specific courses and at specific grade levels. It also means that individual teachers do not have the option to disregard or replace assigned content (Marzano).

Charter Schools USA’s (CSUSA) Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the Education Service Provider (ESP), (which provides curriculum and educational strategy support to all of our schools) – in partnership with the School administration - will monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced.

Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students’ strengths and weaknesses, to effectively target instruction, and to set



school-level, classroom-level, and individual student-level goals.

Component 2: Data-Driven Instruction

The ESP, along with school leaders and teachers, will analyze baseline data from the School's student information system, and then provide targeted professional development to support teachers' knowledge base of the best instructional strategies to employ to best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support, through collaboration within the Charter School's USA Network around meeting the needs of each student, the School will ensure a culture of continuous improvement and increased student achievement.

Component 3: Assessment

After data-driven instruction, formative assessments will be given to determine areas of growth and to continue to identify instructional priorities. Assessments will measure instructional effectiveness and student achievement and are an integral part of the Educational Model. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and drive instructional practice. Further, timely and specific feedback, based upon formative assessments of student performance on grade level standards is given to establish individualized goals for all students (Marzano, 2003).

Component 4: Grading

Grading of formative assessments is done through the Teacher eGrade Book in the student information system. Formative assessments are graded at the most specific level of the state standards to facilitate data collection. As the data is collected, it is displayed within the Teacher eGrade Book in various formats for straightforward data analysis. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.

Component 5: Reporting

Reporting in the student information system offers each school within the CSUSA network the capability of disaggregating data by individual student, by individual class, or by grade level. It also offers teachers, parents, and students online access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of benchmarks more efficient. It will also provide parents, teachers and administrators information to make decisions about differentiating instruction for each student.

Component 6: Decision

Decision is the final action. Teachers and administrators, based on the data, will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction.

Similarly, teachers' *professional development* will mirror this cycle. The educator's critical role is to be the *designer* of student learning. The *Understanding by Design* framework for improving student achievement, which was developed by educators Grant Wiggins and Jay McTighe, supports teachers working within the standards-driven curriculum to clarify learning goals; devise assessments revealing student understanding; and craft effective and engaging learning activities aligned with real world experiences.

The Educational Model is used to sustain a constant cycle of tracking progress for mastery of standards, so students are able to find success in their own methods of learning. Subsequently, students are

empowered through the creation of their own Personalized Learning Plan (PLP). PLPs are designed to track the individual student's strengths and weaknesses. The PLP is collaboratively developed between students, parents and teachers to empower students to track their own progress

The review of data guides the School's learning plan by identifying the professional developmental needs of teachers through both student and administrator observational data. Through the cycle of revisions to the Guaranteed and Viable Curriculum based on the needs of the students, the alignment of professional development to the needs of teachers, and the revision of functionality within the student information system, the Educational Model is the foundation that drives continuous improvement within the School.

To achieve its goal of meeting high standards of student achievement, the School will use unique and innovative academic components to complement the comprehensive data-driven Educational Model. The components include the following:

- ***School-Wide Goal Setting*** (at the year's onset, teachers and administrators analyze the previous year's data to set school-wide improvement goals for the new year);
- ***Personalized Learning Plans*** (described above);
- ***Progress Monitoring and Assessment*** (tracks specific and measurable goals regarding attendance, test scores, graduation rates and teacher retention to inform data-driven decision making);
- ***Innovative Measurement Tools to Drive Research-Based Instruction & Data Analysis*** (employs state-of-the art technology like the student information system, Teacher eGrade Book, and Narrative Report Card);
- ***Technology to Support Student Engagement*** (using interactive white boards, tablets, and document cameras, *etc.*);
- ***Character Education Program*** (promotes an increase in student motivation toward academic learning by incorporating student interest with real-world experiences);
- ***Academic Intervention and Acceleration*** (using diagnostic assessments and benchmark data, students receive additional instruction and practice on identified areas, with teachers instructing before and after school, through content area integration);
- ***Supplemental Programming*** (collaboration and community integration through which character and academic education unite with engaged stakeholders in extracurricular and auxiliary activities);
- ***Meaningful parental engagement*** (an essential element of the School's culture).

Blended Learning

The School may also offer the unique experience of blended learning for students. Blended learning, as defined by the Innosight Institute, is "a formal education program in which a student learns at least in part at a supervised brick and mortar location away from home." The dimensions of online programs can range on a continuum of part time embedded supplemental program to load-bearing courses taken independently, according to the International Association for K-12 Online Learning (iNACOL).

Strategies for using blended learning include:

- Acceleration programs to meet academic needs, such as the Cambridge program.
- Opportunity to learn content that may not be offered in a traditional brick and mortar classroom (i.e. students can take a variety of world languages or electives to meet student interest)
- Remedial and credit recovery programs that provide opportunities for students to work at their grade level learning fundamental skills to make academic gains
- Unlimited access to work at the student pace and time.
- Accommodates "Flipped Learning" which allows students to learn at home and practice what is learned in the classroom.

Within blended learning, teachers utilize research-based best practices for teaching and learning, including the integration of technology into the instructional program. Students and staff will have access to technology through multiple blended models, using approved providers. Some examples include Plato Courseware, Study Island, Reading Eggs, Achieve 3000, Lexia, Read 180, Reading Plus, Succesmaker and others.

Classroom Technology

The use of technology in education is essential to real-world application and it is also an effective way to increase student engagement. The School will leverage a variety of digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage within a classroom is to place it in the hands of students, for an optimal experiential learning environment. Teachers and students will have technology integrated in the classroom through a variety of modalities, and all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation at the School. Students will have access to a variety of technology options, such as:

- Laptop Computers
- I-Pods
- Interactive White Boards
- Tablets
- Learner Response Devices
- Document Camera
- E-readers
- Audio Stations
 - Computers
 - Headphones
 - Microphones

Integrated Character Education

The best way to teach students to be productive citizens is to demonstrate how to be productive members of a community while achieving academic goals. Therefore, the School will implement an innovative integrated character education program that incorporates a focus on academic rigor, good citizenship, and opportunities for real-world experiences.

The character education program will serve as a cross-curricular strategy to instill strong character and citizenship in students. This program is known as *Schools Taking Responsibility for Important Values of Excellence* or “STRIVE.” The STRIVE model has three domains (Moral Character, Performance Character, Active Citizenship) and is supported by explicit behaviors. Teachers are encouraged to develop and access lesson plans aligned to character.

As students begin to understand these moral principles, they are encouraged to model those characteristics that will produce excellence such as “perseverance,” “responsibility,” “industriousness” and “self-control.” Finally, students are challenged to be courageous – to take an active role in society that engages the traits of service, community involvement, respect for authority, cooperation, and patriotism. We ask them to choose to be a change agent to make the world a better place.

Explain the research that demonstrates that this approach will work with your anticipated student population.

According to Marzano, creating “challenging goals and effective feedback” is a combination of effective monitoring and pressure to achieve. Challenging goals is defined as high expectations and pressure to achieve. Monitoring refers to feedback and tracking the extent to which goals are met. Mark Lipsey and David Wilson examined hundreds of studies and found that, on average, the act of setting academic goals or defining clear learning goals translated into higher student achievement. The reported impact of setting goals on student achievement ranges from a low of 18 percentile points to a high of a 41 percentile-point increase. Also, research shows that setting academic goals for an entire school has a powerful, coalescing

effect on teachers and administrators: “Goals themselves lead not only to success but also to the effectiveness and cohesion of a team.”

Based on Marzano’s research, the School will develop a school goal plan that will identify specific academic goals to be met during the year. Student achievement data will be collected throughout the year to provide School administrators the opportunity to evaluate classroom instruction and make sure the School goal plan is achieved.

The results of several research studies show that academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where it is not. John Hattie reviewed about 8,000 studies and found that “The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback.’” However, feedback has two very specific characteristics. One, it must be timely. Timely feedback provided throughout a learning experience is referred to as formative assessment as opposed to “summative” assessment that occurs at the end of a learning experience. Two, effective feedback must be specific to the content being learned (Bangert-Drowns). For example, teachers are expected to reinforce specific strengths in a content area as well as address specific areas of need. George Madaus and colleagues found that tests that are not specifically designed to assess a particular school’s curriculum frequently underestimate the true learning of the student.

Describe the culture that will be developed in the school.

Overall, the School’s culture will be built on a foundation of high expectations, accountability and respect. The School will hold its students to higher expectations and academic standards than their peers at district schools. Parents, staff, school leaders and students will all have standards and expectations for which they will be held accountable. Respect will be incorporated into student curriculum, but will be modeled by staff and school leaders who will receive “Red Carpet” training on how to build a respectful and welcoming place of learning.

A positive and academic environment that reinforces student intellectual and social development is paramount to student success. The School’s integrated character education program will focus on academic rigor, good citizenship, and opportunities for real-world experiences. STRIVE curriculum will be infused into the school days—academically and socially—through teaching character alongside academic content. The goal of the integrated character education program is to instill strong character and citizenship in each student. Teachers will:

- Identify character curriculum components available within each lesson
- Access online media to supplement classroom instruction
- Access reading resources and writing prompts
- Access ideas on how to stimulate discussion and include inspirational stories

CSUSA and Indiana Charter Network will support student achievement through the inclusion of well-trained Student Services personnel. CSUSA will hold bi-annual meetings for a Guidance Cadre made up of Student Support Coordinators, Guidance Counselors, School Counselors, Response to Intervention (RtI) coordinators and Exceptional Student Education (ESE) Directors to promote initiatives such as Positive Behavior Support Programs and CHAMPS.

A focus on the student will create a culture that supports successful teaching and learning and promotes personal development, good character, and self-management through a safe and orderly environment, high community engagement, positive school spirit, and outlets for self-expression.

The School will hold an Orientation prior to the first day of school for all students and parents to come to the school and meet the teachers and administrators. This will serve as an introduction to the culture of positive behavior from the moment students walk through the door. Posters displaying the STRIVE character traits will be within steps of the front doors and handouts will be available for parents and students. Calendars will display upcoming events such as a STRIVE kick-off assembly where STRIVE traits are focused on each month.

Describe the school calendar, the daily hours of operation, and the way the school day will be organized for instruction, independent study, and extra- or co-curricular activities, if any. For illustrative purposes, summarize a day in the life of a typical student at your proposed school.

The School will follow the Indianapolis Public School’s annual calendar, including the number of days. Please see **Attachment 3** for a sample school calendar.

The School’s course offerings will reflect Indiana Department of Education’s requirements that the School’s instructional day accommodate a minimum of 300 minutes.

A daily classroom schedule might follow this format (please note that once Common Core is fully implemented, the Reading and Language Arts blocks will be combined into a single ELA block):

8:00 – 9:30 a.m.	Reading
9:30 – 10:30 a.m.	Language Arts
10:30 – 11:00 a.m.	Recess
11:00 – 11:30 a.m.	Lunch
11:30 – 12:15 p.m.	Social Studies
12:15 – 1:00 p.m.	Specials
1:00 – 2:15 p.m.	Math
2:15 – 3:00 p.m.	Science

The number of instructional days per year will be at least 180 as per Indiana statute. A typical day would begin with a student working on his or her bell work before beginning their 90 minute reading block, which would include direct instruction, independent practice and center time. Language Arts would follow with a concentration on writing. He or she would then enjoy a short teacher-led recess period before going to lunch. Social Studies would follow lunch and would include reading strategies with social studies content. The student would then go to specials which would typically include a rotation between subjects such as Spanish, music, art and technology. Following specials, students would go back to the classroom to finish the day with math and science before packing up to go home. This represents a “typical day” for a student; however, there may be some variation in the order of subjects.

Summarize a day in the life of a typical teacher at the proposed school.

A K-5 teacher would teach all core content areas, with 40 minutes of planning while the students are at specials and a 30-minute lunch. A 6th -8th grade teacher would have five or six class periods of instruction, with one period of planning. Teachers may also attend professional development during their planning period or after school. A teacher’s daily duties would include: lesson planning, teaching his/her assigned classes, arrival and dismissal duties, assessment and grading of assigned students, maintaining Personalized Learning Plans as well as other tasks.

Include, in an attachment, a detailed school discipline plan. Explain consequences for offenses and how they will be carried out. Please also explain how parents will be notified and kept in communication when disciplinary issues arise.

CSUSA's discipline plan is rooted in equipping students, teachers, and all other members of the school community with the tools needed to secure an optimal teaching and learning environment thus enhancing the opportunity for exemplary academic achievement and personal development.

The adopted Student Discipline Plan will integrate, in large part the Indianapolis Public School's Code of Conduct and policy and procedures on discipline and dismissal as well as due process for non-disabled students. Exceptions will include areas that are integral to the successful implementation of the core academic and school-culture components outlined in this prospectus. These include areas such as: school uniform policy, parent drop-off and pick-up procedures, and grading policy.

The final Student Discipline Plan and corresponding Parent/Student Handbook integrating the discipline plan will be developed and adopted by the school prior to school opening. Copies of the Parent/Student Handbook will be distributed to each student and parent at the beginning of the school year.

Please see **Attachment 4** for a sample school discipline policy.

B. Curriculum

Provide a description of the curriculum that will be used by the school, including the objectives, content, and skills to be taught in the main subject areas at each grade level. Explain how the curriculum is aligned with Indiana state standards.

The School's curriculum will be based on the Indiana State Standards as well as any other standards the state chooses to implement. These standards are grouped into curriculum maps in order to ensure that the standards are guaranteed (i.e., taught in every classroom) and viable (i.e., able to be taught within the time allotted). These maps become our guaranteed and viable curriculum, which was identified as having the number one impact on student achievement in Marzano's *What Works in Schools*. Collectively, the curriculum maps are the school's curriculum. Please see **Attachment 5** for a sample curriculum map.

K-5: Reading

The primary goal of the reading program is to support the progressive development of reading comprehension so that students advancing through the grades are able to build knowledge, gain insights, explore possibilities, and broaden their perspective. Students will be able to demonstrate independence, build strong content knowledge, learn and understand other perspectives and cultures, while strategically applying technology and digital media. A firm foundation of reading skills is developed through a strong phonics program in order to provide word attack and word analysis skills and the acquisition of decoding skills. During daily reading periods, teachers will use numerous approaches to develop and strengthen skills of comprehension and vocabulary development. A minimum of 90 minutes instructional time-on-task is required. This block includes direct instruction, modeling and guided practice, independent practice, and possibly centers. Informal discussions of stories promote inferential skill development and frequent oral reading encourages expressiveness. The use of multi-level tests, computer programs, and a wide variety of literature will assist each child to master the skills needed to achieve early independence in reading. The literature will cover a broad scope of interests that encourage personal development through reading. Children will learn to appreciate literature and their own creative stories. Students will further develop the reading habit at an early age as they participate in the home-centered reading programs which involve parents in an "at-home" reading program established by the School.

The School will not focus on one specific curriculum, but incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. The basis for the reading program will be the

Common Core Text Exemplars and a reading program, such as Reading Wonders. This combination of short stories, novels, non-fiction texts, poetry, and drama will prepare the student for real-life reading application. The teacher will create a framework for reading proficiency and excellence by using direct instruction, modeling, guided practice, and independent practice. Small groups will be used for individualized instruction, providing students access to level-based readings.

Teachers will be encouraged to use a variety of strategies to reach all students at their level. When students enter the school reading below grade level, they may have the opportunity to receive extra reading minutes to increase their growth throughout the year.

K-5: Language Arts

The primary goal of the Language Arts program is to support students' ability to demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Students will build knowledge and understanding of the mechanics and structure of the English language. Language Arts is integrated into all areas of the curriculum. The curriculum continually builds upon, and extends language concepts developed at earlier learning stages. Teachers will evaluate students for skill development as they refine their skills, while writing in their journals, reviewing current events, studying mathematical word problems, and enjoying literature.

The Guaranteed and Viable Curriculum emphasizes the development of good listening, writing, and speaking skills. Students will improve speaking, listening, and spelling abilities through small and large group instruction. Teachers will provide daily opportunities to apply skills learned in both writing and speaking activities. All students will participate in activities which develop important basic concepts and foster creative expression. An emphasis on traditional grammar, including parts of speech; will empower students to analyze and eventually learn to diagram sentences. Spelling and vocabulary development are continued and composition skills are extended through both formal and creative writing assignments.

The Language Arts program will be seamlessly integrated into all subjects, particularly reading. As exemplified by Indiana State Standards and Common Core State Standards, reading and language arts are blended to provide for an integrated approach to learning in a reading/writing workshop.

K-5: Mathematics

The Guaranteed and Viable Curriculum focuses students on accuracy of computation and mastery of basic operations, fundamental math concepts, and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Teachers use various manipulative materials before moving students to paper and pencil tasks.

K-5: Science

Science is a process, a way of thinking about and investigating the world in which we live. Students build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students develop awareness about the Earth through experiences in comparing, contrasting, and describing earthly materials.

Through guided observations, students learn to notice as much as possible about objects and events, paying close attention to detail. Developing their own questions and performing investigations and experiments in a safe environment, students will use the processes of scientific investigation to design, predict, conduct, observe, measure, describe, gather data, and evaluate while communicating and recording their observations. Students start to build knowledge about the properties of the physical world

as they explore, examine, classify, and manipulate common objects in their environment and note their similarities and differences.

Through these content areas, the science curriculum is delivered through a discovery instructional process with emphasis on scientific thinking and real world experiences. One example of an application-based science class is science lab. Students may have the opportunity to attend a science lab special during the week. This class would be focused on experiments and inquiry.

K-5: Social Studies

In social studies, students acquire essential knowledge and develop and apply skills as they investigate society, explore issues, make decisions, and work independently and cooperatively with others. An effective social studies program provides a coordinated, systematic study, drawing upon the disciplines in the social sciences and humanities. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, enhances critical thinking skills, reinforces a broad range of communication skills, fosters positive character development, and charges students to assume responsibility for positive change and civic action.

6-8: Reading /Language Arts

For the year 2014-2015, the instruction will move solely to ELA Common Core State Standards. The teachers will focus on Common Core Text Exemplars and integrate real-life texts such as newspapers and research articles, providing for a 50/50 balance of fiction and nonfiction text. These competencies are integrated throughout students' learning experiences in Reading/Language Arts. Students refine and master previously learned skills in increasingly complex reading selections, presentations, and written compositions.

Students will master the following reading skills:

- using the reading process to construct meaning
- understanding and applying literature terminology and literary devices
- recognizing and understanding the characteristics of various literary forms
- analyzing literary selections as a whole
- analyzing characters and their words and/or actions
- evaluating the author's purpose or intent, as well as actions or events that occur within the selection

Students will learn how to take notes during presentations and lectures, preparing them not only for summarizing the spoken word but also for evaluating presentations. Students will identify key elements of a well-delivered, first-rate presentation allowing them to create a rubric that will be used to evaluate their own presentations.

6-8: Mathematics

The Guaranteed and Viable Curriculum focuses students on the application of mental math strategies related to the mastery of basic operations, fundamental math concepts, and developing the ability to apply their knowledge to practical problem solving. All middle grades use problem solving to promote analytical thinking skills. Teachers use various strategies through real-world applications and through guided practice before moving students to independent practice.

Using strategies, skills, concepts, and technology, students will move beyond a particular problem, generalizing to other situations, and will experience the integration of mathematics into as many areas of study as possible. The School will also offer a high school level mathematics course as an option for students (i.e., Algebra I, Geometry).

Reading Text Materials and Resources

The School will use the Guaranteed and Viable Curriculum to teach all Indiana State Standards and Common Core State Standards. Teachers will have as a resource a textbooks series that meets the state's requirements for a scientifically based reading program such as Reading Wonders Common Core. Accompanying instructional materials such as workshop kits, decodable books, and leveled guided reading sets will be used for differentiated instruction during the 90-minute reading block. Novel studies will be incorporated using the Common Core exemplar texts. The increase in complexity will be accomplished by exposing students to genuine texts.

Provide a detailed timeline for the selection, development and implementation of the curriculum. If the curriculum will be developed by the school, please detail who on staff will be responsible for the development, what the development process will be, and where in the process you are currently. Identify the specific textbooks, teaching pedagogies, curricular programs and/or sequence that will comprise the schools' curriculum for all subjects and grade levels.

As previously stated, the School will implement a Guaranteed and Viable Curriculum, which is designed to meet the Indiana State Standards and Common Core Standards, through the process outlined in *Understanding by Design*, (Wiggins & McTighe, 1998). As affirmed by Wiggins and McTighe (1998), curriculum should lay out the most effective ways of achieving specific results. The Guaranteed and Viable Curriculum outlines the specific learnings within the Indiana State Standards and Common Core Standards and is created in three stages: 1) identifying desired results, 2) determining acceptable evidence, 3) planning learning experiences and instruction. Through professional development, teachers continue this process and use of the Guaranteed and Viable Curriculum map enables teachers to provide students with optimal learning opportunities based on their individual student needs.

The board intends to enter into a management agreement with Charter Schools USA, who will provide curriculum to the School. The curriculum is developed by the Education Team at CSUSA's corporate office, with the input of school-based teachers and Curriculum Resource Teachers. The curriculum maps undergo an extensive, iterative process; as they are, essentially, living documents that are revised on a continuous basis to reflect feedback from teachers. Initially, a team of educators will meet to create the initial version of the curriculum map. These curriculum maps are given to teachers who will use them in the classroom and will journal their experience using these maps. Over the course of the year, educators meet to discuss the curriculum maps, their progress with the maps as well as discuss general trends they've observed with use of the curriculum maps. With this feedback, curriculum maps are revised and finalized for the following school year. This process repeats each year. The curriculum maps progress and change as state standards change. The curriculum maps are not textbook specific as textbooks change from time to time. This iterative process means that the curriculum maps are updated on a regular basis and that they reflect the ideas and suggestions of classroom teachers.

C. Assessment

Describe how student progress will be determined, measured and reported. Please indicate whether, in addition to administering state-mandated standardized exams, the school will also use additional or multiple assessment tools to determine and report student progress. Explain why particular measures have been chosen, how baseline achievement data will be collected, in which subject or development areas such data will be collected, and which assessment tools will be used.

The School considers evaluation and assessment to be a broad and continuous effort that involves all stakeholders. A comprehensive assessment plan not only provides a Guaranteed and Viable Curriculum allowing students to effectively demonstrate their levels of mastery of the required content and crucial

skills in the Indiana State Standards and Common Core State Standards, but it also provides all stakeholders with relevant and specific information to make informed instructional, programmatic, and developmental decisions in the best interest of the whole child. The School will participate in all state-mandated assessments in addition to any other student assessments administered at the school level and will follow all state rules, policies, and procedures for Indiana and Indianapolis Public Schools. This will include transitioning to any state-approved common core-aligned assessments in the future. The School will ascribe to the defined performance measures for each State assessment (ISTEP+, End of Course Assessments, or future common core-aligned state assessments) each year and for the life of the charter.

One of the key elements of the Guaranteed and Viable Curriculum is the use of baseline assessments and performance data. Assessment of student performance will be achieved using formative and summative assessments in addition to the state-mandated standardized exams, as well as various instructional strategies employed by the teacher. These data sources are in turn utilized for the implementation of the Guaranteed and Viable Curriculum.

Assessment Tools

The School will be committed to collecting and analyzing student performance data to activate prior knowledge, determine baseline levels of student achievement, and drive instructional planning. These benchmark assessments will be collected at least three times per year in grades taking the state assessment and four times per year in grades not tested by the state assessments. Benchmark one is typically administered during the first month of the school year. For benchmark assessments, The School will use the Northwest Evaluation Association's Measures of Academic Progress Test (MAP) in grades three through eight and the MAP for Primary Grades (MPG) in Kindergarten through second grade. The MAP is available for reading, language arts, math and science and the MPG is available for reading and math only. Both the MAP and MPG are computer adaptive exams that provide administrators, teachers, and students information on individual student achievement based on a specific set of criterion – the Common Core State Standards and the Indiana Academic Standards. These exams are meant to be “formative” in nature.

Teachers will begin each school year by assessing the previous year's data and comparing it with benchmark one for each student. This allows teachers to target and differentiate instruction to focus student learning on standards mastery of the Common Core State Standards and the Indiana Academic Standards. Throughout the year teachers will collect baseline data from prior year state assessment scores, the MAP test and MPG, pre-assessments, end of unit or chapter tests as well as use specific instructional strategies such as cues, questions, and advance organizers to activate students' background knowledge. Teachers may also use formative assessments that include publisher and teacher created assessments, as well as assessments from supplemental material to obtain performance data for each student. Examples of teacher-created formative assessments include but are not limited to:

- Teacher created content tests
- Student portfolios
- Journals
- Teacher observations
- Probing questions
- Writing samples that focus on the development of expository, narrative, persuasive, and analytic writing skills
- Anecdotal records of the student's performance
- Attitude inventories

Teachers will also have access to Weekly Standards Assessments, common formative assessments aligned to their textbooks, the Indiana Academic Standards, and the Common Core State Standards, that

include objective questions for quick checks of content material, as well as essay type questions that require the use of critical thinking and writing skills. Teachers are required to monitor and assess students throughout the year in order to target learning gaps and improve achievement for students. All curriculum decisions are made by analyzing the variety of student data available to instructors, reflecting, and making appropriate adjustments to individual student or class instruction. Teachers are expected to re-teach, assess, modify or intensify instruction to meet the needs of each student daily.

Data-Driven Instruction and Accountability

Tracking progress is a fundamental belief of the Indiana Charter Network and CSUSA and will be rigorously applied at the School. In order to target instruction to a child's individual needs a comprehensive tracking system is needed. Throughout the year, data from the benchmark assessments will be used to target student progress and then gear our programs (tutoring intervention programs, differentiated instruction) to meet the needs of the child. Our benchmark testing process is designed to generate reports that compare a child's mastery on each standard, benchmark to benchmark. The School will create a private staff data wall display that will show which students are making progress and which need more support. This data analysis will guide instruction throughout the year.

Student progress will also be tracked in conjunction with the IFC Program (Instructional Focus Calendar). This is especially helpful for those students who are below the school's performance standards. Based on results from the benchmark assessments, the student's lowest reported areas will be spiraled back into the daily lessons as a daily instructional focus. This occurs in addition to the regular classroom minutes allotted to the subject in question. An additional assessment is given at the end of each instructional focus period (usually one week), and progress is determined to be sufficient (usually at 80% mastery) or insufficient. If insufficient, that reporting category will go back on the Instructional Focus Calendar to be retaught, reassessed and mastery re-determined. This same process is used for students performing at or above the school's performance standards. Areas of enrichment are instead integrated into the IFC outside of regular classroom instructional time.

Benchmark exams will be openly discussed with parents and students in terms of mastery achieved as well as areas for improvement after each benchmark. In addition to the IFC, these areas for improvement also factor into a student's Personalized Learning Plan which are also evaluated after each benchmark. School leadership compiles student assessment data by individual skill or standard, strand, class, grade level and at the school level. This gives school leaders an understanding of what each student has or has not mastered in comparison to their classmates and allows for professional discussions about data-driven instruction in the classroom or across classrooms. These school-level data points also help drive professional development sessions for school staff throughout the year.

D. Special Student Populations

Describe the school's approach to educating children with limited English proficiency, children with special needs, students who enter below grade level and students who are academically advanced.

CSUSA believes *every* child can learn, thrive and contribute. Therefore, the School's admission policy welcomes and encourages the enrollment of students of all learning profiles. Students with limited English proficiency, children with special needs, students who enter below grade level and students who are academically advanced will all have an equal opportunity of being selected for enrollment in the School. The School does not discriminate or limit enrollment based on race, religion, or disability. Furthermore, the School's marketing strategy materials will reflect that it is a "tuition-free" public charter school and that it accommodates students with "exceptionalities," "disabilities," and "limited English proficiency."

The *Understanding by Design* process and the Guaranteed and Viable Curriculum permits teachers to center their curriculum and assessments by establishing goals (content standards, course or program objectives, learning outcomes), big ideas (what specific understandings about the big ideas are desired), essential questions (what provocative questions will foster inquiry, understanding, and transfer of learning), and authentic performance tasks (the type(s) of performance tasks will learners demonstrate the desired understandings). For students that are performing below grade level, provisions of reasonable supplementary supports and services and/or modifications and accommodations will be provided to ensure that they achieve the Indiana State Standards and Common Core Standards. For students that are academically advanced, teachers will provide enrichment opportunities for students to continue to extend their learning.

When providing instruction in the classroom, teachers will use scaffolding and provide students with direct instruction, modeling, guided practice, and independent practice. Small groups will be used for more individualized instruction when necessary with additional support provided by special education staff or instructional coaches when needed. If students enter the School reading below grade level, for example, they may have the opportunity to receive extra reading minutes to increase their growth throughout the year, as it is the intention of the School to meet the individual needs of students during the school day. Based on benchmark assessment data, students may receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the standard instructional block in times such as before and after school, through content area integration, during enrichment activities or lunch, and any other opportunity, to support student achievement of individual learning goals.

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the standard reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. These instructional opportunities developed around a student's unique needs help to increase their engagement in the learning process.

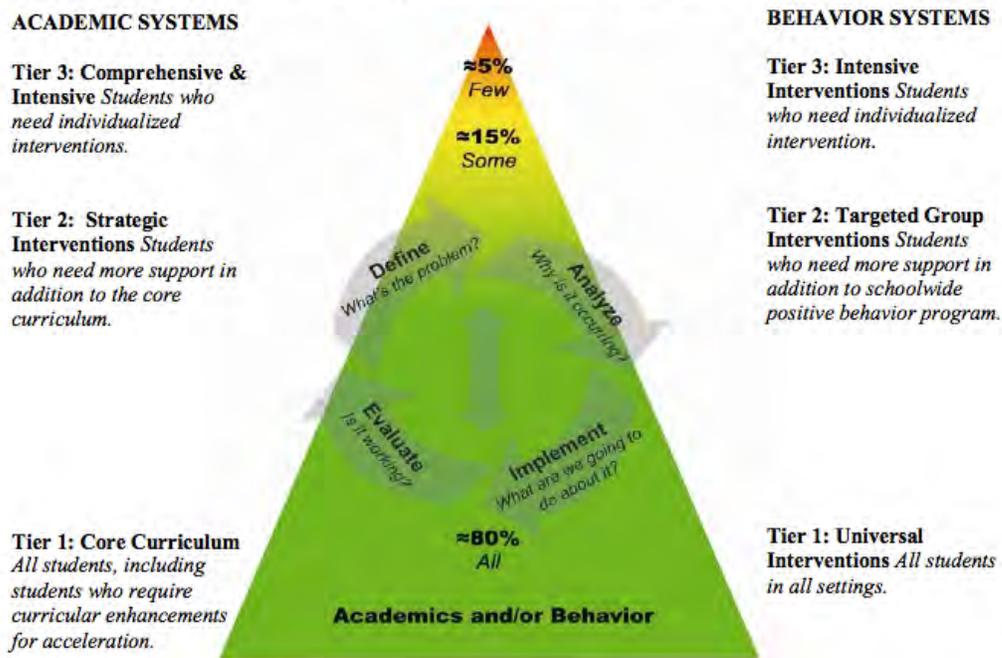
The School's Response to Intervention model includes:

Tier 1 – Core, Universal Instruction & Supports: all students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Indiana State Standards and Common Core State Standards through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.

Tier 2 – Targeted, Supplemental Interventions & Supports: targeted students participate in learning that is different by including: standard intervention protocol process for identifying and providing research based interventions based on student need, on-going progress monitoring to measure student response to intervention and guided decision-making aligned with the core academic and behavior curriculum.

Tier 3: Intensive, Individualized Interventions & Supports: increased time, narrowed focus, reduced group size instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports, specialized programs, methodologies, or instructional deliveries, greater frequency of progress monitoring of student response to intervention(s).

Figure 1: Three-tier model of school supports incorporating the problem-solving process.



Describe with specificity how the school will identify children with special needs, develop plans for their education, and monitor their progress.

The school will use a team problem solving approach to systematically monitor all students' progress and performance data and to identify unique interventions as needed to improve individual student performance. This serves to ensure that all students suspected of having a disability, regardless of the severity of their disability, and who are in need of instructional accommodations and/or special education and related services, are identified, located, and evaluated. All students enrolled at the School will participate in evidence-based instruction that is based on grade level Indiana State Standards and Common Core Standards. When it is discovered that a student is having difficulty mastering the content of the general education curriculum, a tiered system of interventions will be provided to help the student to make progress. For students who do not make progress within the tiered system of interventions, referral will be made to the school's special education department for a comprehensive evaluation to consider special education eligibility. The School will form a Collaborative Problem Solving Team to collaboratively address the needs of students who continue to have learning and/or behavior problems after the teacher has tried appropriate interventions in the general education classroom. A student may be referred to the Collaborative Problem Solving Team by a teacher or at the request of the student's parent/guardian.

First, the Collaborative Problem Solving Team will identify whether the concern is academic and/or behavioral in nature through data analysis. The Collaborative Problem Solving Team will then identify appropriate instructional interventions to be implemented. Interventions that are established will be implemented with periodic assessments during the intervention period to evaluate whether the student is responding to the interventions. Documentation of the interventions will then be reviewed to evaluate if the strategies were successful. If the strategies are successful, the Collaborative Problem Solving Team will continue to monitor on a monthly or as needed basis. If the interventions were not successful and sufficient evidence has been gathered that shows that a disability may be the primary cause of the student's learning or behavior problems, the Collaborative Problem Solving Team will refer the student for an evaluation. After a signed, informed parental consent has been obtained, a comprehensive

evaluation will be conducted by a multidisciplinary team that includes the parent(s), special education teachers or service providers, at least one of the child's general education teachers, the public agency representative, any individual determined by the public agency or by the parents to have knowledge or special expertise regarding the student, and the student, when appropriate. A qualified psychological examiner will participate when psychological and clinical evaluation components are required, at a minimum. The testing will include all areas related to the suspected disability, which may include but is not limited to cognitive functioning, academic achievement, psychological processing, speech/language skills, medical information, social/emotional functioning, and results from vision and hearing screenings. Once the testing is complete, an eligibility meeting will be held to determine whether a disability exists, the degree to which any identified disability impacts the student's academic, functional and/or developmental performance in the school setting and whether the student meets eligibility criteria for a plan for students with disabilities. If special education and related services are deemed necessary, an Individualized Education Plan (IEP) will be written. If the results of the evaluation indicate that the child requires accommodations without the need for special education services, a 504 Plan would be put into effect for the student. The student's placement will be designed to meet that student's needs in the least restrictive environment.

Upon the School having made the determination that a student is eligible for an IEP, a case conference committee will develop an initial IEP. The initial IEP will be developed within a timely manner after the determination that the child needs special education and related services. The case conference committee team would consist of the student's parents, not less than one regular education teacher of the student, not less than one special education/provider, a public agency representative, and an evaluation specialist. In addition, other individuals who have knowledge or special expertise regarding the student might also be invited to participate in the development of the IEP, as would the individual student whenever appropriate. The case conference committee will also participate in the review/revision and development of subsequent IEPs.

When developing an IEP, the case conference committee will consider the student's strengths, parent concerns, evaluation results, statewide/CSUSA assessment results, the academic, developmental, and functional needs of the student, and special considerations that would need to be taken into account when writing the student's IEP. The written IEP will include:

- A statement of the student's present levels of academic achievement and functional performance;
- A statement of measureable annual goals (and short-term objectives, when necessary) to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum and meet each of the student's other educational needs that result from the student's disability;
- A description of how the student's progress toward meeting the annual goals will be measured and when progress reports will be provided to the parents;
- A statement of the special education and related services and supplementary aids and services that will be provided on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to the student;
- An explanation of the extent, if any, to which the student will not participate with nondisabled children in the regular class and in the nonacademic and extracurricular activities, being mindful of the provision of services in the least restrictive environment; and
- A statement of any individual accommodations that are necessary to measure the academic and functional performance of the student on statewide assessments.

It will be the responsibility of the case conference committee to make placement decisions on behalf of the student and ensure that the individual instructional needs of the student are reflected in the student's

IEP based on Free and Appropriate Public Education guidelines and being mindful of the provision of services in the least restrictive environment.

The case conference committee will reconvene at least annually to review and develop an updated IEP. Additionally, if the case conference committee determines that modifications need to be made to the IEP at any time during the duration of a current IEP, the case conference committee will meet and revise the student's IEP accordingly. The School will provide parents with notification of any case conference committee meetings early enough to ensure that the parent will have an opportunity to attend and will make an effort to schedule the meeting at a mutually agreed upon time.

Explain why you have selected your procedures, the expectations of staff and families, as well as your methods of providing follow up and feedback data to all necessary stakeholders.

The procedures explained above are based on best practice as well as adherence to federal (34 CFR Part 300) and state guidelines (511 IAC Article 7). The School's classroom teachers remain in continual contact with all stakeholders, by updating the student's Personalized Learning Plan, using data derived from ongoing progress monitoring, Narrative Report Card, and the benchmark testing results. Parents are encouraged to participate in the problem solving process with the school based Collaborative Problem Solving Team when matters involving their child are being discussed. Involving parents and students, and engaging them in a collaborative manner, is critical to student success. Initiating and strengthening collaborations between school, home, and communities, particularly in urban and rural areas, provides the basis for support and reinforcement of students' learning. The plan for assisting remedial students accounts for continued collaboration between all stakeholders as well as continuous monitoring of progress throughout the learning process.

Explain who will carry out these responsibilities— the school's staff or outside providers. If outside vendors will be used, outline expectations and evaluation procedures for these vendors.

The School is interested in exploring opportunities to participate in existing cooperatives as it relates to special education services.

The ESP is knowledgeable in the placement and service delivery of students with disabilities. Appropriately certified teachers will serve students meeting the eligibility criteria for special education in our educational program, as specified in the students' IEPs. Based on the enrollment of students with disabilities, the School will hire and train the appropriate number of teachers/para-professionals to ensure adherence to the federal and state guidelines for class size and caseload and ensure all necessary IEP services are being implemented.

The School will also contract with appropriately licensed vendors to provide special education and related clinical services including but not limited to speech and language services, occupational therapy, physical therapy, social work services, nursing services, and school psychology evaluation services. The students' IEPs will determine the specific services that will be contracted for by the school. All contracted providers will need to be appropriately certified/licensed based on State Board of Education requirements. In addition, contracted providers will be required to maintain professional liability insurance. During the summer prior to the School's opening, IEPs of enrolled students will be reviewed to determine which of these special education clinical services will be needed and to finalize contracts with vendors to allow services to be in place at the start of the school year. As the ESP already has a presence in Indiana, professional relationships with special education clinical service vendors have already been established. These positions collectively form the School's Special Education Department and will allow for the provision of a continuum of services within the School.

Students with disabilities whose IEPs demonstrate the need for special education or related services will be served in the regular classroom or special education setting, as determined by the case conference

committee through consideration of the least restrictive environment based on the individual student's need. The Student Services Coordinator will ensure that students are scheduled in a manner that allows for implementation of the services identified on each student's IEP. The School will also include among its staff, teachers who will be certified/endorsed to work with high ability students as defined by IC 20-10.1-5.1-2.

The expectations for outside vendors are as follows:

- Clinicians provided by vendors shall be qualified to perform the services requested and will be certified and/or licensed during the term of the contract to perform the applicable evaluation and/or special education clinical services and/or related services in the state of Indiana.
- Clinicians provided by vendors shall be eligible to submit claims to Medicaid for school-based Medicaid services.
- Vendors will conduct a thorough background screening of potential clinicians to include a federal and state background check, fingerprint clearance, verification of education, work history, and licensure/certification, Tuberculosis screening, and professional reference check.
- The vendor and all clinicians providing services to the School will comply with the Family Educational Rights and Privacy Act (FERPA) and regulations promulgated thereunder in regard to the disclosure of student education records as defined therein.
- Clinicians provided by the vendor will provide a range of services including, but not limited to, evaluation, participation in the Collaborative Problem Solving Team Meeting, development and generation of the IEP/Section 504 plan, necessary treatment and remediation, collaborate with school staff as necessary, and participate in students' IEP/Section 504 plan meetings when invited.
- Clinicians provided by the vendor will have access through the vendor to assessment materials needed for the screening/evaluation/reevaluation of students.
- Clinicians provided by the vendor will maintain current and accurate documentation including, but not limited to, intervention logs reflective of the clinical service provided at each session, progress monitoring data and documentation associated with IEP/Section 504 plan preparation and compliance.
- The vendor and its clinicians shall maintain the following insurance coverage during the term of the contract if awarded:
 - Professional Liability Coverage with limits of no less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate;
 - Worker's Compensation Insurance including occupational disease coverage in accordance with all state and federal requirements.

Evaluation procedures for contracted vendors will involve collaboration between the ESP's Director of Special Education, the School principal, School special education leads and the vendor to ensure adherence to the requirements/expectations reflected above.

Pursuant to federal (34 CFR Part 300) and state (511 IAC Article 7) special education regulations, describe the continuum of special education services (including related services) the school will make available to eligible students.

The school will provide special education services for all students with disabilities in the least restrictive environment as determined by the case conference committee. A continuum of special education and related services will be offered to meet the needs of its students with disabilities. When a student's IEP is written, the case conference committee will develop a plan to allow the student to be educated in the least restrictive environment appropriate to the student's needs. Students will be educated in a special education setting only if the nature and severity of the student's disability is such that education in regular education classes with the use of supplementary aides and services cannot be achieved satisfactorily. For

a student who enrolls at the school with an IEP already in place, the parent(s) of the student will be invited to attend a case conference committee meeting/move-in conference with the School staff and public agency representative to determine the special education and related services required to meet the individual educational needs of the student. A recommendation will be made as to how the required services will be delivered to the student within the School. It is vital that the school review specific services that may be required for individual students in order to ensure that they are placed in the most appropriate least restrictive educational setting. The cumulative folders of all students coming from another state will be reviewed by the case conference committee to determine if the documentation is indicative of the student having been previously eligible for special education services.

Within the School, the special education teachers and the general education teachers working with special education students will collaborate with regard to lesson planning and implementation, as well as to review progress notes on the students that they serve to determine if the students are on target to achieve their IEP goals. Similarly, related service providers will also collaborate with the student's special education and general education teachers. This will ensure that all teachers working with special education students will be focused on meeting the students' needs as well as student growth and goal attainment.

Special education students will be encouraged to participate in school functions, field trips and extracurricular activities with their general education peers. Should supplemental aides and services be needed by the student to access such programming, the school will make these supports available.

Describe how topics related to exceptional learning needs will be embedded in professional development plans for all staff. Be sure to include staff structures, student to teacher ratios, and procedures for general and special education staff collaboration, roles, and responsibilities.

In order to provide high quality instructional services to the students with disabilities enrolled at the school, school leadership and staff will participate in professional development to ensure compliance related to special education policies and best practice when it comes to serving students. The ESP has two Midwest based special education administrators - a senior manager of special education and a special education compliance coordinator - both of whom will take the lead in identifying and facilitating appropriate professional development activities to serve the needs of the School. Professional development topics for school leadership may include, but not be limited to, least restrictive environment requirements, responsibilities of the public agency representative, continuum of services, and scheduling around the needs of students with disabilities. Teachers will be required to participate in professional development opportunities that focus on writing quality IEPs, the use of research-based instructional strategies for exceptional education students, implementing accommodations for students with disabilities in the regular education classroom, and modeling how to use progress monitoring data to analyze whether students are effectively meeting their IEP goals.

Furthermore, all teachers at the School will be observed throughout each school year by the School's Administrative Team as well as by visiting teams through the ESP's QUEST (Quality Educators Supporting Teachers) Visit process. The special education teachers will also be observed throughout the year by the school's special education lead and the ESP's senior manager of special education, who have additional experience working with this population of students. All observations are aligned to Marzano's teacher level factors and timely, constructive feedback is provided to teachers following each observation.

The senior manager of special education will also hold monthly team of excellence meetings with the school-based special education team and building administrators. As previously stated, within the School, the special education teachers and the general education teachers working with special education students will collaborate with regard to lesson planning and implementation, as well as to review progress notes on the students that they serve to determine whether the students are on target to achieve their IEP goals.

Similarly, related service providers will also collaborate with the student's special education and general education teachers. This will ensure that all teachers working with the special education students will be focused on meeting the students' needs as well as student growth and goal attainment.

Describe how the school's educational program will serve students with limited English proficiency. Include staffing and how the curriculum will be modified for English language learners.

The School's admission policy welcomes and encourages the enrollment of students of all learning profiles. The school's marketing strategy and materials will include a complete explanation that the school is "tuition-free" public charter school that welcomes students with "exceptionalities," "disabilities," and "limited English proficiency." At the heart of the Education Model's design is analyzing data, sharing this data with parents and students, and then planning for progress leading to the success of each student. Each student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning or more at a specific grade level is tracked and reviewed with parents and students. The School will use the Personalized Learning Plan design that includes analyzing data, sharing this data with parents and students and then planning for progress leading to the success of each student to attract and retain students with disabilities by publicizing the benefit of individualized learning plans. Through understanding the process of individualized data analysis and goal-setting parents of students with disabilities will wish to continue their success within the student body of the School.

The mission of the ELL program is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. In order to support our Limited English Proficient (LEP) students, the School will equip them with targeted instructional support necessary for their academic success. We will use a structured English immersion methodology to fulfill this goal, as this strategy has been shown to demonstrate the best results with English language learners. In addition, our extended school day will provide needed additional learning time for these students. For parents whose English proficiency is also limited, we will make sure that all school information is translated using a document service company or a staff member fluent in a particular language. The School will actively recruit staff members that are native speakers or fluent in the prevalent non- English languages of our student population.

ELL students will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home. Once the assessment results are collected, an instructional plan for the students who qualify will be created including the integration of scaffolding methods to address the ELL and set goals for achieving proficiency. As prescribed by law, intervention will be administered that facilitates growth in English mastery, while promoting content knowledge. The Charter Schools USA Education Team will assist the School in the tracking of individual student data through the student information system. It will also offer teachers, parents, and students online Web access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of mastery of individualized instruction and support for growth in the target language.

In order to promote both literacy and proficiency, the ELL program will provide English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. The ELL program will be in a climate that promotes not only listening, speaking and reading, but also writing skills. ELL students will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data.

The School will offer ELL students' instructional services through an English Immersion program mainstream/inclusion instructional delivery models. Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-LEP students at the

same grade levels. Instruction is supported through the use of ELL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELL students are comparable to those used by their non-LEP counterparts. Supplemental text and materials will also be provided. This grading on the appropriate language development level, using a variety of instructional sources, provides optimal opportunity for promotion.

Staff with ESOL certification/endorsement in accordance with the policies and procedures of the state of Indiana and the district will serve students identified as having limited proficiency in English. The School will provide adequate staffing of certified ESOL teachers based on the student population. An ESOL designee and an ESOL aide will be included among the School staff.

Describe how the school's educational program will serve students that enter the school below grade level. What specific supports will be available for these students?

For students that are performing below grade level, provisions of reasonable supplementary supports and services and/or modifications and accommodations will be provided to ensure that they achieve the Indiana State Standards and Common Core Standards.

When providing instruction in the classroom teachers will use scaffolding and provide students with direct instruction, modeling, guided practice, and independent practice. Small groups will be used for more individualized instruction when necessary with additional support provided by special education staff or instructional coaches when needed. If students enter the School reading below grade level, for example, they may have the opportunity to receive extra reading minutes to increase their growth throughout the year, as it is the intention of the School to meet the individual needs of students during the school day. Based on benchmark assessment data, students may receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the standard instructional block in times such as before and after school, through content area integration, during enrichment activities or lunch, and any other opportunity, to support student achievement of individual learning goals. The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the standard reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. These instructional opportunities developed around a student's unique needs help to increase their engagement in the learning process.

Describe how the school's educational program will serve students that are academically advanced. How will the school continue to grow advanced students, while at the same time, working with students that are below grade level?

High ability students as defined by IC 20-10.1-5.1-1 are those students who perform at or show potential for performing at an outstanding level of accomplishment in at least one of the following areas of aptitude and talent when compared to other students of the same age, experience, or environment and is characterized by exceptional gifted, talents, motivation, or interests. The areas include general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal.

Students who have been identified and qualify for services due to their high ability classification and whose parents have given consent, will have instruction that is appropriately differentiated to meet the students' high ability needs. The student's cumulative folder will include a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, identified criteria, evaluation procedures and evaluation schedules for determining whether the goals are being achieved, and a statement of the specific services to be provided to the child.

The program will build parent/school relationships; provide a forum for discussing student needs beyond the general curriculum thereby facilitating changes in instruction and classes, and determining appropriate service options. The School's high ability students will receive regularly scheduled enrichment provided by a teacher certified/endorsed to work with gifted and talented students. This teacher will also collaborate with the student's regular education teacher to support the teacher in the extension of the student's learning. All high ability students are responsible for mastering the Indiana State Standards and Common Core standards, however, differentiated instruction is provided to the student to allow for more enrichment and curriculum compacting opportunities in areas of particular strength.

The goal of the program is to further develop the student's cognitive, learning, research and reference, and metacognitive skills at each grade level. High ability elementary students receive gifted services one segment per day in a resource setting. While the student participates in a high ability resource class, assignments in general education classes are modified or eliminated depending on the student's academic strengths. High ability services in the middle school extend the middle school curriculum and take into consideration the academic, social, and emotional growth of the student. High ability students are placed in advanced content courses or cluster groupings on the basis of achievement scores, past academic performance, and teacher recommendations. Differentiated instruction is provided to the student to allow for enrichment and curriculum compacting opportunities in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts, and vocational/technical education.

Each quarter, teachers analyze the benchmark assessment results of their students. For high ability students, the teachers use this benchmark assessment data to help identify enrichment areas. Within the framework of the school's Guaranteed and Viable Curriculum Educational Model, the teachers determine the instructional focus, strategies, and curriculum resources to be used for enrichment during the six weeks between benchmark assessments. In addition, the School's high ability instruction as a whole is built upon an academic foundation and centered on interdisciplinary enrichment activities. Students' studies may include holistic projects that include components such as the development of advanced research skills, complex creative thinking and problem-solving, communication skills for a variety of audiences, and use of technology to promote the desire for learning on self-selected and/or teacher selected topics.

All classroom teachers will use differentiated instruction within their classrooms to ensure that advanced students continue to grow while at the same time meeting the educational needs of students who are below grade level.

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

Indicate the number of students that will be enrolled each year in each grade level. Explain your rationale for selecting this particular school size, and provide specific evidence that the demand for your school is sufficient to sustain projected enrollment figures.

Based on more than a decade of successfully operating schools, CSUSA has developed a school model based on an enrollment of 860 students that allows for effective implementation of the educational model that is sustainable at comparable per pupil funding rates. Please see the table below which illustrates that projected student enrollment.

Projected Student Enrollment					
	Year 1	Year 2	Year 3	Year 4	Year 5
PreK	0	0	0	0	0
Kindergarten	100	100	100	100	100
1st Grade	92	92	92	92	92
2nd Grade	92	92	92	92	92
3rd Grade	69	92	92	92	92
4th Grade	69	69	92	92	92
5th Grade	69	69	69	92	92
6th Grade	100	100	100	100	100
7th Grade	0	100	100	100	100
8th Grade	0	0	100	100	100
Projected Enrollment	591	714	837	860	860

A highly detailed analysis is conducted on all potential sites to assess the viability of a potential school. Part of that analysis includes population density within actual mileage radials, but also within realistic drive time distances. This population density is then compared with the necessary absorption rates for student enrollment to determine viability. Experience has shown that absorption rate pulls of less than 10% of overall population density are extremely conservative targets, especially given that the CSUSA network average is 19.60% for a three mile radius.

The population density for a five mile radius around the proposed site is 29,701 children aged 5-14. The absorption rate (or percentage of those students the school would need to enroll) only needs to be 2.90% to fully enroll the school. For an even smaller three mile radius, the absorption rate would still only need to be 6.63%. From a 10 minute drive time analysis, a 6.44% absorption rate would be needed for full enrollment. All of these projections are well within acceptable ranges and are in fact much lower than CSUSA network averages.

If a survey is conducted to assess the demand for the school, include copies of surveys, response rates, and outcomes of the surveys.

According to our survey results, 55.2% of respondents would like a charter school option. When those results are applied to a ten-minute drive time population density, the result is over 8,000 children in the k-8 age range who would like a charter school option. ***That is nearly ten times the demand necessary to fully enroll the proposed school.***

This table below provides the most recent count of number of children aged 5-13 within a five, ten, and fifteen minute drive time of the proposed site, 4460 Guion Road, Indianapolis, IN 46254.

NUMBER OF CHILDREN WITHIN DRIVE TIME	NUMBER OF CHILDREN AGED 5-13
5 minutes	1,466
10 minutes	15,972
15 minutes	46,438

Source: Claritas, 2013

The table below projects potential demand for a charter school by applying the results from Survey Question #3 (Charter schools provide families with free, public school options. As public schools, charters are held to the same academic standards as traditional schools, but have more flexibility in day to day operations. Would you like to have a charter school as an option for your family and other families in your area?) to the total number of children aged 5-13 within selected drive times.

RESPONSE	NUMBER OF CHILDREN AGED 5-13	PERCENT THAT WOULD LIKE CHARTER SCHOOL OPTION	NUMBER THAT WOULD LIKE CHARTER SCHOOL OPTION
5 minutes	1,466	55.2%	809
10 minutes	15,972	55.2%	8,817
15 minutes	46,438	55.2%	25,634

Summarize the recruitment process and explain how the school and its program will be publicized and marketed throughout the community. Explain exactly what the school's enrollment process will be, including how the school will allocate seats if demand exceeds capacity.

Understanding that the School is indeed a “school of choice,” the Indiana Charter Network recognizes the importance of marketing and recruiting to parents and students. In general, the extent or degree of marketing efforts depends primarily on the targeted population. In order to promote a neighborhood school environment, the marketing strategy starts in the immediate area and then broadens to the wider community.

The School will conduct a three-phase marketing campaign which includes: Identification, Awareness and Recruitment with the goal to achieve enrollment capacity with a low student-to-staff ratio. The School will endeavor to achieve racial/ethnic balance by marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Phase I: Identification

First, the School will identify eligible students as identified in the Charter. Second, CSUSA will identify the target recruitment area based on a detailed and thorough analysis of the area and compliance with the Charter. Some of the indicators to identify a target recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance
- Perform scientific surveys for interest areas (e.g. programs, transportation, etc.)

Phase II: Awareness

Beginning approximately one year prior to School opening or upon approval of the charter application, the School will conduct an extensive marketing campaign throughout the targeted areas to educate the community about the charter school movement and publicize the opportunities and benefits available at the School. Publications and media clips will be developed as needed to match the demographics of the community.

Phase III: Recruitment

Enrollment will take place until the School is fully enrolled and staffed. To reach the enrollment goals outlined earlier, the School will implement a more extensive and targeted marketing strategy. These efforts will include, but will not be limited to:

- Targeted direct mail, cable television advertisements, newspaper ads

- Distribution of brochures and flyers about the School and the programs offered
- Presentations/Information sessions to the local community, neighborhood clubs, libraries, and other organizations
- Display signs and flyers throughout the immediate and surrounding communities
- Open houses and information sessions at the School
- Information sessions and meetings at area schools classified as “overcrowded”
- Internal company email advertisements through local businesses
- Notifications and information through municipal opportunities (e.g. – notice in utility bills, etc.)

Enrollment Overview

The School is committed to enrolling a diverse student population and shall abide by the provisions in the Indiana Statutes, IC 20-24-2-2, that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section IC 20-24-5-5, the School shall enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. In accordance with IC 20-24-5-5 (c), a charter school may give enrollment preference to enrolled students and siblings of enrolled students. The School may also give preference to the children of the governing board and CSUSA personnel.

The School will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan. The School will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community it serves or within the racial/ethnic range of other public schools in the same district. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Enrollment Process and Procedures

Applications will be made available online through the student information system, accessible on the school website, and in paper form at local distribution sites. CSUSA’s student information system accepts student applications and monitors the number of applications submitted for each grade. The student information system manages all aspects of the enrollment process including: online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance. If, at the end of the open enrollment period, there is an over subscription for any grade level a lottery will be conducted.

All accepted applicants will be provided with access to registration requirements, via the student information system. Documentation required by the school district is collected for review and verification. The following items are generally required for all students:

- Authorization for request of cumulative folder
- Proof of residence
- Birth certificate
- Report card, transcript
- Current immunization/medical history

- When appropriate, SPED, ESOL/ELL, literacy folder, and any conduct/discipline actions

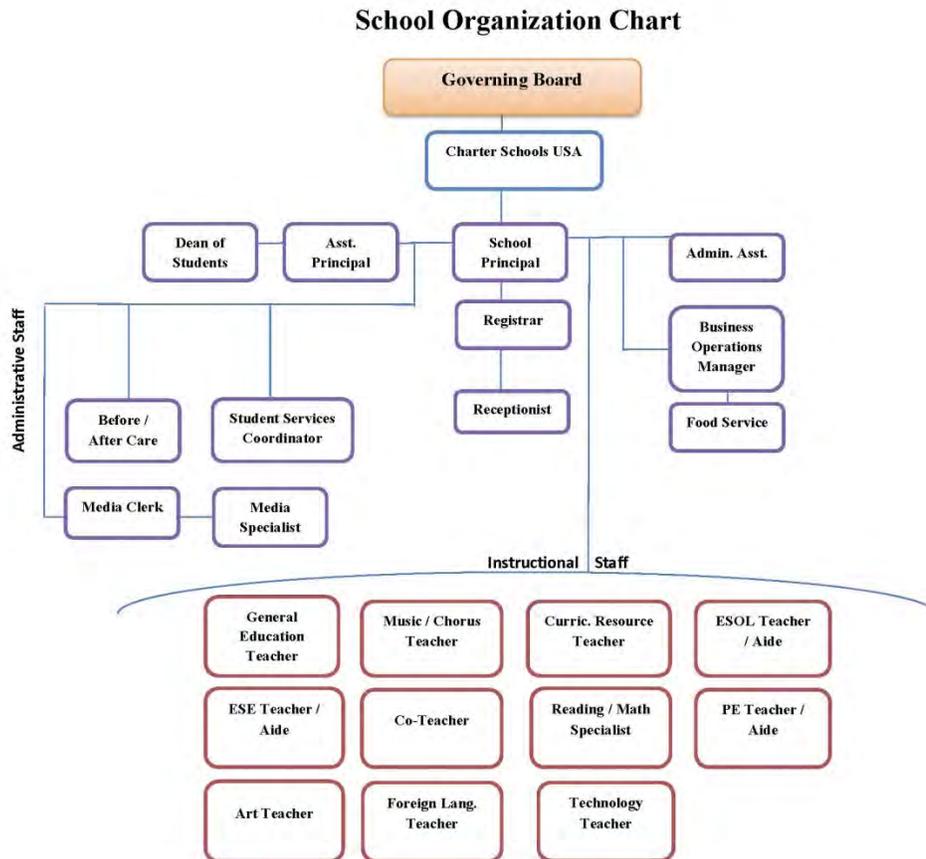
Student Information System Based Lottery Process:

1. Enrollment office will select the applicants eligible to participate in the lottery.
2. Enrollment office will select the grade levels which require a lottery.
3. Enrollment office will run the lottery process.
4. The lottery results module of the student information system will highlight the students eligible for "offer" letters, along with noting the siblings.
5. Letters will be generated to offer students an acceptance in the School.
6. The remaining students will move to a waitlist based on their lottery number. Applications received after the enrollment period will be placed on the waitlist in the order in which they are received (according to date, time, and preference).

B. Governance and Management

Describe the organizational structure of the proposed school. Describe the roles and responsibilities of the school's leader(s), the board, and other key personnel.

The following organizational chart represents the organizational structure:



The Indiana Charter Network is a not-for-profit, network-level governing board that will hold the charter for the proposed School. The school will be led by its Board of Directors. The Board of Directors has decided to hire Charter Schools USA to manage the day-to-day instruction and operation of the School.

The role of the board is to provide governance and strategic support to the School while holding the ESP accountable for the operation and performance of the School in accordance with the management agreement. The board is responsible for ensuring that the School's programs and operations are faithful to the terms of the charter, including compliance with all statutory and regulatory requirements. The board will uphold the mission and vision of the school through ethical leadership and good stewardship of public funds. The board will communicate the mission and vision of the School to the public, represent the School as leaders in the community, lead by example in all professional endeavors, and hold the ESP accountable for the performance of all aspects of the management agreement.

The ESP will manage the day-to-day operations of the School, submit timely reports to the board in accordance with the management agreement, adhere to the approved annual budget, and perform such goals as are contained within the charter application.

The ESP shall consult with the board with respect to the hiring of the School leader. The school leader and all school employees will be employed by and report to the ESP. The School leader will attend all board meetings and provide a monthly report for the board with opportunities for follow-up question and answer. The School leader will field any questions of the board members and conduct follow-up action items as necessary. Board members will be given the opportunity to provide input on the School leader's performance and the ESP will remove the School leader if the Board is reasonably dissatisfied with the performance of the School leader.

The School's Principal serves as the site based leader of the school and is responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. The Principal is also responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

The Principal also serves as the educational leader of the school; develops and coordinates educational programs in accordance with CSUSA and Indiana standards and guidelines; supervises the guidance program to enhance individual student education and development; leads school-level planning of processes to ensure development, implementation, and evaluation of all school programs and activities; and supervises the instructional programs of the school, ensures lesson plans are evaluated and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with CSUSA guidelines and procedures. Further information on the role of the School's leader can be found in **Attachment 6**.

If the board is contracting with an educational service provider, please include answers to the questions in the Educational Service Provider questionnaire.

The Indiana Charter Network has agreed to contract with Charter Schools USA to provide education services to the School. Please see **Attachment 7** for the completed ESP questionnaire.

The organizational chart can be found at **Attachment 8**.

Articles of incorporation for Indiana Charter Network can be found at **Attachment 9**.

By-laws for Indiana Charter Network can be found at **Attachment 10**.

Indiana Charter Network's application to the Internal Revenue Service to operate under not-for-profit status can be found at **Attachment 11**.

Leadership information (resumes and memoranda) for members of the Board of Directors can be found at **Attachment 12**.

If the school leader is not yet selected, describe in detail the criteria for the selection of a high-quality leader.

The Principal is responsible for the administration of the School staff. The selection criterion includes the following, at a minimum:

- Educational Leadership Certification
- Educational Background - degree in Education with appropriate school grade level background; experience as an educational leader
- Teaching experience
- Knowledge of the needs of the School's population
- Knowledge of curriculum for appropriate grades of student body
- Experience in working with governing school boards
- Skills in using technology as a tool for learning and monitoring student progress
- Ability to work with community organizations, agencies and resources
- Motivation to establish innovative and creative learning programs
- Dedication to providing supplementary programs to enhance student learning
- Commitment to professional development programs for faculty and school concepts
- Ability to implement staff development and training
- Ability to promote a positive school climate
- Commitment to enabling each student to reach his/her personal best

The ESP uses a robust recruiting process called the Leadership Assessment Center. This process is used to determine if a candidate would be a good school leader and is an important component of the interview process. All candidates for Dean, Assistant Principal and School Principal participate in the one day event. Leadership Assessment Center activities consist of:

Technology Activity – Desegregating Data (60 Minutes)

This activity evaluates a candidate's ability to access raw data through the Indiana Department of Education (Internet) and compile it into a useable spreadsheet and convert it into a graph (Excel). Finally, the candidates transfer the graphs into a presentation (Power Point).

- Each technology component is intended to gauge the level of basic computer skills.
- Assessors of this activity look for mastery of a cohesive and complete data analysis presentation.

Essay Writing Sample (60 Minutes)

This activity is used to assess the candidate's writing ability as well as their overall philosophy of education:

- The subject of the essay forces the candidate to read an education article, reviewing the subject and asserting a personal view point.
- Assessors of this activity look for congruence with the Educational Model as well as the candidate's ability to articulate his/her viewpoint in writing.

Group Presentation (40 Minutes)

This activity is used to determine the candidate's ability to work collaboratively with a group as well as their ability to present in front of a group:

- Group topics are decided by assessors. The group of candidates use chart paper and markers to brainstorm topic solutions. The group uses cluster techniques to prioritize and synthesize solutions and to develop an implementation plan.
- Assessors will look for specific behaviors observed in terms of group interaction.

- Assessors also look for the presentation results, communication, clarity, voice and other leadership traits.

Interview (60 Minutes)

Each candidate is interviewed by CSUSA. Interview templates are prepared in advance and include the following topics:

- The candidate's philosophy of education
- The candidate's understanding of his/her role
- The candidate's use of data including understanding of Indiana state assessments
- The candidate's familiarity with charter schools, knowledge of and accountability to governing boards and other key information relevant to being a School leader in a charter school environment.
- The candidate's grasp of specific responsibilities relevant to his/her role such as: interviewing, creating a school-wide culture, discipline, outreach, instructional leadership, supervision, etc.
- For scenarios that may come up at a school, interviewers use behavioral interviewing techniques to gain insight into the candidate's past behavior, which is the best predictor of future behavior.
- Each question is scored; a minimum score must be achieved to be considered a serious candidate.

Candidates that participate in the event may be invited into the pool of approved candidates. As the organizational demand for talented leaders arise, candidates in the pre-approved pool are offered positions within their preferred regional areas. Care is also given to match each school leader to the school environment that best matches his/her leadership strengths.

Describe the process by which the governing board will develop policies and make decisions.

The board will develop policies and make decisions as it deems prudent and necessary to ensure the effective governance of the School with the support of legal counsel. Policies will be approved at public meetings in accordance with procedures set forth in the by-laws. Board members shall have the authority to formulate and/or implement policy independent of the ESP so long as those policies are not a breach of the management agreement. All decisions shall be made collectively in accordance with established board procedures. The board may create committees tasked with creation of specific policies. The board will engage in continuous communication with the ESP and school leader to ensure timely decision making and to set policies as necessary to ensure consistent submission of all compliance documentation. The board will leverage the diverse and significant skill sets of its members to review and create policies to support the vision and mission of the school. All meetings will be held in accordance with Indiana Open Door Law.

Briefly detail your development plans for board members.

The Board of the Indiana Charter Network is comprised of highly respected members of the community with a significant amount of experience working with both charter schools and with non-profit boards. The board plans to hold a board retreat at which specialized targeted training will be conducted in part by the board's legal counsel, Alexandra Curlin, of Fleming Stage, LLC. The retreat will also include an overview of the history and culture of charter schools in Indiana, a tutorial on Indiana Charter Legislation, and opportunities for individual member development goals to be created. The ESP will provide support, as requested, by the board for continued growth and development. The board, as their professional schedules will allow, plans to participate in the fall Indiana Public Charter Schools Association conference in November of 2013 as part of the board development process as well.

Going forward, the board has expressed an interest in identifying and recruiting additional board members to add stronger ties to the neighborhoods in which the school(s) will be located. The plan is to work through existing community partners and relationships to find individuals who share the vision and support the mission of the board and school(s). Once individuals have been identified, the board will

collect resumes, a nominating committee will submit the name(s) for approval, and new members will be approved by a majority vote, as described in the by-laws.

Provide a summary of the roles and responsibilities of the board in relation to the school's leader(s), and educational service provider, if applicable. Discuss the role distinctions as they relate to curriculum, personnel decisions, budget allocation, and vendor selection.

The following chart provides a summary of the roles and responsibilities of stakeholders.

Stakeholder	Curriculum	Budget	Personnel	Vendor Selection
Indiana Charter Network	<ul style="list-style-type: none"> • Provides macro vision of school and core philosophy • Retains ultimate authority for schools' performance • Meets regularly to review schools' performance • Leads in setting and supporting school specific performance goals • Monitor school academic performance and ensure adequate progress made 	<ul style="list-style-type: none"> • Approves annual budget and reviews monthly financial reports • Ensures proper internal controls are in place • Develop and implement processes to ensure that CPA meets the requirements and conditions per the Charter • Facilitate resource development and fundraising activities to ensure school viability • Approve/monitor budget and financials 	<ul style="list-style-type: none"> • Works with the principal CSUSA to set hiring criteria and evaluation standards for staff • Serves as support mechanism on personnel, community, and grievance matters • Works collaboratively with CSUSA to evaluate the principal's performance 	<ul style="list-style-type: none"> • Ensure adequate resources and local partnerships • Assure programs and services are consistent with the mission • Ensure that the School has contracted with a certified public accountant for the annual financial audit
Charter Schools USA	<ul style="list-style-type: none"> • Implements and managed educational model 	<ul style="list-style-type: none"> • Provides financial management 	<ul style="list-style-type: none"> • Oversees day to day operations 	<ul style="list-style-type: none"> • Select vendors through a competitive bid process
Principal	<ul style="list-style-type: none"> • Lead responsibility for implementing educational model 	<ul style="list-style-type: none"> • Provides status reporting to stakeholders 	<ul style="list-style-type: none"> • Serves as front-line manager for school operations & staff • Serves as school building leader and recommends policy and operations changes 	<ul style="list-style-type: none"> • Provides input into local vendor selection

Explain the process for selecting staff. Explain the process that will be used to find a high-quality leader(s) and staff

The Board and the ESP are committed to recruiting, selecting, inducting and retaining highly effective teachers. It is recognized that hiring talented people who continue to develop skills and increase their value to the School and to students is critical and that high-performing educators are the School's most important asset. The purpose of the employment procedures and policies is to recruit employees who contribute to the School in a way that aligns with the School's mission, and behave in a way that is consistent with the School's values.

The ESP provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants. The School will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- School's website
- Employee Referral Program: produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover.
- Search resume databases and scan social networks
- Job Fairs: hold education job fairs to seek teaching professionals.
- College Recruiting: Identify colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.
- On-line Job Posting Boards: Utilize select educational and job recruitment websites to advertise teaching openings.
- Minority Organizations: Work closely with minority referring organizations to help ensure that the work force is reflective of the diverse community served.

The ESP will manage job advertising, conduct applicant screening, and refer qualified applicants to the School Principal and administration to ensure that the School's staffing needs are met. A consistent process of screening, interviewing and selecting employees is essential to the School's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

The School will employ a systematic approach to screen applicants to ensure that final candidates meet the qualifications for the position. Screeners ask questions of applicants that focus on their abilities, skills and experiences in an initial screening interview. Then, as the applicant pool is narrowed, successful applicants advance toward a more in-depth building-level interview with the School Principal and/or interview team. The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective. The interview process for hiring instructional staff uses a panel or team interview approach, assembled by the School Principal. Final candidates progress to an interview with the School Principal. The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate their responses.

The selection process is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines. Research-based data on interviewing and the qualities of effective teachers provides the foundation for the teacher selection process. According to research, the following six quality indicators of teacher effectiveness ultimately influence student achievement:

1. pre-requisites of effective teaching;

2. the teacher as a person (i.e., personal attributes);
3. classroom management and organization;
4. planning for instruction;
5. implementing instruction (i.e., instructional delivery); and
6. monitoring student progress and potential (i.e., student assessment and student expectations).

These quality indicators are explicitly linked to core qualities of effective teachers, and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants as shown in the table below.

Prerequisites of Effective Teaching	Teacher as a Person	Classroom Management and Organization	Planning for Instruction	Instructional Delivery	Assessment
<ul style="list-style-type: none"> • Verbal ability • Content knowledge • Education coursework • Teacher certification • Teacher experience 	<ul style="list-style-type: none"> • Caring • Fairness and respect • Interaction with students • Enthusiasm • Motivation • Dedication to teaching • Reflective practice 	<ul style="list-style-type: none"> • Classroom Management • Organization • Student Discipline 	<ul style="list-style-type: none"> • Importance of instruction • Time allocation • Teacher expectation • Instructional planning 	<ul style="list-style-type: none"> • Instructional strategies • Content and expectations • Complexity • Questioning • Student engagement 	<ul style="list-style-type: none"> • Homework • Monitoring of student progress • Response to student needs and abilities

Processes are in place to ensure that all hiring is consistent with state and federal law and supports the School’s budget. Approval processes are followed that include school requirements, human resources consistency, and financial accountability. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended. Upon acceptance of the offer, a New Hire Packet is presented to the new employee. The packet includes the required human resources and payroll forms, such as I-9 (to be completed within 3 days of employment), W-2, Employee Handbook (and acknowledgement page), and information related to company-offered benefits.

Interviewed applicants are required to complete an employment application and a Release of Information form. The Release of Information form allows the School to conduct a background check and verify the candidate’s employment history.

The School will be an equal opportunity employer and will not unlawfully discriminate in its employment practices. The hiring policy is to offer an equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job related disability, physical or mental handicap, or any other characteristic protected by law. The School’s hiring policies will comport with all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1967, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, Worker’s Compensation and Unemployment Compensation.

If any other individuals have been integral to the development of the school, clarify their future role with the school.

N/A

C. Community Partnerships

Provide a list of organizations that will partner with your school and the nature of those partnerships. Attachments should include letters of support from partner organizations, specifically detailing the nature of the partnerships. Describe the steps you have already taken to develop partnerships, including the people and organizations with whom you have already met, and your plans to further develop additional community partnerships

The Indiana Charter Network plans to partner with a host of community organizations to enrich the experience of students within our charter school(s), increase family involvement, and build stronger ties with the community. The board is in the process of building new partnerships with groups including Teach for America, Roche Diagnostics, Starfish Initiative, KIDS Inc., the NAACP, Dress for Success Indianapolis and others. Letters of support and details of the nature of those partnerships should be available with the full application. A letter of support outlining the details of a proposed partnership focused on culturally responsive practices is included at **Attachment 13**. Once the charter is granted, the school will build neighborhood specific partnerships with groups situated in close proximity to the site.

Charter Schools USA has existing partnerships with a variety of Indianapolis community organizations and intends to expand these partnerships to the new school(s). See list below for examples of some of the CSUSA existing partnerships.

Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school
Rolls Royce	Dan Rice	450 S. Meridian, Indianapolis, IN 46225 Daniel.rice@rolls-royce.com 201-213-6459	Developing STEM activities
Deloitte Financial	Nancy DeCamp	111 Monument Circle, Indianapolis, IN 46285 ndecamp@deloitte.com 317-464-8600	Community support in summer; providing backpacks/supplies
Eli Lilly	Sherrie Bossung	893 S. Delaware, Indianapolis, IN sherrie@lilly.com 317-276-0832	Support with block party events, etc.
University Indianapolis	Stephanie Sachs	1400 East Hanna Ave, Indianapolis, IN 46227 sachss@uindy.edu 317-788-3557	Tutoring, mentorships
Gleaners food Drive	Eddie Oliver	3737 Waldermere Ave, Indianapolis, IN 46241 eoliver@gleaners.org 317-925-0191	Food Pantry

Meridian Health Services	Craig Allen	2506 Willowbrook Pkwy, Suite 102, Indianapolis, IN 46205 Craig.allen@meridianhs.org 317-803-2270	Mental health services
St. Francis	Randy Kegerreis	5255 E Stop 11 Rd, Indianapolis, IN 46237 Randy.kegerreis@franciscanalliance.org 317-528-5900	Athletic training, parent expos
Lilly's Boys and Girls Club	Rob Rouse	801 South State Ave, Indianapolis, IN 46225 rrouse@bgcindy.org 317-632-3310	Parent/family expos
White Castle	Dorinda Lewis	921 Virginia Ave, Indianapolis, IN 46203 lewisd@whitecastle.com 317-269-4590	Support at parent events, possible mentoring program
Angie's List	Dave Van Overwalle	1030 East Washington St, Indianapolis, IN 46202 davev@angieslist.com	Coat drive
k-mart	Kenny Fleker	2715 Madison Ave, Indianapolis, IN 46225 317-783-621	Gift cards for parent events
Blue Bell Ice Cream	Dave Kellum	8155 Allison Ave, Indianapolis, IN 46268 Dave.kellum@bluebell.com	Ice cream donations
Jane Pauley Wellness Center and Community Hospital	Beth Pretti	bpretti@ecomunity.com 317-808-0672	Health services
Rotary Club of Indianapolis	Michael Crowley	Microwle295@gmail.com 317-903-8285	"Interact" student club
Young Champions	John Olivera	jolivera@indybaptisttemple.com 317-341-1727	mentoring
Butler University	Margaret Brabant and Donald Braid	mbrabant@butler.edu 317-917-5976	Tutor/mentor volunteers
Indiana Partnerships Center	Jackie Garvey	jgarvey@fscp.org 317-205-2595	Parent involvement sponsorships
Little Caesars	Dawn Selke	317-579-2507	Coupons

- Management Fees are calculated at 4% in year one, 5% in year two, 10% in year three, 10% in year four and 11% in year five.
- Rent is budgeted at 15% of revenue each year.
- Capital expenditures for computers, software and furnishings are included in the budget. Year 1 of the budget shows proceeds from related debt issuance of \$756,390. The loan repayment period is 5 years.

	Year 1	Year 2	Year 3	Year 4	Year 5
FF&E	\$286,800	\$39,200	\$24,200	\$0	\$0
Total Software	26,000	10,000	14,150	17,800	0
Total Hardware	443,590	68,500	78,625	125,125	72,750

- Cumulative fund balances - these funds will be maintained for the school and used at the Governing Board’s discretion.

	Cumulative Fund Balance	% of Total Revenue
Year 1	112,643	2%
Year 2	258,077	5%
Year 3	371,946	6%
Year 4	428,022	6%
Year 5	509,326	7%

E. Facility

If you have already identified a charter school facility, indicate the location (including street address and school district). Describe the facility, including whether it is new construction or part of an existing building. If possible, provide a layout and description of the proposed charter school facility.

The School will be located at 4460 Guion Road, Indianapolis, Indiana. The school will be within the School District of Pike Township. The Governing Board’s intent is for the School to be a newly constructed facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. In the event that an existing facility is available for conversion to an applicable facility, that would be considered as an alternative to a newly constructed facility. The facility layout will be based on previous plans that have been successfully deployed by the ESP for charter schools with similar school models. The facility is expected to be 52,000 - 64,000 square feet in size, occupying one to three floors. The facility layout will accommodate a logical separation of the elementary (K-5) and middle (6-8) school grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests. Please see **Attachment 15** for the building plans.

F. Transportation

Provide a detailed description of the transportation arrangements made for charter school students, including arrangements made for students who would not have their own means of transportation.

The School may provide transportation through an agreement or contract with the District, a private provider, or parents. The provider shall furnish proof that it meets or exceeds all applicable rules and regulations governing student transportation. The School shall receive its portion of categorical funds relating specifically to transportation of students.

If transportation is offered, the School will restrict transportation of students to those who live within a reasonable distance from the School, generally considered to be within a 2-4 mile walkout radius of the School, those students subject to a hazardous walking condition.

The School will provide transportation to students to comply with the McKinney-Vento Homeless Assistance Act. The School may provide transportation to students outside of the reasonable distance when transportation is necessary to provide adequate educational facilities and opportunities which otherwise would not be available.

During the enrollment process, the applicants are asked whether they will desire transportation. All students are accepted without regard as to whether transportation is requested.

Transportation will be offered to students for field trips and athletic events. Vehicles that have been inspected and approved by the authority having jurisdiction will be utilized for all activities. Any time students are in the vehicle, at least one staff member or chaperone is also expected to ride in the vehicle to supervise the students. All students are expected to ride in the approved vehicle to and from the activity; any exceptions to this rule must be approved by the School Principal.

Attachments

1. School Survey Report
2. School Goals
3. Sample School Calendar
4. School Discipline Policy
5. Sample Curriculum Map
6. School Principal Job Description
7. ESP Questionnaire
8. Organizational Chart
9. Indiana Charter Network Articles of Incorporation
10. Indiana Charter Network By-laws
11. Indiana Charter Network Application to IRS for Non-Profit Status
12. Governing Board Member Resumes
13. Community Support Letter
14. Budget
15. Building Plans

ATTACHMENT

#1



PMG Associates, Inc.

Economic, Marketing and Management Consultants

Coconut Creek, FL

Miami, FL

Hendersonville, NC

**MARION COUNTY/PIKE TOWNSHIP AREA
CHARTER SCHOOL SURVEY REPORT
AUGUST 2013**

MARION COUNTY/PIKE TOWNSHIP AREA CHARTER SCHOOL SURVEY

1.What type of school do(es) your child(ren) currently attend? Can be multiple answers/have multiple kids)

RESPONSE	NUMBER	PERCENT
Public	294	78.8
Faith-based private	45	12.1
Private/Voucher	22	5.9
Charter school	13	3.5
Home school	1	0.3
Not in school yet	14	3.8
Magnet school	4	1.1
Preschool	3	0.8

2-Do you feel you have access to a variety of high quality school choices in your neighborhood?

RESPONSE	NUMBER	PERCENT
Yes	214	57.4
No	159	42.6
TOTAL	373	100.0

3-Charter schools provide families with free, public school options. As public schools, charters are held to the same academic standards as traditional schools, but have more flexibility in day to day operations. Would you like to have a charter school as an option for your family and other families in your area?

RESPONSE	NUMBER	PERCENT
Yes	206	55.2
No	166	44.5
No answer	1	0.3
TOTAL	373	100.0

4-When choosing a school for your child(ren), how likely would you be to select a school with a focus on college preparation and individualized student learning?

RESPONSE	NUMBER	PERCENT
Very likely	240	64.3
Somewhat likely	95	25.5
Not very likely	25	6.7
Not at all likely	11	2.9
No answer	2	0.5
TOTAL	373	100.0

5- Would you support a school that emphasizes parent and community involvement?

RESPONSE	NUMBER	PERCENT
Yes	358	96.0
No	15	4.0
TOTAL	373	100.0

6- Would you be interested in a school with a culture that includes citizenship and character education, uniforms, diversity and a proven educational model?

RESPONSE	NUMBER	PERCENT
Yes	315	84.5
No	58	15.5
TOTAL	373	100.0

7- What is your gender?

RESPONSE	NUMBER	PERCENT
Female	258	69.2
Male	115	30.8
TOTAL	373	100.0

8- What is your race/ethnicity?

RESPONSE	NUMBER	PERCENT
Caucasian/White	221	59.3
African-American/Black	114	30.6
Hispanic	27	7.2
Asian	4	1.1
Indian	3	0.8
Mixed Race	2	0.5
Refused	2	0.5
TOTAL	373	100.0

9- What is your approximate annual household income? Tell me you approximate Household income? Is it...

RESPONSE	NUMBER	PERCENT
Less than \$30,000	37	9.9
Between \$30,000 & \$40,000	64	17.2
Between \$40,000 & \$50,000	56	15.0
Between \$50,000 & \$70,000	104	27.9
Over or more than \$70,000	103	27.6
Refused	9	2.4
TOTAL	373	100.0

This table below provides the most recent count of number of children aged 5-13 within a five, ten, and 15 minute drive time of the proposed site, 4460 Guion Road, Indianapolis, IN 46254.

NUMBER OF CHILDREN WITHIN DRIVE TIME	NUMBER OF CHILDREN AGED 5-13
5 minutes	1,466
10 minutes	15,972
15 minutes	46,438

Source: Claritas, 2013

The table below projects potential demand for a charter school by applying the results from Survey Question #3 to the total number of children aged 5-13 within selected drive times.

RESPONSE	NUMBER OF CHILDREN AGED 5-13	PERCENT THAT WOULD LIKE CHARTER SCHOOL OPTION	NUMBER THAT WOULD LIKE CHARTER SCHOOL OPTION
5 minutes	1,466	55.2%	809
10 minutes	15,972	55.2%	8,817
15 minutes	46,438	55.2%	25,634

ATTACHMENT

#2

Summary Sheet: School-Specific Goals and Assessments

On this sheet, summarize the performance goals and assessments that are detailed on the templates.

School Name: Pike Preparatory Academy

In addition to the goals outlined in the Mayor's Office's *Performance Framework*, the School will focus on the following, three ***Academic Performance Goals***:

- *Academic Performance Goal #1*: High -performing students, those achieving “Meets or Exceeds Expectations” on the state assessment will maintain or increase their level of proficiency on state assessment in the following year.
- *Academic Performance Goal #2*: All students will achieve a minimum of 1 year of annual growth in English/Language Arts and math. Those students below grade level will exceed the annual growth expectations determined by nationally normed, standardized benchmark assessments.
- *Academic Performance Goal #3*: Students will show improvement in the area of positive behavior and character development. This will be evidenced by a decrease in formal disciplinary actions, student survey responses and student attendance rates.

The School has two ***Organizational Performance Goals*** focused on the culture and environment at the school:

- *Organizational Performance Goal # 1*: The School will actively engage parents in their child's education in an environment where parents feel welcomed at the School.
- *Organizational Performance Goal #2*: The School will include the greater community in student learning.

School-Specific Educational Goal #1

School-Specific Goal for: Pike Preparatory Academy

Mission Statement: The mission of Pike Preparatory Academy is to create an academically rigorous learning environment for a diverse student body by focusing on the priorities of student, parent, and community engagement; citizenship; and experiential learning in a culture of student safety and success.

Performance Goal: High-performing students, those achieving “Meets or Exceeds Expectations” on the state assessment will maintain or increase their level of proficiency on state assessments each year.

Performance Indicators: Scores on the ISTEP+ and End of Course Assessments in ELA and Math

Assessment Tools and Measures: ISTEP+ and the Algebra 1 ECAs

Attachments: N/A

Rationale for Goal and Measures: It is important not to lose track of higher performing students in the effort to aid struggling students. Maintaining a level of mastery on state assessments or pushing an already “proficient” student toward higher accomplishments is essential preparation for high school and beyond. College and career readiness depends on not only meeting the standards required but exceeding them so that one stands out among their peers.

Assessment Reliability and Scoring Consistency: N/A; both the ISTEP+ and ECAs are standardized assessments.

Baseline Data: Students are assessed at the beginning of the year if the relevant data is available, such as prior year assessment results. When this data is unavailable the student’s first year results will be used to establish a baseline for the following years’ progress.

3rd-Year Target:

- *Does not meet standard:* Less 70% of students achieving a Meets or Exceeds on the ISTEP+ or ECA in the prior year will have maintained or improved this level of performance on the current ISTEP+ or ECA.
- *Approaching standard:* 71-75% of students achieving a Meets or Exceeds on the ISTEP+ or ECA in the prior year will have maintained or improved this level of performance on the current ISTEP+ or ECA.
- *Meets standard:* 76-80% of students achieving a Meets or Exceeds on the ISTEP+ or ECA in the prior year will have maintained or improved this level of performance on the current ISTEP+ or ECA.
- *Exceeds standard:* Over 85% of students achieving a Meets or Exceeds on the ISTEP+ or ECA in the prior year will have maintained or improved this level of performance on the current ISTEP+ or ECA.

6th-Year Target:

- *Does not meet standard:* 75% or less of students achieving a Meets or Exceeds on the ISTEP+ or ECA in the prior year will have maintained or improved this level of performance on the current ISTEP+ or ECA.
- *Approaching standard:* 76-85% of students achieving a Meets or Exceeds on the ISTEP+ or ECA in the prior year will have maintained or improved this level of performance on the current ISTEP+ or ECA.
- *Meets standard:* 86-90% of students achieving a Meets or Exceeds on the ISTEP+ or ECA in the prior year will have maintained or improved this level of performance on the current ISTEP+ or ECA.
- *Exceeds standard:* Over 90% of students achieving a Meets or Exceeds on the ISTEP+ or ECA in the prior year will have maintained or improved this level of performance on the current ISTEP+ or ECA.

School-Specific Educational Goal #2

School-Specific Goal for: Pike Preparatory Academy

Mission Statement: The mission of Pike Preparatory Academy is to create an academically rigorous learning environment for a diverse student body by focusing on the priorities of student, parent, and community engagement; citizenship; and experiential learning in a culture of student safety and success.

Performance Goal: All students will achieve a minimum of 1 year's annual growth in ELA and math. Those students below grade level will exceed the annual growth expectations determined by nationally normed, standardized benchmark assessments.

Performance Indicators: Student Growth Performance Targets on the NWEA MAP and MAP for Primary Grade Assessments in Math, Reading and ELA

Assessment Tools and Measures: NWEA MAP and MPG

Attachments: N/A

Rationale for Goal and Measures: Holding teachers and students accountable for growth and not just student proficiency is the only way we can actively hope to close the achievement gap. It is important to identify those students not making annual growth early so that we may provide additional support to teachers, students and parents in a timely manner. Because, for every year a student is behind it takes an additional hour of direct instruction to close the gap.

Assessment Reliability and Scoring Consistency: N/A; NWEA is a nationally normed and standardized assessment.

Baseline Data: The School will establish baseline data with the administration of the Fall MAP, typically administered during the first month of school.

3rd-Year Target:

- *Does not meet standard:* Less than 30% of students meet their spring growth target and less than 70% of the school's total growth target is met.
- *Approaching standard:* 31-40% of students meet their spring growth target and the school will meet 70-80% of all growth targets.
- *Meets standard:* 41-45% of students meet their spring growth target and the school will meet 81-100% of all growth targets.
- *Exceeds standard:* Greater than 50% of students meet their spring growth target and the school will meet more than 100% of all growth targets.

6th-Year Target:

- *Does not meet standard:* Less than 50% of students meet their spring growth target and less than 75% of the school's total growth target is met.
- *Approaching standard:* 50-60% of students meet their spring growth target and the school will meet 75-100% of all growth targets.
- *Meets standard:* 61-75% of students meet their spring growth target and the school will meet 100-150% of all growth targets.
- *Exceeds standard:* Greater than 75% of students meet their spring growth target and the school will meet more than 150% of all growth targets.

School-Specific Educational Goal #3

School-Specific Goal for: Pike Preparatory Academy

Mission Statement: The mission of Pike Preparatory Academy is to create an academically rigorous learning environment for a diverse student body by focusing on the priorities of student, parent, and community engagement; citizenship; and experiential learning in a culture of student safety and success.

Performance Goal: Students will show improvement in the area of positive behavior and character development. This will be evidenced by a decrease in formal disciplinary actions, student survey responses and student attendance rates.

Performance Indicators: Decrease in the number of student referrals and suspensions, survey responses gauging the impact of implementing a positive behavior program and an attendance rate well above the district average.

Assessment Tools and Measures: Student discipline and student attendance reports out of the student information system, annual results from the student survey where total agree is evaluated.

Attachments: Student survey questions used to gauge impact of a positive behavior program, See attached questions.

Rationale for Goal and Measures: Students must be taught how to be productive citizens, and the best way to teach them is to demonstrate how to be productive members of a community while achieving academic goals. Therefore, the School will implement an innovative character education program that integrates academic rigor, good citizenship, and opportunities for real-world experiences. The character education program will serve as a cross-curricular strategy to instill strong character and citizenship in students.

Assessment Reliability and Scoring Consistency: N/A, attendance and discipline rate will be calculated consistently from year to year and the survey

Baseline Data: Year one data on attendance, discipline and student survey responses will provide a baseline for each element in year two of the charter and beyond.

3rd-Year Target:

- *Does not meet standard:* Less than an 80% attendance rate, less than a 1% decrease in disciplinary action and student survey responses where less than 30% of students “Somewhat Agree, Agree and Strongly Agree” with the positive behavior questions
- *Approaching standard:* Attendance rate of 81-90%, a decrease in the rate of disciplinary action by 1-5% or less than two instances per month, and student survey responses where 31-50% of students “Somewhat Agree, Agree and Strongly Agree” with the positive behavior questions
- *Meets standard:* Attendance rate of 91-95%, a decrease in the rate of disciplinary action by 5-8% or less than one instance per month, and student survey responses where 51-60% of students “Somewhat Agree, Agree and Strongly Agree” with the positive behavior questions
- *Exceeds standard:* Attendance rate of over 95%, a decrease in the rate of disciplinary action by greater than 8% or less than one instance per month, and student survey responses where over 60% of students “Somewhat Agree, Agree and Strongly Agree” with the positive behavior questions.

6th-Year Target:

- *Does not meet standard:* Less than an 85% attendance rate, less than a 1% decrease in disciplinary action and student survey responses where less than 50% of students “Somewhat Agree, Agree and Strongly Agree” with the positive behavior questions

- *Approaching standard:* Attendance rate of 86-95%, a decrease in the rate of disciplinary action by 1-7% or less than one instances per week, and student survey responses where 51-60% of students “Somewhat Agree, Agree and Strongly Agree” with the positive behavior questions
- *Meets standard:* Attendance rate of 96-98%, a decrease in the rate of disciplinary action by 8-10% or less than two instances per month, and student survey responses where 61-75% of students “Somewhat Agree, Agree and Strongly Agree” with the positive behavior questions
- *Exceeds standard:* Attendance rate of over 98%, a decrease in the rate of disciplinary action by greater than 10% or less than one instance per month, and student survey responses where over 75% of students “Somewhat Agree, Agree and Strongly Agree” with the positive behavior questions.

Student Survey Questions – Positive Behavior Program Group

Students answer each of the following questions with a range of six responses:

- Strongly agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

Students in this school...

- demonstrate a sense of fairness
- do what is right
- are kind
- are helpful
- are honest
- show respect for others
- demonstrate self-control
- demonstrate a hard work ethic
- demonstrate responsibility
- demonstrate commitment
- demonstrate patriotism
- demonstrate cooperation
- demonstrate a desire to positively change their world
- demonstrate a respect for authority
- demonstrate a desire to actively help in the community

School-Specific Organizational Goal #1

School-Specific Goal for: Pike Preparatory Academy

Mission Statement: The mission of Pike Preparatory Academy is to create an academically rigorous learning environment for a diverse student body by focusing on the priorities of student, parent, and community engagement; citizenship; and experiential learning in a culture of student safety and success.

Performance Goal: The School will actively engage parents in their child’s education in an environment where parents feel welcomed at the School.

Performance Indicators: Parents will earn volunteer hours when they volunteer on campus, participate in the School community (e.g., teacher meetings, PTC meetings, read with their children at home, etc.). When parents reach a certain number of hours, it will be clear that the goal has been met. All parents are required to complete a minimum of 20 volunteer hours (or 30 hours if they have more than one child enrolled).

Assessment Tools and Measures: Parent hours will be recorded online in the School’s Student Information System. Parents will submit their hours online or to the Volunteer Coordinator at the School.

Attachments: Please see below for a screen shot of the section of the online Student Information System where parents and school administrators can log in and view their hours.

Family * Volunteer Hours			
Primary: Parent ntact			
Student	Approved	Pending	
student name	0	0	
Total	0	0	
Total Required	20		
* A family is defined as all students linked to a primary parent.			
Personal Area			
Use this section as a quick and easy way to leave notes and bookmarks (for websites).			
Lunch ID	<input type="text"/>		
Student ID	<input type="text"/>		
CSUSA ID	<input type="text"/>		
Transportation Status	Not On Bus Date Modified: N/A (Please contact your school directly to update this information)		
<input type="checkbox"/> Sibling Application			
<input type="checkbox"/> My Web Pages			
<input type="checkbox"/> My Notes			

Please note that for 2013-2014 School Year the middle school students have A and B Schedule Rotation.

[Plea ... \[show more\]](#)

Grades 3rd - 5th Rotation Calendar
by Nasiba Pounds
posted on 08/26/2013
[Grades 3rd - 5th Rotation Calendar](#)

Parents,

Please note that for 2013-2014 School Year our Specials classes are on a seven day rotation calendar for Gr ... [\[show more\]](#)

Grades K - 2nd Rotation Calendar
by Nasiba Pounds
posted on 08/26/2013
[Grades K - 2nd Rotation Calendar](#)

Parents,

Please note that for 2013-2014 School Year our Specials classes are on a four day rotation calendar for Grad ... [\[show more\]](#)

8-23-2013 Newsletter
by Nasiba Pounds
posted on 08/23/2013
[08-23-2013 Newsletter](#)

Dear RCSCS families,

Please review the attached 8-23-2013 Newsletter for our school news and upcoming

Renaissance Charter School at Coral Springs

Logged in as: Cheryl McDonough | Academic Year/Term: 2013-2014/2

Volunteer Hours		Parent Contact Info Updates		Calendar of Events																																																									
Hours Donated To	Pending	Type	Count	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td colspan="7">« September »</td> </tr> <tr> <td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> </tr> <tr> <td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td> </tr> <tr> <td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td> </tr> <tr> <td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td> </tr> <tr> <td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td colspan="7" style="font-size: x-small;">View All Events</td> </tr> </table>		« September »							S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						View All Events						
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Click on a Type of Request to view data for that type																																																													

Helpful Links

[View Application Summary](#)

[View Discipline Report](#)

[Test Results](#)

Notes, Links, and Files

My Quick Links

You have chosen no Quick Links...

Rationale for Goal and Measures: This goal is incredibly important to student success because it has been proven that students perform better academically when they have parents who are actively engaged in their education and in their school community. Furthermore, it is important that schools take steps to welcome parents and ensure that parents understand that they have a place in the school community. Many parents who weren't successful with school or who see institutions of education as places other than welcoming, need the encouragement to participate. When the School is successful at engaging parents, then the students will benefit from those efforts. The assessments chosen (i.e., tracking parent volunteer hours with the Student Information System) are the best way of measuring success with the goal. It gives parents and school administrators an easy way to measure progress. Time spent, whether at home, in the community or on campus, is best measured by volunteer hours, which is the chosen metric.

Assessment Reliability and Scoring Consistency: The assessment for this goal is an objective measure of parents earning enough hours to meet the minimum volunteer hour requirement. The Volunteer Coordinator will verify hours and will ensure consistent awarding of hours to parents.

Baseline Data: There is no baseline data, as all parents begin with zero hours and will work toward the 20 hour minimum by the end of the academic year.

3rd-Year Target:

- *Exceeds standard* – 100% of parents have met the 20 hour minimum (or 30 hour minimum for parents with 2+ children) AND at least 50% of parents have exceeded their minimum requirements
- *Meets standard* – At least 90% of parents have met the 20 hour minimum (or 30 hour minimum for parents with 2+ children)
- *Approaching standard* – At least 80% of parents have met the 20 hour minimum (or 30 hour minimum for parents with 2+ children)
- *Does not meet standard* – Fewer than 80% of parents have met the 20 hour minimum (or 30 hour minimum for parents with 2+ children)

6th-Year Target:

- *Exceeds standard* – 100% of parents have met the 20 hour minimum (or 30 hour minimum for parents with 2+ children) AND at least 50% of parents have exceeded their minimum requirements
- *Meets standard* – At least 95% of parents have met the 20 hour minimum (or 30 hour minimum for parents with 2+ children)
- *Approaching standard* – At least 85% of parents have met the 20 hour minimum (or 30 hour minimum for parents with 2+ children)
- *Does not meet standard* – Fewer than 85% of parents have met the 20 hour minimum (or 30 hour minimum for parents with 2+ children)

School-Specific Organizational Goal #2

School-Specific Goal for: Pike Preparatory Academy

Mission Statement: The mission of Pike Preparatory Academy is to create an academically rigorous learning environment for a diverse student body by focusing on the priorities of student, parent, and community engagement; citizenship; and experiential learning in a culture of student safety and success.

Performance Goal: The School will engage the community in student learning by completing a school-wide target number of Community Engagements events per year.

Performance Indicators: The goal is to ensure that teachers engage the surrounding community (businesses, community leaders, colleges, professionals, parents, government) and allow learning to extend beyond the walls of the classroom. Teachers, parents, students and School leaders will know the goal has been met when the School achieves its annual school-wide target number of Community Engagement events conducted.

Assessment Tools and Measures: The assessment measure for this goal will be the number of Community Engagement Events completed school-wide per year. Each teacher will track the number of Community Engagement events their class has conducted; in turn, the Assistant Principal will track the total number of Community Engagement events completed across the School. A Community Engagement event can take many forms, including but not limited to:

- a. Field trips to establishments in the community that can connect students and their learning objectives to the community in a meaningful manner
- b. Guest speakers from the community visiting the School to discuss how their careers and professions are relevant to what students are learning in class
- c. Class visits to a nearby college campus to tour campus and understand a typical day in the life of a college student
- d. Field trips to government offices and buildings to understand how government entities impact their community
- e. Parents visiting classrooms to share the nature of careers and how what students are learning in class connects to their careers
- f. Community leaders who are tasked with initiatives like recycling, volunteer programs, etc. will actively engage with the school and participate in relevant lessons (they will visit school or a class will take a field trip)

Career Speaker Series: The school will identify 6 to 8 careers and bring various professionals from the community into the school to discuss the education requirements for the career and how student lessons relate to the speaker's daily job or teachers will take their classes to visit the professionals in their work setting so that students can see and learn how their lessons relate to the selected industry/career..

Attachments: N/A

Rationale for Goal and Measures: Students must have a connection to the community outside of their school walls. Most importantly, students need to understand that there is a connection between what they are learning in their class and the "real world". For students of all ages, certain subjects can seem abstract and irrelevant when they do not understand how their lessons fit into the world around them or when they do not understand the applicability of their lessons to the world around them. To that end, the best way to measure and track this goal is by the number of meaningful interactions students have with their community.

Assessment Reliability and Scoring Consistency: The assessment for this goal is an objective measure of the School meeting a numeric goal for the number of times the school engages with the community.

Baseline Data: There is no baseline data, as the school will begin the year at zero Community Engagement events.

3rd-Year Target:

- *Exceeds standard* – Over 50 Community Engagement events
- *Meets standard* – At least 45 Community Engagement events
- *Approaching standard* – At least 40 Community Engagement events
- *Does not meet standard* – Fewer than 40 Community Engagement events

6th-Year Target:

- *Exceeds standard* – Over 80 Community Engagement events
- *Meets standard* – At least 70 Community Engagement events
- *Approaching standard* – At least 60 Community Engagement events
- *Does not meet standard* – Fewer than 60 Community Engagement events

ATTACHMENT

#3

INDIANAPOLIS PUBLIC SCHOOLS 2013-2014 CALENDAR-REVISED JUNE 2012

Dates in the following calendar may be changed if such is necessary to schedule makeup days, for days lost to emergency school closings, in order to meet the minimum number of student instructional days required by state law.

SEMESTER SCHEDULES

First Semester. Thursday, August 1, 2013 through Thursday, December 19, 2013

Pupils Report Monday, August 5, 2013 (Pupils attend FULL DAY)

Second Semester Monday, January 6, 2014 through Tuesday, June 10, 2014

Last Day. Tuesday, June 10, 2014 (Pupils attend FULL DAY)

PROFESSIONAL ACTIVITY DAYS AND HOLIDAYS

Teachers' Meetings and Thursday, August 1, 2013 through
Work Days Friday, August 2, 2013

Labor Day. Monday, September 2, 2013

Parents In Touch Day Elementary, Middle and High Schools –
Wednesday, September 18, 2013 (*Pupils do not attend*)

****Fall Intersession**

Monday, October 7, 2013 through Friday, October 11, 2013
(Remediation will be mandatory for identified students. Students not mandated to take remediation will be on Fall Break during this time.)

*** Fall Break**

Close of school Friday, October 11, 2013 and reopen Monday, October 21, 2013.
(Students not mandated to take remediation will begin on Fall Break on October 7, 2013.)

Thanksgiving Vacation. Monday, November 25, 2013 through Friday, November 29, 2013 (*Monday, November 25, 2013 through Wednesday, November 27, 2013 are unpaid days. Thursday, November 28, 2013 through Friday, November 29, 2013 are paid days)

*Winter Break. Close of school Thursday, December 19, 2013
and reopen Monday, January 6, 2014

Records and Close Out Day. Friday, December 20, 2013

Dr. Martin Luther King, Jr. Day. Monday, January 20, 2014

Presidents' Day. Monday, February 17, 2014

****Spring Intersession. Monday, March 24, 2014 through Friday,
March 28, 2014**
(Remediation will be mandatory for identified students and Enrichment programs will be provided to all elementary students. Students not mandated to take remediation and who choose not to participate in enrichment will be on Spring Break during this time.)

*Spring Break. Close of school Friday, March 28, 2014
and reopen Monday, April 7, 2014.
(Students not mandated to take remediation and who choose not to participate in enrichment will begin on Spring Break on March 24, 2014.)

*Friday, May 23, 2014. If days must be made up due to school closing, this day will be a day of student attendance. If no such day needs to be made up, this will be a day without student or teacher attendance. Additional make-up days will be scheduled, if needed, beginning Wednesday, June 11, 2014. The Records and Close Out will be adjusted as needed.

*Memorial Day Monday, May 26, 2014

Last Day for Pupils. Tuesday, June 10, 2014 (Pupils attend FULL DAY)

Records and Close Out Day. Wednesday, June 11, 2014

*These are unpaid days.

END OF GRADING PERIOD

Friday, October 4, 2013	Friday, March 21, 2014
Thursday, December 19, 2013	Tuesday, June 10, 2014

(Expect report cards approximately one week after the end of the grading period)

BREAKDOWN OF CONTRACT DAYS

	Professional Activity and Holidays	Teaching Days	Contract Days
First Term	4	43	47
Second Term	3	39	42
Third Term	2	53	55
Fourth Term	1	45	46
TOTAL	10	180	190
Total Pupil Instructional Days - 180			

SUMMER SCHOOL

June 17, 2014 through June 28, 2014 (10 days)

ATTACHMENT

#4

SAMPLE SCHOOL DISCIPLINE POLICY

Schools, just as in all of society, need rules and regulations to protect the rights of all students. Students have a right to know what is expected of them. School rules are written to describe limits of student behavior. To enforce reasonable rules in a consistent manner is to improve the educational climate for the student to enjoy.

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

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

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

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

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

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

Student expulsions will be coordinated with the Indiana Public School District to ensure proper handling with the Code of Student Conduct. To ensure the safety and security of students and staff, each student

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

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

1. Students are expected to respect the authority of all school personnel which includes but is not limited to: administration, teachers, staff, and substitutes. All teachers and staff have authority over all students.
2. Malicious destruction of school property results in the replacement, repair or payment for damages by either the student or his/her parents. The placement of stickers on school property or use of markers/pens/pencils on walls/fixings is forbidden.
3. Students shall help keep the school clean at all times. There is to be no gum chewing in any of the school buildings or on the school grounds.
4. Items such as water pistols, matches, radios, CD players, skateboards, toys, collectable trading cards, electronic handheld games, lighters, weapons of any sort, etc. are not permitted at school and will be confiscated as well as the appropriate consequence will be issued.
5. No notebooks, albums, magazines, lunchboxes, etc. will be permitted that carry pictures or slogans referring to the drugs, alcohol, gangs or violence.
6. No profane, abusive or slang language is to be used.
7. Zero tolerance for bullying or aggression-verbal, physical, or cyber.
8. Teachers will encourage a sense of community and inclusiveness that is apparent through the involvement of all children in all class activities.
9. All cell phones/electronics must be turned off (not even on vibrate) and placed safely out of sight once the student enters school. Electronics must remain off until they are released from class at the end of the school day.

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

CHARACTER/CITIZENSHIP/STRIVE:

Students are expected to demonstrate superior character and citizenship. We encourage students to always do the right thing and seek the assistance of staff members when a troublesome situation arises. The Academy will implement an integrated character education that includes a character model to instill

strong character and citizenship. An example character model is Schools Taking Responsibility for Important Values of Excellence or "STRIVE." STRIVE is a unique character education model created by Charter Schools USA through a partnership with the Clarion Council for Educational Greatness. The STRIVE Model will be implemented fully in the Academy. The STRIVE Model has three domains (Moral Character, Performance Character, Active Citizenship) and is supported by explicit behaviors.

NOTIFICATION

The Dean will place a telephone call to the parent or guardian of record to as well as placing the information on the student information system to notify the parent of guardian.

POSITIVE BEHAVIOR PLAN:

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

STUDENTS WITH DISABILITIES:

All discipline issues regarding students with disabilities will be handled in accordance with IDEA and ISBE special education rules (511 IAC 7-44-1 through 511 IAC 7-44-10) and regulations. Expulsion of a student with disabilities is considered a change in placement. If there is a situation that may warrant a recommendation of expulsion for a student with disabilities, then a CCC must be held prior to any consideration of punishment to determine whether there is a relationship between the misconduct and the disability. If there is no causal relationship, the regular due process procedures should be followed. If there is a causal relationship between the misconduct and the disability, the Case Conference Committee should consider whether or not a change of placement is necessary and determine what the placement should be. The student with disabilities should not be suspended pending an expulsion meeting unless the student is a substantial disruption to the school environment or a danger to herself or himself or others. If the student is a substantial disruption or a danger, he or she may be suspended only until the school is able to place the student in an appropriate, more restrictive environment. In addition, any student with a disability attending the Academy that displays behaviors that are interfering with his/her education or the education of others will determine the need of the CCC to conduct a functional behavior assessment and develop a behavior intervention plan.

APPEALS PROCESS

The student or his/her parent(s) may, within ten (10) calendar days of receipt of the expulsion examiner's decision appeal that decision. The student's suspension may be continued by the expulsion examiner until his/her decision is rendered if the expulsion examiner determines that the student must be suspended immediately to prevent or substantially reduce the risk of interference with an educational function or school purposes, or a physical injury to the student or others.

ATTACHMENT

#5

Do I Want to Grow Up?

Unit Title/Topic	Do I Want to Grow Up?		
Estimated Time	9 weeks		
Essential Questions	What distinguishes childhood and adulthood? How do young characters differ from adult characters? How can I acquire and use new words to speak		
Evidence of Learning	Students will read a novel and write a prequel. (ex: <i>Charlie and the Chocolate Factory</i> by Roald Dahl or to another favorite book). What elements of the original are important to maintain in creating a prequel? What elements of setting (e.g., time, place, environment) will you include? Be sure to stay true to the original characters and open the prequel with an attention-getting scene, like the one in <i>Peter and the Starcatchers</i> . The well-developed prequel should hook the reader from the start. Edit your writing for pronouns, punctuation, and spelling. Your teacher may ask you to draw and scan an illustration to accompany it.		
<p>RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.7: Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.6.1 (a): Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1 (b): Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1 (a): Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1 (b): Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p>			
Unwrapped Standards	Procedural Knowledge (Skills)	Declarative Knowledge (Content)	

	<p>Students will be able to:</p> <ul style="list-style-type: none"> ◇ Write narratives to develop real or imagined events ◇ Build suspense and drama through narrative event development ◇ Analyze and draw conclusions about the author’s argumentation 	<p>Words can have a literal meaning that is exactly the same as the defined meaning or a figurative meaning in which the word or group of words changes or exaggerates the defined meaning.</p>	
<p>Vocabulary</p>	<p>Rising Action, climax, suspense, literal, figurative, subjective pronoun, objective pronoun, possessive pronoun, intensive pronoun</p>		
<p>Standards Clarification</p>			
<p>Resources</p>	<p style="text-align: center;">Poetry</p> <p>“A Birthday” (Christina Rossetti) “Past, Present, Future” (Emily Brontë)</p> <p style="text-align: center;">Stories</p> <p><i>Charlie and the Chocolate Factory</i> (Roald Dahl) “Eleven” (Sandra Cisneros) <i>James and the Giant Peach</i> (Roald Dahl) <i>Peter and the Shadow Thieves</i> (Dave Barry, Ridley Pearson, and Greg Call) <i>Peter and the Starcatchers</i> (Dave Barry, Ridley Pearson, and Greg Call) <i>Peter Pan</i> (J.M. Barrie) <i>The Secret Knowledge of Grown-Ups</i> (David Wisniewski) <i>When I Was Your Age, Volume Two: Original Stories about Growing up</i> (Amy Ehrlich, ed.)</p> <p>INFORMATIONAL TEXTS</p> <p style="text-align: center;">Articles</p> <p>“Classic Story Flies in Many Forms (A Peter Pan Timeline)” (Bob Minzesheimer, <i>USA Today</i>, 9/1/2004)</p>		

	<p>"Peter Pan's Early Years" (Bob Minzesheimer, <i>USA Today</i>, 9/1/2004) "Prequel to Peter Pan Fills in the Blanks with Fun" (Sue Corbett, <i>Miami Herald</i>, no date) Nonfiction <i>Boy: Tales of Childhood</i> (Roald Dahl) (EA) <i>J.M. Barrie: The Magic Behind Peter Pan</i> (Susan Bivin Aller)</p>
Reflection	

Learning from the Past

Unit Title/Topic	Learning from the Past		
Estimated Time	9 weeks		
Essential Questions	<p>How is folklore and historical fiction both revealing and limiting?</p> <p>How do authors learn about a culture to develop writing that is historically accurate?</p> <p>What clues can I use when reading to learn a new word?</p>		
Evidence of Learning	<p>After reading folklore from a particular country, choose an informational text about the country/culture of origin to read. Talk with a partner about why it would be good to know more about the country or culture. Collaboratively formulate two to three questions to guide your research. Plan how you will conduct your research. Communicate your findings in an informative/explanatory essay in response to the essential question: How is folklore simultaneously revealing and limiting? Your writing should include at least two supporting details from each text. Edit your writing for pronoun shifts and vagueness. Your teacher may ask you to include relevant visuals found on the web. Your teacher may give you the option of adding a multimedia component to your research report, either by creating a digital slide presentation to highlight key points, or by reading your essay set to music and images from your country of choice. Present to the class.</p>		
<p>RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL.6.1 (c): Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1 (d): Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4 (a): Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4 (b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>			
Unwrapped Standards	Procedural Knowledge (Skills)	Declarative Knowledge (Content)	
	<p>Students will be able to:</p> <ul style="list-style-type: none"> ◇ Conduct short research projects to address inquiry ◇ Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution 	<p>Readers use context clues, both explicit and implicit, to determine the meaning of unfamiliar words.</p> <p>Many words contain Greek or Latin roots and affixes that can be a clue to the word’s meaning.</p>	

	<p>◇ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	
<p>Vocabulary</p>	<p>Folklore, culture, plot, context, root, affix</p>	
<p>Standards Clarification</p>		
<p>Resources</p>	<p style="text-align: center;">Poetry</p> <p>“Twelfth Song of Thunder” (Navajo, Traditional)</p> <p style="text-align: center;">Stories</p> <p><i>American Tall Tales</i> (Mary Pope Osborne and Michael McCurdy) <i>Black Ships Before Troy: The Story of the Iliad</i> (Rosemary Sutcliff) <i>Cut from the Same Cloth: American Women of Myth, Legend, and Tall Tale</i> (Robert D. San Souci, Brian Pinkney, and Jane Yolen) <i>D'Aulaires' Book of Norse Myths</i> (Ingri and Edgar Parin D'Aulaire) <i>Favorite Folktales from Around the World</i> (Jane Yolen) <i>Golden Tales: Myths, Legends, and Folktales from Latin America</i> (Lulu Delacre) (Note: This title also includes informational text.) <i>Heroes, Gods and Monsters of the Greek Myths</i> (Bernard Evslin) <i>Just So Stories</i> (Rudyard Kipling) (EA) <i>Roman Myths</i> (Geraldine McCaughrean and Emma Chichester Clark) <i>The Firebird and Other Russian Fairy Tales</i> (Arthur Ransome) <i>The Lightning Thief: Percy Jackson and the Olympians: Book 1</i> (Rick Riordan) <i>The Talking Eggs</i> (Robert D. San Souci) <i>Tikta'Liktak: An Inuit-Eskimo Legend</i> (James A. Houston) <i>Women Warriors: Myths and Legends of Heroic Women</i> (Marianna Mayer and Heller Julek)</p> <p>INFORMATIONAL TEXTS</p> <p>Nonfiction</p> <p><i>Aztec, Inca, and Maya</i> (DK Eyewitness Books) (Elizabeth Baquedano and Barry Clarke)</p>	

	<p><i>Beneath the Stone: A Mexican Zapotec Tale</i> (Bernard Wolf)</p> <p><i>Building an Igloo</i> (Ulli Steltzer)</p> <p><i>First Americans: Story of Where They Came From and Who They Became</i> (Anthony F. Aveni and S.D. Nelson)</p> <p><i>First Facts about the Vikings</i> (Jacqueline Morley)</p> <p><i>Golden Tales: Myths, Legends, and Folktales from Latin America</i> (Lulu Delacre) (Note: This title also includes folktales.)</p> <p><i>Greeks Internet Linked</i> (Illustrated World History) (Susan Peach, Anne Millard, and Ian Jackson)</p> <p><i>Romans: Internet Linked</i> (Illustrated World History) (Anthony Marks)</p> <p><i>The Hero Schliemann: The Dreamer Who Dug For Troy</i> (Laura Amy Schlitz and Robert Byrd)</p> <p><i>The History Atlas of South America</i> (MacMillan Continental History Atlases) (Edwin Early, ed.)</p> <p><i>The Inuit</i> (Watts Library) (Suzanne M. Williams)</p> <p><i>The Usborne Internet-Linked Encyclopedia of World History</i> (Jane Bingham)</p> <p><i>Vicious Vikings</i> (Horrible Histories TV Tie-in) (Terry Deary and Martin Brown)</p> <p><i>You Wouldn't Want to be a Roman Soldier! Barbarians You'd Rather Not Meet</i> (You Wouldn't Want To...Series) (David Stewart and David Antram)</p> <p><i>You Wouldn't Want to be a Slave in Ancient Greece! A Life You'd Rather Not Have</i> (You Wouldn't Want To...Series) (Fiona MacDonald, David Salariya, and David Antram)</p> <p><i>You Wouldn't Want to Be a Viking Explorer! Voyages You'd Rather Not Make</i> (You Wouldn't Want To...Series) (Andrew Langley, David Salariya, and David Antram)</p> <p><i>You Wouldn't Want to Live in Pompeii! A Volcanic Eruption You'd Rather Avoid</i> (You Wouldn't Want To...Series) (John Malam, David Salariya, and David Antram)</p>
<p>Reflection</p>	<p></p>

In their Shoes

Unit Title/Topic	In their Shoes		
Estimated Time	9 weeks		
Essential Questions	<p>How can I differentiate the author’s perspective, my perspective, and the perspective of characters as I read?</p> <p>How does literature provide evidence of America’s “melting pot?”</p> <p>When are reference materials helpful to me as a reader and writer?</p>		
Evidence of Learning	<p>After reading one of the immigrant stories, respond (stating agreement or disagreement) to this James Baldwin quotation: "Know from whence you came. If you know whence you came, there are absolutely no limitations to where you can go." Be sure to cite specific examples from the text to justify your response.</p> <p>Optional: Post response on the classroom blog and compare it to responses by your classmates.</p> <p>Optional: This activity can be expanded into a narrative writing assignment of historical fiction.</p>		
<p>RL.6.6: Explain how an author develops the point of view of the narrator in a text.</p> <p>RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>W.6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4 (c): Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4 (d): Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>			
Unwrapped Standards	Procedural Knowledge (Skills)	Declarative Knowledge (Content)	
	<p>Students will be able to:</p> <ul style="list-style-type: none"> ◇ Write arguments to support claims with clear reasons and relevant evidence. ◇ Explain how an author develops the point of view of the narrator in a text. ◇ Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a 	<p>Authors use anecdotes and examples to help readers understand characters, events and ideas.</p>	

	text (e.g., through examples or anecdotes).		
Vocabulary	Biography, Epilogue, Heritage, Memoir		
Standards Clarification			
Resources	<p style="text-align: center;">Stories</p> <p><i>An Indian in Cowboy Country: Stories from an Immigrant’s Life</i> (Pradeep Anand)</p> <p><i>As Long as the Rivers Flow: The Stories of Nine Native Americans</i> (Scholastic Biography) (Paula Gunn Allen and Patricia Clark Smith)</p> <p><i>Behind the Mountains</i> (First Person Fiction) (Edwidge Danticat)</p> <p><i>Dreaming of America</i> (Eve Bunting)</p> <p><i>Escape from Saigon: How a Vietnam War Orphan Became an American Boy</i> (Andrea Warren)</p> <p><i>Esperanza Rising</i> (Pam Munoz Ryan)</p> <p><i>Journey of the Sparrows</i> (Fran Leeper Buss)</p> <p>“On Discovering America” from <i>Survey Graphic Magazine</i> (Pearl S. Buck)</p> <p><i>One Eye Laughing, the Other Eye Weeping: The Diary of Julie Weiss, Vienna, Austria to New York, 1938</i> (Dear America Series) (Barry Denenberg)</p> <p><i>One More River to Cross: The Stories of Twelve Black Americans</i> (Scholastic Biography) (Jim Haskins) (EA)</p> <p><i>Project Mulberry</i> (Linda Sue Park)</p> <p><i>Something About America</i> (Maria Testa)</p> <p><i>The Christmas Tapestry</i> (Patricia Polacco)</p> <p><i>Weedflower</i> (Cynthia Kadohata)</p> <p><i>When Jesse Came Across the Sea</i> (Amy Hest and P.J. Lynch)</p> <p>INFORMATIONAL TEXTS</p> <p>Nonfiction</p> <p><i>A History of US: Reconstructing America 1865-1890</i> (Book 7) (Joy Hakim) (EA)</p>		

	<p><i>Coming To America: The Story of Immigration</i> (Betsy Maestro and Susannah Ryan)</p> <p><i>Do People Grow on Family Trees?: Genealogy for Kids and Other Beginners, The Official Ellis Island Handbook</i> (Ira Wolfman and Michael Klein)</p> <p><i>First Crossing: Stories about Teen Immigrants</i> (Donald R. Gallo)</p> <p><i>How People Immigrate</i> (True Books) (Sarah De Capua)</p> <p><i>If Your Name Was Changed at Ellis Island (If You[r]...Series)</i> (Ellen Levine and Wayne Parmenter)</p> <p><i>Immigrant Kids</i> (Russell Freedman) (EA)</p> <p><i>New Kids in Town: Oral Histories of Immigrant Teens</i> (Scholastic Biography) (Janet Bode)</p> <p><i>Through the Eyes of Your Ancestors: A Step-by-Step Guide to Uncovering Your Family's History</i> (Maureen Alice Taylor)</p>
Reflection	

Unit Title/Topic	Comparing and Combining Texts		
Estimated Time	9 weeks		
Essential Questions	How do informative and literary text combine to give me a full understanding of a topic?		
Evidence of Learning	<p><i>Teachers may choose an alternative theme based on an exemplar text. The following is an example of an assessment based on the novel Dragonwings and the theme of flight.</i></p> <p>Create an informative/explanatory multimedia essay or presentation in which you respond to the question: How do literature and informational text reveal why people dream of flying? Continue building on the research skills you have learned this year. Cite at least two specific details from two different sources from your research, including links to videos of flights or interviews with aviators. Compare the information from primary-source documents with the secondary sources read (biographies). Use a variety of words learned and studied throughout the year (from Vocabulary activities). Edit your writing for the grammar conventions studied so far this year prior to publication. This assessment will end with a class discussion in which you discuss what you have learned about the research process this year.</p>		
<p>RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			
Unwrapped Standards	Procedural Knowledge (Skills)	Declarative Knowledge (Content)	
	<p>Students will be able to:</p> <ul style="list-style-type: none"> ◇ Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. ◇ Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ◇ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information 	<p>Authors use multimedia components help readers to understand complex ideas.</p>	

	<p>through the selection, organization, and analysis of relevant content.</p>		
<p>Vocabulary</p>	<p>Imagery, Literary techniques: rhyme scheme, meter, metaphor, simile, alliteration, onomatopoeia, Personification visual, quantitative information multimedia components (e.g., graphics, images, music, sound)</p>		
<p>Standards Clarification</p>			
<p>Resources</p>	<p>Picture Books <i>A is for Airplane: An Aviation Alphabet</i> (Mary Ann McCabe Riehle, Fred Stillwell and Rob Bolster) (as an introduction to this unit) <i>The Airplane Alphabet Book</i> (Jerry Pallotta) (as an introduction to this unit)</p> <p>Poetry <i>I Am Phoenix: Poems for Two Voices</i> (Paul Fleischman)</p> <p>Stories <i>Dragonwings</i> (Lawrence Yep) <i>First to Fly: How Wilbur and Orville Wright Invented the Airplane</i> (Peter Busby) <i>Flight</i> (Robert Burleigh)</p> <p>INFORMATIONAL TEXTS</p> <p>Biographies <i>Amelia Earhart (DK Biography)</i> (Tanya Lee Stone) <i>Charles A. Lindbergh: A Human Hero</i> (James Cross Giblin) <i>Sterling Biographies: The Wright Brothers: First in Flight</i> (Tara Dixon-Engel) <i>The Wright Brothers: How They Invented the Airplane</i> (Russell Freedman) <i>Up In the Air: The Story of Bessie Coleman</i> (Philip S. Hart and Barbara O'Connor) <i>Wilbur & Orville Wright: Taking Flight</i> (Stephanie Sammartino McPherson and Joseph Sammartino Gardner) <i>William Boeing: Builder of Planes (Community Builders)</i> (Sharlene Nelson and Ted Nelson)</p> <p>Nonfiction <i>Black Eagles: African Americans in Aviation</i> (James Haskins)</p>		

	<p><i>Fantastic Flights: One Hundred Years of Flying on the Edge</i> (Patrick O'Brien)</p> <p><i>Flight: Discover Science Through Facts and Fun</i> (Gerry Bailey)</p> <p><i>Flying Free: America's First Black Aviators</i> (Phillip S. Hart)</p> <p><i>Strange And Wonderful Aircraft</i> (Harvey Weiss)</p> <p><i>The Simple Science of Flight: From Insects to Jumbo Jets</i> (Henk Tennekes)</p> <p>ART, MUSIC AND MEDIA</p> <p>Art</p> <p>Attributed to Orville and/or Wilbur Wright, <u>Orville Wright, Major John F. Curry, and Colonel Charles Lindbergh, who came to pay Orville a personal call at Wright Field, Dayton, Ohio</u> (early twentieth century)</p> <p>Orville Wright, Wilbur Wright, and John T. Daniels, <u>Crumpled glider wrecked by the wind on Hill of the Wreck</u> (early twentieth century)</p> <p>Orville Wright, Wilbur Wright, and John T. Daniels, <u>Wilbur gliding down steep slope of Big Kill Devil Hill</u> (early twentieth century)</p> <p>Orville Wright, Wilbur Wright, and John T. Daniels, <u>First Flight</u> (early twentieth century)</p> <p>Photographer unknown, <u>Charles Lindbergh, three-quarter length portrait, standing, left profile, working on engine of The Spirit of St. Louis</u> (early twentieth century)</p>
Reflection	

ATTACHMENT

#6



Job Description

Job Title: PRINCIPAL

Reports to: Vice President of Education

Job Code: 410X00

Revision Date: 01/2009

JOB PURPOSE

Serves as the site based leader of the school. Responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. Responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Develops and coordinates educational programs in accordance with CSUSA and state standards and guidelines.
- Supervises the guidance program to enhance individual student education and development.
- Leads school-level planning of processes to ensure development, implementation, and evaluation of all school programs and activities.
- Supervises the instructional programs of the school, ensures lesson plans are evaluated and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with CSUSA guidelines and procedures.
- Requests and allocates supplies, equipment and instructional material as required in CSUSA guidelines and procedures.
- Formulates student personnel policies within CSUSA guidelines.
- Approves and provides supervision to school student activity programs.
- Provides regular opportunities for students to celebrate success in instructional programs and extracurricular activities

Serves as Chief Administrator of School

- Plans, organizes, and directs implementation of all school activities.
- Works to achieve/sustain 100% of projected student enrollment capacity.
- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Maintains a professional rapport with students and staff.
- Operates school within approved budget and follows budgetary guidelines.
- Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
- Tours school frequently to monitor safety, security and effectiveness of school programs.
- Plans and directs building maintenance.



Job Description

- Supervises all operations involving the management of the school including school funds, payroll, purchases, inventories and office operations.
- Prepares and submits the school's budgetary requests and monitors expenditures.
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration.
- Plans and supervises fire drills, emergency readiness programs and ensures a safe school environment.
- Directs preparation and maintenance of class schedule, cumulative records and attendance reports.
- Ensures personnel and student records are complete and secure.
- Ensures compliance with Federal, state, and local regulations and policies.
- Communicates with supervisor regularly about the needs, successes, and general operation and performance of the school.
- Supervises and establishes schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and student pick-up and drop-off areas.
- Completes in a timely fashion all records and reports as requested by CSUSA.
- Manages and administers CSUSA workers compensation program.
- Follows policy for the school's Abuse posting requirements.
- Adheres to statutory, regulatory and company hiring guidelines, including completing background checks for all school personnel, contacting references and verifying employment history.

Supervises and Develops Staff

- Motivates staff to achieve school objectives.
- Communicates with staff and is responsive to their workplace-related needs.
- Evaluates performance of staff and provides ongoing performance feedback.
- Counsels staff regarding inappropriate behavior or violation of CSUSA policies and/or practices.
- Adheres to Human Resources policies and practices. Notifies appropriate CSUSA personnel of serious employee violations.
- Maintains a productive and positive employee climate.
- Selects and hires school staff, including teachers and school-based support staff.
- Adheres to statutory, regulatory and company hiring guidelines, including policies and procedures for background check and employment history verification.
- Ensures the annual re-appointment process of staff is completed timely and within budget.

Communicates with Stakeholders

- Communicates regularly with parents, seeking their support and advice, to create a cooperative relationship to support the students in the school.
- Establishes and maintains relationships with colleges, community organizations and other CSUSA schools to promote the school.
- Confers with teachers, students, and parents concerning educational and behavioral issues in school.
- Maintains a positive, cooperative, and mutually supportive relationship with CSUSA, parents and community.
- Confers with Board Members and responds appropriately to issues that arise



Job Description

- Represents school and CSUSA at community functions.
- Uses effective presentation skills when addressing students, staff, parents, board member and the community.
- Articulates the school's vision, values, and goals and models those values.
- Attends special events held to recognize student achievement, attends school sponsored activities, functions and athletic events.
- Promotes school in community.

****MAY PERFORM OTHE DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrated ability to lead people and get results through others.
2. Ability to think ahead and plan over a 1-2 year time span.
3. Ability to organize and manage multiple priorities.
4. Problem analysis and problem resolution at both a strategic and functional level.
5. Collaborate to establish and manage the school's budgets and resources, including negotiating variances and related reporting.
6. Employee training and development.
7. Strong customer and student orientation.
8. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
9. High performance teams and a strong team player.
10. Strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
11. Broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
12. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
13. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Indiana Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

Principal



Job Description

- No physical exertion required.
- Required to sit and/or stand for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate. Noise level may rise during periods of high student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

ATTACHMENT

#7

Educational Service Provider (ESP) Questionnaire

Portfolio:

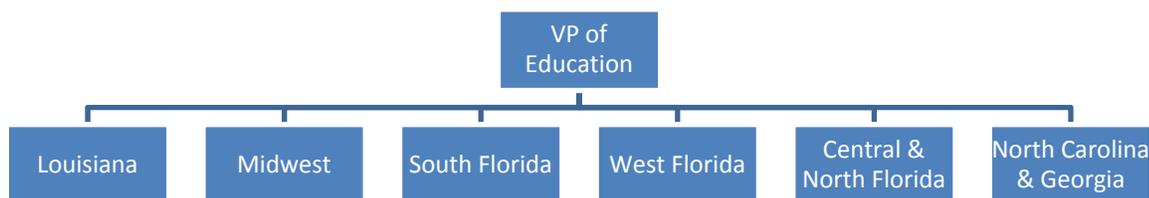
A list all of the schools in the network, the number of years they have been in operation and the number of students served by those schools along with the names and contact information for all other authorizers that oversee schools within the CSUSA network can be found at **Appendix A**.

Describe the ESP's growth plan. Explain how the organization will maintain fiscal responsibility and provide quality services during the period of growth.

Charter Schools USA currently operates 58 schools in seven states and serves approximately 47,000 students. Current growth plans project moderate growth and expansion within the current states in our network. In addition to growth from new charter schools, CSUSA will experience enrollment growth from schools that are adding new grades as they ramp up to full capacity (i.e., our K-8 schools begin with K-6 in year one and will add seventh and eighth grades in subsequent years just as our high schools begin with grade 9 and add grades 10, 11 and 12 in subsequent years). As Charter Schools USA grows, the primary focus for the organization is maintaining the ability to provide quality services to students, parents, teachers and school leaders. CSUSA has implemented regional support structures to ensure all schools in the network are supported. Historically, CSUSA has been a very centralized organization from an operations and implementation standpoint. However, with the growth that CSUSA has experienced, it is important to have resources both in the field and at the corporate headquarters to ensure quality of services provided. The recent reorganization at the corporate level includes enhanced regional supports across the education, business operations, development, and human resource verticals.

CSUSA has built a corporate infrastructure to support growth and has developed and implemented processes and tools to ensure its ability to consistently replicate high performing schools. The corporate wide SACS/AdvancED accreditation is validation of the effectiveness of the processes, systems and procedures that CSUSA's leadership team has implemented in order to support measured growth. CSUSA opened its first charter school in Florida in 1997, but today the company's network has grown to 58 schools, serving approximately 47,000 students in seven states. To support this growth, CSUSA had to be very strategic and thoughtful about adding capacity on the human capital side. Since 2010, CSUSA's corporate office has grown from 80 to over 400. In doing so, a regional leadership model was developed and implemented to ensure that schools continue to have the right level of support from departments at the corporate office. The three main regional support roles that have been established are: Regional Directors of Education, Regional Curriculum Specialists, and Regional Business Operation Managers.

Regional Directors of Education: Each Regional Director of Education is assigned a state or region of the country and oversees schools in that region. Each Regional Director of Education manages school principals and serves as the key point person for troubleshooting, mentoring, and accountability as they are liaisons between school principals and the Vice President of Education. CSUSA has 6 Regional Directors of Education for the regions below and each regional director reports to CSUSA's VP of Education. **See Appendix B for a job description.**



Regional Curriculum Resource Teachers: These specialists are part of the corporate support center and they are assigned to support schools full time by analyzing program effectiveness, conducting professional development, and monitoring performance. Curriculum Resource Teachers support the development of Curriculum Maps and Instructional Focus Calendars with school leadership and they also create project plans for academic success. They conduct data chats with teachers about student data with the purpose of refining instructional strategies and creating differentiated instructional techniques. Curriculum Resource Teachers also participate in QUEST site visits to schools to ensure that the CSUSA Educational Model is being evaluated with fidelity. **See Appendix C for a job description.**

Regional Business Operations Managers (RBOMs) – RBOMs are assigned schools based on geographic region and focus on supporting school based business operations managers in performing all of the operational/financial components that are performed at the school level. This includes managing employee paperwork such as timesheets and offer letters, cash collections, purchase ordering, and inventory control. The corporate support center maintains responsibility for accounts payable and financial statement/budgeting. **See Appendix D for a job description.**

As CSUSA grows, the ESP is committed to maintaining sound fiscal operations to ensure fiscal responsibility. CSUSA will be responsible for the day-to-day financial management of the School and all accounting procedures will be performed using General Accounting Standards Board’s guidelines. The School will obtain an annual financial audit to be performed by an independent certified public accountant. The School’s audited financial statements will be comprised of three components: 1) entity-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report will also contain other supplementary information in addition to the basic financial statements themselves.

CSUSA makes every effort to ensure that its schools maintain healthy fund balances. The Financial Planning and Analysis team works, in partnership, with other key internal corporate departments to conduct monthly variance analyses for each school. Through efficient collaboration, the FP&A team strive to provide accurate forecasts and ensure that expenditures are aligned to any fluctuations in revenue. This, in turn, allows the schools to maintain not only healthy fund balances, but also cash flows to cover any unforeseen expenditures, while providing the financial stability needed to effectively serve the students. A positive fund balance demonstrates the school is financially viable and not a going concern risk. The majority of the schools managed by CSUSA meet the recommended threshold of a fund balance of at least 3% of the school’s annual total expenses (see **Appendix E**).

On a monthly basis, CSUSA will review operating budgets with the governing board as well as an analysis of budget variances that have occurred throughout the period. A rigorous budget management process is utilized to ensure that the School achieves positive financial results that ensure its fiscal

viability. Budget management will be approached as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of monthly financial statements which are prepared by CSUSA. To supplement the financial statements, the ESP provides monthly dashboard reports which summarize the monthly activity of the School, compare actual results to budget amounts, identify significant budget variances, and provide recommendations where appropriate.

As budget variances arise and are managed, new forecasts are developed each month. These forecasts allow leadership to make timely management decisions to ensure the financial health of the School, and are presented to the Board on a quarterly basis.

The School will employ a school-based Business Operations Manager who will act as a liaison to the ESP for human resource, payroll, and financial matters relating to cash collection and accounts payable. The Business Administrator or Bookkeeper will also work with the School Principal and the Regional Business Operations Manager to ensure adherence to the Governing Board approved budget. Below is a summary of the finance and accounting functions that the Business Administrator or Bookkeeper will perform:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to company policy
- Submit documentation for all receipts and disbursements made at the school level
- Follow up and collect returned checks from parents
- Prepare and submit purchase orders according to company policy
- Prepare and submit check requests to accounts payable
- Review and approve expenditure invoices with School Principal
- Maintain reconciliation of internal funds account

The ESP's financial management includes:

- Accounts Payable Coordinator: Pays approved expenditures for the School
- Staff Accountant: Prepares the monthly financial statements for the School
- Accounting Manager: Oversees the work of the Staff Accountant
- Controller: CPA; oversees the Accounting Department
- Budget Analyst: Prepares the schools' annual budgets; reviews the financial performance of the Schools on a monthly and quarterly basis, focusing on budget variances
- Senior Director of Financial Planning and Analysis: Oversees the work of the Budget Analyst; conducts Quarterly Dashboard reviews with the accounting team and the school leadership.
- Regional Business Operations Manager: manages the overall business related activities within a designated geographical area or schools as assigned. The RBOM also hires and trains the Business Operations Managers for their region or for the schools under their assignment.

Academic Performance:

Pass rates or equivalent for the state's mandated assessments in English Language Arts and mathematics;

See Appendix F.

Performance of students on statewide assessments compared to students in nearby traditional public schools.

See Appendix G.

Graduation rates for every year the school has had graduates.

See Appendix H.

Post-graduation degree attainment, if available.

Not Available

Any additional evidence showing that schools are serving student populations similar to the target population.

See Appendix I.

Leadership:

Please explain the leadership structure of the organization, and include an organizational chart.

Please see **Appendix J** for an organization chart of CSUSA's leadership structure. Charter Schools USA is led by an executive team with unparalleled experience and qualifications in charter school management, including team members with direct oversight to develop, design, staff, operate, equip and maintain school facilities and programs. Unlike many operators, CSUSA and its executive team take a hands-on approach with each school in its network through all aspects of development, implementation, and management. This approach is geared toward building strong enduring relationships with governing boards and schools as well as ensuring the quality expected from the stakeholders in a CSUSA network school.

Has there been any turnover in leadership within the organization?

CSUSA's leadership team has been remarkably stable throughout the recent waves of growth the company has experienced; the individuals comprising the core Senior Executive team have been in place for the past 7 years. To accommodate our growth we have added positions to the Senior Executive leadership team: Vice President of Human Resources; Vice President of Operations; Executive Vice President of Strategy. Please see the organizational chart in **Appendix J**.

Provide a list of the board of directors of the ESP and their length of service.

Charter Schools USA is a privately held corporation. The corporation has three members on its board of Directors: Jonathan Hage (who also serves as CEO), Jonathan Mariner (currently also serves as the Chief Financial Officer for Major League Baseball) and Phil Smith (Mr. Smith owns a network of car dealerships in South Florida). Mr. Smith has served on the board since 4/26/2001. Mr. Hage and Mr. Mariner have each served on the board since its inception.

How often does the ESP assess itself and gauge the satisfaction of its clients?

The ESP's clients are its students, governing board, parents and authorizers. Performance is monitored throughout the year and feedback is gathered from stakeholders and provided to support continued improvements and high performance. Effective and efficient communication and feedback are necessary to embed the fundamental features of the education model in the proposed school. CSUSA has clear pathways for two-way feedback and communication.

Effective and efficient communication and pathways for two-way feedback are necessary to embed the fundamental features of the education model in the proposed schools. CSUSA has clear pathways for two-way feedback and communication as well as multiple methods of monitoring, which include:

- School site visits conducted semiannually
- Bi-annual staff surveys
- Bi-annual board member surveys
- Bi-annual parent surveys
- Monthly Principal meetings
- Monthly Principal reports to the Board of Directors
- Benchmark tests
- Regular conversations and visits with members of the Education team.

Monitoring and Evaluation

School administrators and the CSUSA Education Team monitor the effectiveness of the implemented curriculum throughout the year by conducting weekly informal walk-throughs as well as up to four CSUSA school site visits where every teacher is formally observed and coverage of the curriculum is examined. This creates a continuous feedback loop where each teacher and administrator is provided specific feedback on the all the elements of What Works in Schools, specifically on ensuring a Guaranteed and Viable Curriculum. Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance.

The proposed schools will participate in the Quality Education for Student and Teachers (QUEST) School Site Visits, conducted at least two times per year, which provides opportunities for instructional dialog, as well as continuous feedback and improvement. The site visit observation is a one-day, in depth process, in which members of the CSUSA network support each school by observing teachers and providing feedback on instruction. The purpose of site visit observation process is to support schools with the implementation and monitoring of the Educational Model, which supports student engagement.

In addition to site visits, principals within the CSUSA network of schools clearly articulate their dedication to teacher support by their initiation of the "Walk-Through Challenge." This challenge states that the principal has determined that each teacher will be visited by an administrative team member each week. The walk through form will be used as a non-evaluative way to communicate areas of strength that the teacher possesses as well as possible opportunities for growth.

School Site Visit Observation: The site visit observation process occurs, at a minimum, twice a school year in order to support the implementation and monitoring of high-yield instructional strategies. Each teacher is reviewed and observed to ensure exemplary use of data to drive instruction, evidence of consistent and routine parent communication, classroom curriculum design and student motivation. The observer will participate in the class for 30-45 minutes and shares with the teacher strengths and opportunities for growth. The data compiled is presented to the staff and used within the school improvement process including professional development selections.

Classroom Walk-Through: The CSUSA principals have clearly articulated their dedication to teacher support by their initiation of the CSUSA Walk-Through challenge that clearly articulates that each teacher will be visited by an administrative team member each week. The walk through form will be used as a non-evaluative way to communicate a teacher's areas of strength, as well as possible opportunities for growth.

Teacher Performance Evaluation: The Teacher Performance Evaluation (TPE) supports the monitoring of the Educational Model by evaluating the use of evidence-based research strategies that the teacher has been exposed to through professional development and provided feedback during the site visit observation process. In addition, the leadership team visits each classroom at least once a week to provide supportive feedback to teachers. All new teachers receive a midyear TPE in the fall to prepare them for the spring TPE.

School Review: After each site visit and each benchmark test, the Education Team meets with the School Leadership Team to discuss strengths and opportunities for growth for the school, as well as each grade level and subject area. Based on these discussions and the data collected, the Education Team makes recommendations to guide professional development training, individualized professional development, opportunities, targeted mentoring, and possible increased observations. Annually, during the fourth quarter, feedback is solicited from teachers and principals to ensure continuous improvement of the process.

Monthly Meetings

School principals, assistant principals, Regional Directors of Education and Regional Business Operation Managers meet on a monthly basis with their respective leaders (VP of Education and VP of Operations) to allow for two-way communication on operational updates, emerging issues and professional development. These monthly meetings are one of many structured and formal opportunities for school leaders and business operations managers to communicate in a group setting with their peers and supervisors. On an individual, one-on-one basis, the organizational culture at CSUSA is such that school-based staff and field-based regional staff are encouraged to reach out to their school leaders, regional leaders or corporate team for support at any time.

Bi-annual Surveys

Bi-annual student surveys are designed to offer students an opportunity to provide feedback on the school's academic environment and school culture. The Dean of Students would be responsible for implementing, reporting results to administration, and making the proper adjustments if survey results do not meet internal goals.

Bi-annual parent surveys are conducted in November and April of each academic year. This is one way in which the Foundation and CSUSA are deliberate about engaging parents in the school community. Parents are an important stakeholder group and action plans are developed and implemented based upon survey results.

Staff surveys also serve as an important data point for the principal as he or she is largely responsible for ensuring that the environment at the school is one where teachers and staff want to work and feel they have adequate resources and the opportunity to perform their jobs at the level expected of them.

Board members are also surveyed on an annual basis to gauge their level of satisfaction with Charter Schools USA as their ESP.

Strategic Planning

One of the commendations CSUSA received from the AdvancEd's accreditation team was the robust strategic planning and performance measurement system employed by CSUSA. Using a methodical

assessment process, a corporate plan is developed every three years with school-level strategic improvement plans developed and deployed annually. Moreover a rigorous performance measurement system allows intended targets to be set across CSUSA's five strategic priorities (academic excellence, financial health, growth, operational performance, and culture of excellence) and actual results to be continually monitored and improved. This creates the approach by which CSUSA develops its infrastructure to scale with quality.

Additionally, CSUSA identified core centralized functions to be performed at the corporate level while also allowing schools to develop processes and programs that meet the unique needs of their learning community. This combination of centralization and planned autonomy maximizes efficiency and effectiveness. It also allows supports scalability.

Services:

What services does the ESP provide?

The ESP will provide the governing board with assistance in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. The ESP's scope of services is outlined in **Appendix K**.

Include as an attachment a copy of the proposed management agreement.

The agreement should include, but not be limited to:

- Specific measures and timelines that the school's board will use to hold the ESP accountable;
- Consequences for not meeting those standards;
- Terms for contract termination or renewal; and
- Differentiation of what is owned by the school and what is owned by the management organization.

Please see Appendix L.

Finances:

CSUSA is a financially viable, privately-held company. CSUSA's policy to refrain from providing audited financial statements in public documents. However, as CSUSA understands the nature of the request and the validity of verifying the company's financial health, CSUSA is prepared to provide financial information to appropriate designated financial representatives for BESE upon execution of a mutual nondisclosure agreement. Appendix V contains the 3-year audited fund balance report for all schools in the CSUSA network; this information helps illustrate the financial viability of each individual school.

Names of schools with which contracts have been terminated

In 2006 CSUSA entered into a management agreement with the City of Palm Bay (Brevard, FL) to operate a municipal charter school on their behalf (Palm Bay Charter Academy). The vision of the school was based on the City's expectation of continued hyper-population growth and the need for student stations in their municipality that they felt would not be provided by the local school system. The school opened in 2006 and was operated by CSUSA for two school years. The City of Palm Bay was severely affected by the financial/real estate crisis in 2007 and its population growth stopped which negatively impacted school enrollment. Bond holders desired to make a management change and CSUSA mutually agreed to separate the relationship at the end of the 2007 school year. The school received grades of C in

2006 and B in 2007 under CSUSA's management. Subsequently, the school dropped to D in 2008 and F in 2009 and was closed by the authorizer.

Term Sheet:

Please see Appendix M for a terms sheet setting forth the following:

- The proposed duration of the service contract;
- The roles and responsibilities of the organizer, the school staff, and the education service provider;
- The methods of contract oversight and enforcement.

Assurances:

Please provide assurance that the organizer will be structurally independent of the education service provider and shall set and approve school policies. The assurance must also provide that the terms of the service contract must be reached by the organizer and the education service provider through arms-length negotiations in which the organizer must be represented by legal counsel who does not also represent the ESP.

The Board is structurally independent of Charter Schools USA. CSUSA does not have any representation on the Board and none of the board members have any financial interest in the School or in CSUSA. The Board has engaged the law firm of Fleming Stage, LLC as independent legal counsel during the application process. The Board's counsel does not represent the CSUSA. Board members have met with legal counsel to review the management agreement and are prepared to conduct arms-length negotiations should a charter be awarded. The relationship between the Governing Board and the ESP is codified with a performance-based contract. The management agreement outlines the duties and responsibilities of each party and the specific performance requirements of the ESP. The Governing Board has complete authority to oversee the ESP and can terminate the management agreement for non-performance. The Governing Board will exercise continuing oversight over charter school operations.

The corporate By-laws contained in **Attachment 9** of the Prospectus specify the Governing Board's operational policies and procedures. The Governing Board will be responsible for developing and implementing all policies related to general practices of the School.

CHARTER SCHOOLS USA - MANAGED SCHOOLS

FL

School	Year Opened	Grades Served	City	State	2013-14 Enrollment	Charter Authorizer	Authorizer Address	Authorizer Telephone Number
1 Renaissance Elementary Charter School	1999	K-5	Doral	FL	919	Miami-Dade County Public Schools	1450 N.E. Second Avenue, 8th Floor Miami, Florida 33132	(305) 995-1403
2 Coral Springs Charter School	1999	6-12	Coral Springs	FL	1657	Broward County Public Schools	Kathleen C. Wright Administration Center 600 SE Third Avenue Fort Lauderdale, FL 33301	(754) 321-2135
3 Four Corners Charter School	2000	K-8	Davenport	FL	1042	School District of Osceola County	803A Bill Beck Blvd. Kissimmee, FL 34744	(407) 870-4847
4 North Broward Academy of Excellence	2001	K-5	North Lauderdale	FL	678	Broward County Public Schools	Kathleen C. Wright Administration Center 600 SE Third Avenue Fort Lauderdale, FL 33301	(754) 321-2135
5 Bonita Springs Charter School	2002	K-8	Bonita Springs	FL	1299	School District of Lee County	2855 Colonial Blvd Fort Myers, FL 33966	(239) 334-1102
6 Downtown Miami Charter School	2002	K-6	Miami	FL	645	Miami-Dade County Public Schools	1450 N.E. Second Avenue, 8th Floor Miami, Florida 33132	(305) 995-1403
7 Gateway Charter School	2003	K-4	Fort Myers	FL	1203	Lee County Public Schools	2855 Colonial Blvd Fort Myers, FL 33966	(239) 334-1102
8 Gateway Intermediate Charter School	2003	5-8	Fort Myers	FL	1073	Lee County Public Schools	2855 Colonial Blvd Fort Myers, FL 33966	(239) 334-1102
9 Cape Coral Charter School	2003	K-8	Cape Coral	FL	619	Lee County Public Schools	2855 Colonial Blvd Fort Myers, FL 33966	(239) 334-1102
10 Keys Gate Charter School	2003	K-8	Homestead	FL	2214	Miami-Dade County Public Schools	1450 N.E. Second Avenue, 8th Floor Miami, Florida 33132	(305) 995-1403
11 Aventura City of Excellence School	2003	K-8	Aventura	FL	993	Miami-Dade County Public Schools	1450 N.E. Second Avenue, 8th Floor Miami, Florida 33132	(305) 995-1403
12 Gateway Charter High School	2004	9-12	Fort Myers	FL	720	Lee County Public Schools	2855 Colonial Blvd Fort Myers, FL 33966	(239) 334-1102
13 Hollywood Academy of Arts & Science	2005	K-5	Hollywood	FL	986	Broward County Public Schools	Kathleen C. Wright Administration Center 600 SE Third Avenue Fort Lauderdale, FL 33301	(754) 321-2135
14 Hollywood Academy of Arts & Science Middle	2005	6-8	Hollywood	FL	442	Broward County Public Schools	Kathleen C. Wright Administration Center 600 SE Third Avenue Fort Lauderdale, FL 33301	(754) 321-2135
15 North Broward Academy of Excellence Middle	2005	6-8	North Lauderdale	FL	678	Broward County Public Schools	Kathleen C. Wright Administration Center 600 SE Third Avenue Fort Lauderdale, FL 33301	(754) 321-2135
16 Renaissance Middle Charter School	2005	6-8	Miami	FL	450	Miami-Dade County Public Schools	1450 N.E. Second Avenue, 8th Floor Miami, Florida 33132	(305) 995-1403
17 Six Mile Charter Academy	2005	K-8	Ft. Myers	FL	1212	Lee County Public Schools	2855 Colonial Blvd Fort Myers, FL 33966	(239) 334-1102
18 Renaissance Charter School at St. Lucie	2009	K-8	Port St. Lucie	FL	1257	St. Lucie Public Schools	4204 Okeechobee Road Fort Pierce, FL 34947	(772) 429-3600
19 Canoe Creek Charter Academy	2009	K-8	St. Cloud	FL	521	School District of Osceola County	803A Bill Beck Blvd. Kissimmee, FL 34744	(407) 870-4847
20 P.M. Wells Charter Academy	2009	K-8	Kissimmee	FL	786	School District of Osceola County	803A Bill Beck Blvd. Kissimmee, FL 34744	(407) 870-4847
21 Duval Charter School at Arlington	2010	K-8	Jacksonville	FL	779	Duval County Public Schools	1701 Prudential Drive Jacksonville, FL 32207	(904) 390-2039
22 Duval Charter High School at Bay Meadows	2011	9-12	Jacksonville	FL	364	Duval County Public Schools	1701 Prudential Drive Jacksonville, FL 32207	(904) 390-2039
23 Duval Charter School at Bay Meadows	2011	K-8	Jacksonville	FL	1286	Duval County Public Schools	1701 Prudential Drive Jacksonville, FL 32207	(904) 390-2039
24 Keys Gate Charter High School	2011	9-12	Homestead	FL	1134	Miami-Dade County Public Schools	1450 N.E. Second Avenue, 8th Floor Miami, Florida 33132	(305) 995-1403
25 Renaissance Charter School at Coral Springs	2011	K-8	Coral Springs	FL	1393	Broward County Public Schools	Kathleen C. Wright Administration Center 600 SE Third Avenue Fort Lauderdale, FL 33301	(754) 321-2135
26 Renaissance Charter School of Plantation	2011	K-8	Plantation	FL	882	Broward County Public Schools	Kathleen C. Wright Administration Center 600 SE Third Avenue Fort Lauderdale, FL 33301	(754) 321-2135
27 Winthrop Charter School	2011	K-8	Riverview	FL	1235	Hillsborough County Public Schools	Raymond O. Shelton School Administrative Center 901 East Kennedy Boulevard Tampa, FL 33601-3408	(813) 272-4000
28 Woodmont Charter School	2011	K-8	Temple Terrace	FL	765	Hillsborough County Public Schools	Raymond O. Shelton School Administrative Center 901 East Kennedy Boulevard Tampa, FL 33601-3408	(813) 272-4000
29 Renaissance Charter School at Cooper City	2012	K-8	Cooper City	FL	1067	Broward County Public Schools	Kathleen C. Wright Administration Center 600 SE Third Avenue Fort Lauderdale, FL 33301	(754) 321-2135
30 Governors Charter Academy	2012	K-8	Tallahassee	FL	700	Leon County Public Schools	2757 West Pensacola Street Tallahassee, FL 32304	(850) 487-7100
31 Renaissance Charter School at Chickasaw Trail	2012	K-8	Orlando	FL	892	Orange County Public Schools	Education Leadership Center 8th Floor 445 W. Amelia Street Orlando, FL 32801	(407) 317-3484
32 Renaissance Charter School at Poinciana	2012	K-8	Kissimmee	FL	904	School District of Osceola County	803A Bill Beck Blvd. Kissimmee, FL 34744	(407) 870-4847
33 Renaissance Charter School at West Palm Beach	2012	K-8	West Palm Beach	FL	731	School Board of Palm Beach County	Department of Charter Schools 3300 Forest Hill Boulevard, Ibis Building E West Palm Beach, FL 33406	
34 Renaissance Charter School at University	2012	K-8	Tamarac	FL	1177	Broward County Public Schools	Kathleen C. Wright Administration Center 600 SE Third Avenue Fort Lauderdale, FL 33301	(754) 321-2135
35 iVirtual League Academy	2012	6-11	Kissimmee	FL	18	School District of Osceola County	803A Bill Beck Blvd. Kissimmee, FL 34744	(407) 870-4847

Pike Preparatory Academy

36	Manatee Charter School	2012	K-8	Bradenton	FL	699	School District of Manatee County	PO Box 9069 Bradenton, FL 34205	(941) 708-8770
								Raymond O. Shelton School Administrative Center 901 East Kennedy Boulevard Tampa, FL 33601-3408	(813) 272-4000
37	Henderson Hammock Charter School	2012	K-8	Tampa	FL	904	Hillsborough County Public Schools	1701 Prudential Drive Jacksonville, FL 32207	(904) 390-2039
38	Duval Charter School at Westside	2013	K-8	Jacksonville	FL	647	Duval County Public Schools	Department of Charter Schools Fulton-Holland Educational Services Center 3300 Forest Hill Boulevard, Ibis Building E West Palm Beach, FL 33406	(561) 434-8000
39	Renaissance Charter School at Hunters Creek	2013	K-8	Hunter's Creek	FL	694	School District of Palm Beach County	Department of Charter Schools Fulton-Holland Educational Services Center 3300 Forest Hill Boulevard, Ibis Building E West Palm Beach, FL 33406	(561) 434-8000
40	Renaissance Charter School at Palms West	2013	K-8	Royal Palm Beach	FL	721	School District of Palm Beach County	Department of Charter Schools Fulton-Holland Educational Services Center 3300 Forest Hill Boulevard, Ibis Building E West Palm Beach, FL 33406	(561) 434-8000
41	Renaissance Charter School at Summit	2013	K-8	West Palm Beach	FL	635	School District of Palm Beach County	Department of Charter Schools Fulton-Holland Educational Services Center 3300 Forest Hill Boulevard, Ibis Building E West Palm Beach, FL 33406	(561) 434-8000
42	Renaissance Charter School at Tradition	2013	K-8	Port St. Lucie	FL	732	St. Lucie County Public Schools	4204 Okeechobee Road Fort Pierce, FL 34947	(772) 429-3600
43	Coweta Charter Academy at Senoia	2010	K-5	Senoia	GA	569	Georgia Department of Education	Charter Schools Division 2053 Twin Towers East 205 Jess Hill Jr. Drive, SE Atlanta, GA 30334	(404) 657-0515
44	Cherokee Charter Academy	2011	K-8	Canton	GA	1092	Georgia Department of Education	Charter Schools Division 2053 Twin Towers East 205 Jess Hill Jr. Drive, SE Atlanta, GA 30334	(404) 657-0515
45	CICS Larry Hawkins	2012	7-12	Chicago	IL	371	Chicago Public Schools	125 South Clark Street 6th Floor Chicago, IL 60603	(773) 553-1600
46	CICS Lloyd Bond	2012	K-6	Chicago	IL	337	Chicago Public Schools	125 South Clark Street 6th Floor Chicago, IL 60603	(773) 553-1600
47	CICIS Longwood	2012	3-12	Chicago	IL	1287	Chicago Public Schools	125 South Clark Street 6th Floor Chicago, IL 60603	(773) 553-1600
48	CICS Loomis Primary	2012	K-2	Chicago	IL	572	Chicago Public Schools	125 South Clark Street 6th Floor Chicago, IL 60603	(773) 553-1600
49	Emma Donnan Middle School	2012	7-8	Indianapolis	IN	322	Indiana Department of Education	South Tower, Suite 600 115 W. Washington Street Indianapolis, IN 46204	(317) 232-6610
50	Emmerich Manual High School	2012	9-12	Indianapolis	IN	572	Indiana Department of Education	South Tower, Suite 600 115 W. Washington Street Indianapolis, IN 46204	(317) 232-6610
51	TC Howe High School	2012	7-12	Indianapolis	IN	658	Indiana Department of Education	South Tower, Suite 600 115 W. Washington Street Indianapolis, IN 46204	(317) 232-6610
52	Lake Charles Charter Academy	2011	K-8	Lake Charles	LA	876	Louisiana Department of Education	1201 North Third Street Baton Rouge, LA 70802-5243	(877) 453-2721
53	Southwest Louisiana Charter Academy	2012	K-8	Lake Charles	LA	711	Louisiana Department of Education	1201 North Third Street Baton Rouge, LA 70802-5243	(877) 453-2721
54	Baton Rouge Charter Academy at Mid City	2013	K-8	Baton Rouge	LA	516	Louisiana Department of Education	1201 North Third Street Baton Rouge, LA 70802-5243	(877) 453-2721
55	Magnolia School of Excellence	2013	K-8	Shreveport	LA	509	Caddo Parish School Board	1961 Midway Avenue Box 32000 Shreveport, LA 71130-2000	(318) 603-6300
56	Success Mile Charter Academy	2013	K-8	Warren	MI	211	Grand Valley State University Board of Trustees	201 Front Avenue SW, Suite 310 Grand Rapids, MI 49504	(616) 331-2240
57	Cabarrus Charter Academy	2013	K-12	Concord	NC	695	North Carolina State Board of Education	Office of Charter Schools Department of Public Instruction 6303 Mail Service Center Raleigh, NC 27699-6303	(919) 807-3491
58	Langtree Charter Academy	2013	K-12	Mooresville	NC	682	North Carolina State Board of Education	Office of Charter Schools Department of Public Instruction 6303 Mail Service Center Raleigh, NC 27699-6303	(919) 807-3491



Position Description

Job Title: Regional Director of Education

Reports to: VP of Education

Job Code:

Revision Date: 3-13-2013

JOB PURPOSE

To manage and support the CSUSA Education Team to provide a network of support among the CSUSA community to implement our premier educational model focused on data-driven instruction and student achievement.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Management of Education Team

- Manage Managers, Curriculum Specialists and Administrative Assistants, assign training, duties and projects
- Conduct weekly Education Team meetings
- Maintain constant communication between team members
- Keep VP of Education informed of team meetings, Education Team personnel issues

Staff Development

- Process requests from schools for staff development.
- Assign curriculum specialists for staff development.
- Communicate with principals to meet needs of school through staff development.
- Assist in development of various trainings and workshops.
- Follow up with curriculum specialists on outcome of training sessions.
- Follow up with principals on outcome of trainings.

School Support

- Communicate with administration of schools to ensure schools are supported appropriately by the Education Team.
- Follow up on questions, concerns and requests from schools.
- Oversee and communicate with school administrators regarding CSUSA Site Visits.
- Work with VP of Education to trouble shoot issues or problems in schools.
- Provide Education Team support to schools by attending PTO meetings, Board meetings, district site visits.

Assist Vice President of Education

- Represent VP of Education at board meetings, PTO meetings, Corporate meetings.
- Communicate with administration at schools on behalf of VP.
- Communicate with Education Team on behalf of VP.
- Follow through on duties and projects assigned by VP.
- Keep VP informed daily on status of schools and Education Team.

Regional Director of Education

1



Position Description

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
3. Demonstrated ability to lead people and get results through others.
4. Thinks ahead and plan over a 1-2 year time span.
5. Ability to organize and manage multiple priorities.
6. Problem analysis and problem resolution at both a strategic and functional level.
7. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
8. Ability to prepare comprehensive reports, including writing report sections, integrating content, and formatting business documents.
9. Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
10. Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
11. Ability to work with large amounts of data, to detect errors or inconsistencies, and prepare budgets.
12. Strong customer orientation.
13. Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
14. Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing.
15. Broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the Education function and the organization.
16. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- 3-5 years related experience (in school administration) and /or training.



Position Description

- Proficiency with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS), preparing reports and visual presentations.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of Florida.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Position Title: CURRICULUM RESOURCE TEACHER

Reports to: Principal or Assistant Principal

Job Code: 107X00

Revision Date: 04/2011

JOB PURPOSE

Responsible for providing curriculum training and support to teachers and assisting with curriculum implementation. Conducts ongoing staff development, performs periodic classroom visitations, collects and reports quarterly student data, and monitors programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Develops and conducts in-service training for all teachers regarding the curriculum, researched-based instructional strategies, and best practices.
- Performs periodic classroom visitations, assists teachers in the improvement of instructional performance, performs periodic binder reviews, and monitors improvement.
- Demonstrates lessons in classroom situations for observation by teachers.
- Trains new teachers in the use of Student Information System (SIS) and school-based resources and procedures.
- Facilitates grade level and/or subject area team meetings.
- Serves as a resource to school administrators and content area teachers in identifying reading needs, adapting instructional techniques, and implementing reading strategies across the curriculum.
- Assists with the development of school literacy initiatives.
- Collects, analyzes, and reports school and student benchmark data.
- Initiates and maintains effective liaisons with district and professional associations to maintain a current knowledge of Reading and instructional best practices.
- Attends monthly CSUSA Curriculum Cadres.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management and organizational skills and the ability to prioritize effectively.



Position Description

- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Demonstrates and articulates a thorough understanding of *The Art & Science of Teaching* (Robert Marzano).

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Master's Degree preferred and applicable teaching certificate
- Minimum of three (3) years of K-12 classroom teaching with demonstrable positive impact on achievement.
- Demonstrated evidence of involvement in school activities involving leadership responsibilities.
- Reading Specialist Certification/Endorsement Preferred.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Commitment to company values.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.



Position Description

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must have the ability to sit and stand for extended periods of time.
- Exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone.
- Speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone.
- Physical agility to lift up to 25 pounds to shoulder height; ability to bend, stoop, climb stairs, and reach overhead.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Job Title: Regional Business Operations Manager (RBOM)

Reports to: VP of School Operations

Job Code:

Revision Date: 3/14/2013

JOB PURPOSE

The Regional Business Operations Manager manages the overall business related activities within a designated geographical area or schools as assigned. The RBOM also hires and trains the Business Operations Managers for their region or for the schools under their assignment.

ESSENTIAL DUTIES AND RESPONSIBILITIES

FINANCE/ACCOUNTING:

- Ensures Business Operations Managers are trained in all financial policies and procedures, including, but not limited to:
 - a. CSUSA Cash Receipts Policy
 - b. CSUSA Purchasing Policy
 - c. Proper use of QuickBooks
- Reconciles balances of school-based checking accounts and assures that General Ledger and QuickBooks agree.

HUMAN RESOURCES/RECRUITING/BENEFITS:

- Ensures Business Operations Managers are following the HR procedures and that they are trained in all matters concerning their HR responsibilities, such as:
 - a. Assists all personnel in completing electronic Human Resources (“HR”) onboarding documents, including but not limited to, new employee portal, benefit applications, ADP Salute, and ADP Payroll information.
 - b. Supporting the new hire/recruiting process by properly completing job requisitions in Virtual Edge, offer letter request, and other items as needed, and secure all the required paperwork.
 - c. Supporting the HR department during benefits open enrollment meetings.
- Provides professional development and coaching with direct reports to meet the performance expectations.
- Provides additional support for staff recruiting to schools in their region, or under their assignment, as needed.

GRANTS/COMPLIANCE:

- Monitors Grants Financial Reports
- Monitor timelines and grant draw downs
- Attend grant trainings to prepare and administer grants at school level

Regional Business Operations Manager (RBOM)

1



Position Description

- Support compliance department insuring compliance at school level is maintained

RISK MANAGEMENT:

- Ensures Business Operations Managers are following Risk Management procedures and that they are trained in all matters concerning their Risk Management
- Ensure adherence to good safety procedures.
- Oversee, maintain and process all student accident claims.
- Liaison to Facilities and Finance departments on property and casualty claims.

BUDGETING:

- Work with Finance department on the preparation of the annual operating budgets for the schools in their region or under their assignment, including, but not limited to:
- Textbook/Consumable Budget
- Before/Aftercare Program Budget
- Staffing Budget
- Advise, assist and provide leadership to school Principal on budget line items, invoice processing, cash management, purchasing and other general financial items.
- Work with Principal, Finance and HR to ensure that the school stays within the approved staffing budget.

OPERATIONS:

- Oversee specialized school operation procurement and vendor management in assigned region
- Audit and ensure proper data reporting
- Oversee National School lunch program at each school in assigned region
- Maximize participation in region
- Oversee the Business Operations Manager regarding the school's food and transportation services by working with service providers and overseeing deliveries
- Oversee each schools supply and asset inventory

SPECIAL SKILLS:

- Prepare periodic reports for administrators, Finance and HR.
- Interact effectively with the general public, staff members, students, teachers, parents and administrators, using tact and good judgment.
- Fills in on-site at schools in region or under their assignment when bookkeepers are out for PTO (paid time off).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



Position Description

SKILLS AND KNOWLEDGE

1. Time Management: Prioritizing, Organizing, Scheduling
2. Computer Basics – Windows, Internet
3. Aptitude for mathematics and the ability to concentrate on detail.
4. Communication – Oral, Written, Interpersonal (active listening)
5. Ability to multitask
6. Ability to remain calm in fast-paced environment

JOB REQUIREMENTS

- Bachelor's Degree in Business Administration or Finance, and 5 or more years' experience and/or training in accounting, budgeting, bookkeeping or financial management; or equivalent combination of education and experience.
- At least 3+ year's School Operations or Business Management experience required. Experience in an educational environment preferred.
- Able to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals; able to write routine reports and correspondence; ability to speak effectively before groups of customers or employees of organization.
- Able to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry; able to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- Able to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; able to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- To perform this job successfully, an individual should have knowledge of Accounting software; database software; HR systems; inventory software; order processing systems; payroll systems; spreadsheet software and word processing software.
- Must maintain confidentiality at all times.
- Knowledge and practical experience beyond basic bookkeeping.
- Knowledge and practical experience using MS Word, Excel, QuickBooks.
- Ability to work independently and make decisions in accordance with established policies and regulations.
- Polite, courteous and tactful with the public and co-workers.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting for long periods of time
- The employee must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 10 pounds of force



Position Description

- Vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

SCHOOL	FLORIDA DISTRICT	FY13 UNAUDITED FUND BALANCE	FY13 FUND BALANCE AS A % OF TOTAL EXPENSES	FY12 AUDITED FUND BALANCE	FY12 FUND BALANCE AS A % OF TOTAL EXPENSES	FY11 AUDITED FUND BALANCE	FY11 FUND BALANCE AS A % OF TOTAL EXPENSES	FY10 AUDITED FUND BALANCE	FY10 FUND BALANCE AS A % OF TOTAL EXPENSES	FY09 AUDITED FUND BALANCE
Bonita Springs	Lee	168,660	1.8%	274,427	2.7%	1,057,230	10.7%	738,174	7.9%	412,725
Cape Coral Charter School	Lee	47,767	1.1%	10,067	0.3%	101,740	2.0%	55,182	1.4%	7,081
Gateway Charter School	Lee	2,028,212	22.1%	2,172,633	27.6%	2,728,757	33.0%	2,061,927	25.7%	1,708,750
Gateway Intermediate Charter School	Lee	1,468,936	27.5%	1,571,343	28.1%	1,722,557	30.7%	1,349,782	21.5%	1,061,656
Gateway Charter High School	Lee	47,978	0.8%	92,590	2.0%	108,516	1.7%	127,558	1.9%	280,287
Six Mile Charter Academy	Lee	730,474	8.3%	1,129,044	15.9%	1,113,864	13.1%	1,028,566	13.7%	561,836
Manatee Charter School	Manatee	303,980	7.1%							
Coral Springs Charter School	Broward	4,501,396	42.5%	5,086,657	46.3%	5,884,580	49.7%	5,742,172	51.0%	5,542,349
Hollywood Academy of Arts & Science	Broward	775,208	12.0%	1,135,697	35.8%	14,359,308	19.7%	465,338	15.5%	277,571
Hollywood Academy of Arts & Science Middle School	Broward	303,285	13.0%	424,230	26.9%	5,803,569	11.5%	211,134	15.9%	111,463
North Broward Academy of Excellence	Broward	369,900	7.3%	302,545	7.0%	459,675	3.9%	175,163	3.8%	89,153
North Broward Academy of Excellence Middle School	Broward	615,618	32.7%	349,150	19.9%	186,254	3.6%	115,319	5.7%	88,681
Renaissance Charter School at Plantation	Broward	412,494	9.5%	146,663	3.6%					
Renaissance Charter School at Coral Springs	Broward	1,231,229	14.3%	1,349,427	23.6%					
Renaissance Charter School at Cooper City	Broward	249,299	4.4%							
Renaissance Charter School at University	Broward	272,840	4.6%							
Downtown Miami Charter School	Dade	454,680	9.1%	752,485	15.1%	783,296	14.9%	819,137	17.1%	626,958
Keys Gate Charter School	Dade	7,248,964	53.6%	6,684,811	54.0%	5,880,736	58.3%	4,866,356	65.4%	3,996,899
Keys Gate Charter High School	Dade	258,493	4.2%	1,146,839	38.8%	1,734,142	0.1%			
Renaissance Elementary Charter School	Dade	1,807,039	28.8%	1,280,369	24.1%	1,219,670	6.2%	1,218,615	33.0%	1,054,546
Renaissance Charter Middle School	Dade	124,997	4.4%	22,336	0.9%	139,074	6.1%	269,709	36.0%	167,811
Woodmont Charter School	Hillsborough	331,614	6.1%	563,616	15.2%					
Winthrop Charter School	Hillsborough	1,494,839	19.1%	1,711,917	36.5%					
Henderson Hammock Charter School	Hillsborough	72,743	1.6%							
Governors Charter Academy	Leon	447,043	10.5%							
Canoe Creek Charter Academy	Osceola	212,582	6.4%	86,910	2.7%	48,873	1.6%	57,534	1.9%	-
PM Wells Charter Academy	Osceola	1,043,659	19.4%	867,954	16.2%	491,587	9.1%	\$ 316,668	5.9%	-
Four Corners Charter School	Osceola	1,068,252	15.7%	1,140,099	16.8%	1,521,613	22.1%	\$ 1,050,378	16.3%	701,185
Renaissance Charter School at Poinciana	Osceola	411,479	9.0%							
I Virtual Academy	Osceola	1,000	0.8%							
Duval Charter School at Baymeadows	Duval	1,190,081	15.1%	481,009	10.8%					
Duval Charter High School	Duval	116,473	9.5%	138,565	35.7%					
Duval Charter School at Arlington	Duval	371,748	6.8%	463,868	9.9%	499,470	3.0%			
Renaissance Charter School at Chickasaw	Orange	696,268	14.9%							
Renaissance Charter School at West Palm Beach	Palm Beach	366,156	7.6%							
Renaissance Charter School of St. Lucie	St. Lucie	1,064,779	13.0%	1,315,059	19.0%	1,150,932	4.4%	154,309	2.0%	

32,310,165

30,700,310

46,995,443

19,455,975

16,688,951

NOTES:

FY13 are unaudited amounts

Total fund balance includes restricted amounts

Pike Preparatory Academy

SCHOOL	FY13 UNAUDITED FUND BALANCE	FY13 FUND BALANCE AS A % OF TOTAL EXPENSES	FY12 AUDITED FUND BALANCE	FY12 FUND BALANCE AS A % OF TOTAL EXPENSES	FY11 AUDITED FUND BALANCE	FY11 FUND BALANCE AS A % OF TOTAL EXPENSES
Lake Charles Charter Academy** (Lake Charles, LA)	3,379,464	47.8%	5,930,251	81.7%		
Southwest Louisiana Charter Academy (Lake Charles, LA)	271,764	6.1%				
Cherokee Charter Academy (Canton, GA)	150,709	2.1%	25,430	0.5%		
Coweta Charter Academy (Senoia, GA)	10,525	0.6%	6,119	0.3%	68,939	3.5%

3,812,462

5,961,800

68,939

NOTES:

FY13 are unaudited amounts

Total fund balance includes restricted amounts

**for FY12 5,266,273 is restricted - unrestricted FB is 663,976

**for FY13 1,488,388 is restricted - unrestricted FB is 1,891,076

Reading Proficiency 2002-2013 CSUSA Counties and Schools												
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Broward			58	59	64	63	66	67	68	67	58	58
CSUSA Broward Avg.	55	55	59	67	72	71	74	74	76	76	65	66
City of Coral Springs Charter	55	55	58	58	63	66	65	68	72	73	68	71
Hollywood Academy of Arts & Science				67	75	78	83	82	83	82	67	68
Hollywood Academy of Arts & Science Middle					80	77	73	78	82	87	83	72
North Broward Academy of Excellence			59	76	70	74	79	73	79	76	59	63
North Broward Academy of Excellence Middle					73	61	71	67	63	64	54	57
Renaissance Charter School at Cooper City												72
Renaissance Charter School at Coral Springs											65	67
Renaissance Charter School at Plantation											57	64
Renaissance Charter School at University												58
Dade			49	52	58	57	60	62	64	64	55	57
CSUSA Dade Avg.	63	68	62	68	76	74	76	80	81	79	66	67
Aventura City of Excellence School			70	81	91	89	88	93	92	92	88	86
Downtown Miami Charter School			42	47	51	43	44	49	53	54	49	50
Keys Gate Charter High School											43	50
Keys Gate Charter School			57	62	68	72	75	77	78	72	56	56
Renaissance Elementary Charter School	63	68	80	82	92	92	92	96	95	93	82	83
Renaissance Middle Charter School					79	73	81	86	88	85	76	74
Duval										62	53	54
CSUSA Duval Avg.										58	54	55
Duval Charter High School at Baymeadows											48	53
Duval Charter School at Arlington										58	44	37
Duval Charter School at Baymeadows											70	74
Hillsborough											55	55
CSUSA Hillsborough Avg.											54	52
Henderson Hammock Charter School												60
Winthrop Charter School											62	65
Woodmont Charter School											46	32
Lee			61	62	64	65	67	70	70	70	59	59
CSUSA Lee Avg.			70	59	67	66	66	71	74	73	64	63
Bonita Springs Charter School			64	68	76	79	75	79	82	81	71	71
Cape Coral Charter School				68	70	69	66	67	75	75	67	67
Gateway Charter Elementary School			75	68	76	75	74	78	80	80	64	66
Gateway Charter High School				32	40	44	48	47	50	48	56	48
Gateway Intermediate Charter School								77	78	79	70	67
Six Mile Charter Academy					74	64	65	77	77	73	58	59
Leon												61
Governors Charter Academy												46
Manatee												54
Manatee Charter School												41
Orange												59
Renaissance Charter School at Chickasaw Trail												49
Osceola			54	55	58	58	61	62	62	63	54	54
CSUSA Osceola Avg.	68	59	65	61	61	63	70	71	70	72	57	54
Canoe Creek Charter Academy			59	72	70	62	69	71	71	71	52	49
Four Corners Charter School	68	59	65	61	61	63	70	73	76	74	62	60
P. M. Wells Charter Academy		59	63	71	72	59	64	68	64	71	56	54
Palm Beach												59
Renaissance Charter School at West Palm Beach												43
St. Lucie									61	61	51	52
Renaissance Charter School of St. Lucie									72	73	58	58
Coweta County											95	96
Coweta Charter School at Senoia											98	95
Cherokee County											97	98
Cherokee Charter School											98	99
Calcasieu Parish											77	79
Lake Charles Charter Academy											72	78
Southwest Louisiana Charter Academy												72
<div style="display: inline-block; width: 20px; height: 10px; background-color: #cccccc; border: 1px solid black;"></div> Not managed by CSUSA												

Pike Preparatory Academy

Math Proficiency 2002-2013 CSUSA Counties and Schools												
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Broward			66	68	72	72	75	76	76	76	62	61
CSUSA Broward Avg.	66	68	57	66	65	69	74	74	78	80	69	65
City of Coral Springs Charter	66	68	74	76	77	79	80	81	83	84	77	77
Hollywood Academy of Arts & Science				61	74	73	86	81	85	86	74	60
Hollywood Academy of Arts & Science Middle					66	67	70	85	79	85	84	71
North Broward Academy of Excellence			39	61	63	79	74	65	76	69	62	53
North Broward Academy of Excellence Middle					45	45	58	60	65	74	68	66
Renaissance Charter School at Cooper City												70
Renaissance Charter School at Coral Springs											63	63
Renaissance Charter School at Plantation											56	66
Renaissance Charter School at University												56
Dade			54	59	62	63	67	69	71	71	57	59
CSUSA Dade Avg.	56	74	57	62	73	68	74	78	77	77	67	67
Aventura City of Excellence School			69	79	89	88	88	87	85	92	88	90
Downtown Miami Charter School			30	40	39	29	46	50	44	63	50	66
Keys Gate Charter High School											59	51
Keys Gate Charter School			48	55	59	62	64	71	76	64	53	50
Renaissance Elementary Charter School	56	74	80	74	90	91	97	97	95	92	77	82
Renaissance Middle Charter School					87	71	75	86	85	74	73	65
Duval										69	54	56
CSUSA Duval Avg.										56	53	55
Duval Charter High School at Baymeadows											56	59
Duval Charter School at Arlington										56	40	34
Duval Charter School at Baymeadows											63	71
Hillsborough											57	58
CSUSA Hillsborough Avg.											49	45
Henderson Hammock Charter School												51
Winthrop Charter School											55	59
Woodmont Charter School											42	25
Lee			64	67	68	69	71	73	74	76	59	59
CSUSA Lee Avg.			61	59	67	67	68	72	76	75	59	56
Bonita Springs Charter School			55	70	79	81	74	80	80	81	71	65
Cape Coral Charter School				52	63	58	61	61	72	67	57	54
Gateway Charter Elementary School			67	62	72	70	72	80	83	83	58	57
Gateway Charter High School				51	66	73	77	71	77	82	51	49
Gateway Intermediate Charter School								70	74	73	64	59
Six Mile Charter Academy					57	51	56	69	69	65	53	54
Leon												64
Governors Charter Academy												45
Manatee												56
Manatee Charter School												36
Orange												59
Renaissance Charter School at Chickasaw Trail												38
Osceola			55	57	59	60	64	66	66	66	51	51
CSUSA Osceola Avg.	68	50	63	50	47	52	59	59	64	68	52	50
Canoe Creek Charter Academy			56	45	52	44	52	53	62	72	49	50
Four Corners Charter School	68	50	63	50	47	52	59	66	73	70	58	60
P. M. Wells Charter Academy		46	51	62	71	49	51	57	56	61	48	40
Palm Beach												62
Renaissance Charter School at West Palm Beach												37
St. Lucie									66	69	51	51
Renaissance Charter School of St. Lucie									62	66	49	50
Coweta County											85	87
Coweta Charter School at Senoia											88	95
Cherokee County											89	88
Cherokee Charter School											89	90
Calcasieu Parish											74	76
Lake Charles Charter Academy											62	70
Southwest Louisiana Charter Academy												67

Not managed by CSUSA

Florida - FCAT % Proficient, % Making Learning Gains and % of Lowest 25% Making Learning Gains

District	School	Year	Reading Proficiency	Math Proficiency	Writing Proficiency	Science Proficiency	Reading Gains	Math Gains	Lowest 25% Reading Gains	Lowest 25% Math Gains
Broward	City of Coral Springs Charter	2002	55	66	91		67	74	76	
	City of Coral Springs Charter	2003	55	68	95		60	71	60	
	Broward County	2004	58	66	90		61	73	57	
	City of Coral Springs Charter	2004	58	74	97		62	80	60	
	North Broward Academy of Excellence	2004	59	39	90		76	59	76	
	Broward County	2005	59	68	86		59	71	58	
	City of Coral Springs Charter	2005	58	76	92		59	74	70	
	Hollywood Academy of Arts & Science	2005	67	61	66		54	49	47	
	North Broward Academy of Excellence	2005	76	61	85		80	76	77	
	Broward County	2006	64	72	86		65	74	64	
	City of Coral Springs Charter	2006	63	77	91		63	72	64	
	Hollywood Academy of Arts & Science	2006	75	74	74		78	76	79	
	Hollywood Academy of Arts & Science Middle	2006	80	66	90		78	65	83	
	North Broward Academy of Excellence	2006	70	63	49		64	63	57	
	North Broward Academy of Excellence Middle	2006	73	45	90		80	62	73	
	Broward County	2007	63	72	90	41	60	70	56	63
	City of Coral Springs Charter	2007	66	79	90	44	60	73	55	63
	Hollywood Academy of Arts & Science	2007	78	73	80	51	69	59	72	51
	Hollywood Academy of Arts & Science Middle	2007	77	67	93	40	74	66	81	60
	North Broward Academy of Excellence	2007	74	79	88	43	70	72	71	90
	North Broward Academy of Excellence Middle	2007	61	45	93	40	58	60	70	70
	Broward County	2008	66	75	91	43	63	72	58	66
	City of Coral Springs Charter	2008	65	80	90	43	61	77	60	73
	Hollywood Academy of Arts & Science	2008	83	86	79	56	67	66	63	61
	Hollywood Academy of Arts & Science Middle	2008	73	70	100	39	65	72	72	70
	North Broward Academy of Excellence	2008	79	74	87	45	72	57	60	50
	North Broward Academy of Excellence Middle	2008	71	58	86	31	70	64	70	53
	Broward County	2009	67	76	92	45	64	72	61	65
	City of Coral Springs Charter	2009	68	81	93	49	66	73	70	66
	Hollywood Academy of Arts & Science	2009	82	81	95	63	73	66	60	65
	Hollywood Academy of Arts & Science Middle	2009	78	85	99	55	76	85	84	77
	North Broward Academy of Excellence	2009	73	65	90	32	67	65	52	69
	North Broward Academy of Excellence Middle	2009	67	60	99	33	69	71	69	60
	Broward County	2010	68	76	91	47	62	71	55	63
	City of Coral Springs Charter	2010	72	83	92	51	67	75	63	64
	Hollywood Academy of Arts & Science	2010	83	85	91	57	73	76	57	55
	Hollywood Academy of Arts & Science Middle	2010	82	79	95	51	74	75	66	73
	North Broward Academy of Excellence	2010	79	76	91	52	69	73	60	77
	North Broward Academy of Excellence Middle	2010	63	65	89	55	62	74	65	74
	Broward County	2011	67	76	88	48	61	69	58	64
	City of Coral Springs Charter	2011	73	84	92	51	62	75	62	66
	Hollywood Academy of Arts & Science	2011	82	86	85	64	73	62	56	62
	Hollywood Academy of Arts & Science Middle	2011	87	85	83	69	71	72	69	67
North Broward Academy of Excellence	2011	76	69	97	56	63	58	66	68	
North Broward Academy of Excellence Middle	2011	64	74	87	42	61	74	63	69	
Broward County	2012	58	62	85	49	67	68	66	59	
City of Coral Springs Charter	2012	68	77	94	62	69	73	69	69	
Hollywood Academy of Arts & Science	2012	67	74	75	48	75	70	88	79	
Hollywood Academy of Arts & Science Middle	2012	83	84	89	66	85	85	86	88	
North Broward Academy of Excellence	2012	59	62	95	48	77	61	85	72	
North Broward Academy of Excellence Middle	2012	54	68	76	36	68	85	66	84	
Renaissance Charter School at Coral Springs	2012	65	63	86	59	71	58	72	51	
Renaissance Charter School at Plantation	2012	57	56	68	55	70	70	67	79	
Broward County	2013	58	61	66	55	65	65	63	57	
City of Coral Springs Charter	2013	71	77	62	78	69	73	71	55	
Hollywood Academy of Arts & Science	2013	68	60	48	47	59	55	57	49	
Hollywood Academy of Arts & Science Middle	2013	72	71	60	57	72	72	81	70	
North Broward Academy of Excellence	2013	63	53	65	36	71	54	80	61	
North Broward Academy of Excellence Middle	2013	57	66	38	32	70	79	76	71	
Renaissance Charter School at Cooper City	2013	72	70	88	70	68	67	63	63	
Renaissance Charter School at Coral Springs	2013	67	63	57	59	72	64	64	61	
Renaissance Charter School at Plantation	2013	64	66	59	41	66	73	67	75	
Renaissance Charter School at University	2013	58	56	45	46	61	62	56	61	
District	School	Year	Reading Proficiency	Math Proficiency	Writing Proficiency	Science Proficiency	Reading Gains	Math Gains	Lowest 25% Reading Gains	Lowest 25% Math Gains
	Renaissance Elementary Charter School	2002	63	56	84		60	35	60	
	Renaissance Elementary Charter School	2003	68	74	89		65	88	60	
	Dade County	2004	49	54	89		58	67	58	
	Aventura City of Excellence School	2004	70	69	85		60	63	53	
	Downtown Miami Charter School	2004	42	30	68		55	57	27	
	Keys Gate Charter School	2004	57	48	80		53	49	44	
	Renaissance Elementary Charter School	2004	80	80	94		70	80	56	
	Dade County	2005	52	59	85		60	70	62	
	Aventura City of Excellence School	2005	81	79	82		67	74	60	
	Downtown Miami Charter School	2005	47	40	87		61	56	65	
	Keys Gate Charter School	2005	62	55	77		62	73	61	
	Renaissance Elementary Charter School	2005	82	74	90		80	76	61	
	Dade County	2006	58	62	85		64	69	65	
	Aventura City of Excellence School	2006	91	89	81		78	79	86	
	Downtown Miami Charter School	2006	51	39	72		64	60	74	
	Keys Gate Charter School	2006	68	59	73		62	67	64	
Renaissance Elementary Charter School	2006	92	90	83		79	93	81		

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Dade	Renaissance Middle Charter School	2006	79	87	88		83	80	83		
	Dade County	2007	57	63	86	34	57	66	57	66	
	Aventura City of Excellence School	2007	89	88	85	43	75	70	72	69	
	Downtown Miami Charter School	2007	43	29	83	12	51	47	46	57	
	Keys Gate Charter School	2007	72	62	75	47	67	65	66	59	
	Renaissance Elementary Charter School	2007	92	91	90	47	79	79	88	74	
	Renaissance Middle Charter School	2007	73	71	90	34	56	60	57	57	
	Dade County	2008	60	67	87	39	61	71	60	70	
	Aventura City of Excellence School	2008	88	88	89	69	73	82	70	71	
	Downtown Miami Charter School	2008	44	46	86	22	54	60	65	69	
	Keys Gate Charter School	2008	75	64	88	44	72	67	69	67	
	Renaissance Elementary Charter School	2008	92	97	90	69	75	85	81	86	
	Renaissance Middle Charter School	2008	81	75	93	43	76	73	84	67	
	Dade County	2009	62	69	88	40	63	69	63	67	
	Aventura City of Excellence School	2009	93	87	92	73	80	78	85	74	
	Downtown Miami Charter School	2009	49	50	87	23	64	56	55	61	
	Keys Gate Charter School	2009	77	71	90	56	73	76	75	74	
	Renaissance Elementary Charter School	2009	96	97	96	76	77	80	86	86	
	Renaissance Middle Charter School	2009	86	86	100	66	76	74	73	77	
	Dade County	2010	64	71	88	41	63	69	58	67	
	Aventura City of Excellence School	2010	92	85	87	67	75	69	75	70	
	Downtown Miami Charter School	2010	53	44	77	20	62	41	61	50	
	Keys Gate Charter School	2010	78	76	84	52	74	71	68	71	
	Renaissance Elementary Charter School	2010	95	95	92	84	74	66	88	82	
	Renaissance Middle Charter School	2010	88	85	97	60	77	67	73	74	
	Dade County	2011	64	71	83	47	61	67	60	66	
	Aventura City of Excellence School	2011	92	92	90	76	73	83	73	82	
	Downtown Miami Charter School	2011	54	63	92	19	59	76	74	81	
	Keys Gate Charter School	2011	72	64	73	45	65	57	63	59	
	Renaissance Elementary Charter School	2011	93	92	84	82	76	73	79	88	
	Renaissance Middle Charter School	2011	85	74	90	60	76	62	77	60	
	Dade County	2012	55	57	81	47	68	68	70	66	
	Aventura City of Excellence School	2012	88	88	94	81	82	89	84	79	
	Downtown Miami Charter School	2012	49	50	94	17	77	74	89	86	
	Keys Gate Charter High School	2012	43	59	78		61	68	69	81	
	Keys Gate Charter School	2012	56	53	82	48	63	70	65	77	
	Renaissance Elementary Charter School	2012	82	77	91	72	78	70	77	82	
	Renaissance Middle Charter School	2012	76	73	96	68	82	80	90	81	
	Dade County	2013	57	59	58	54	68	67	67	65	
	Aventura City of Excellence School	2013	86	90	77	84	81	84	80	65	
	Downtown Miami Charter School	2013	50	66	57	63	59	85	59	90	
	Keys Gate Charter High School	2013	50	51	61	53	64	59	61	65	
	Keys Gate Charter School	2013	56	50	43	40	64	52	67	54	
	Renaissance Elementary Charter School	2013	83	82	76	90	78	77	81	65	
	Renaissance Middle Charter School	2013	74	65	58	68	72	65	74	69	
	Duval	Duval County	2011	62	69	79	49	58	65	56	65
		Duval Charter School at Arlington	2011	58	56	70	29	59	57	55	67
		Duval County	2012	53	54	82	46	64	65	66	64
		Duval Charter High School at Baymeadows	2012	48	56	88		73	71	73	63
Duval Charter School at Arlington		2012	44	40	79	28	61	59	69	57	
Duval Charter School at Baymeadows		2012	70	63	89	56	71	69	68	60	
Duval County		2013	54	56	59	55	64	64	63	64	
Duval Charter High School at Baymeadows		2013	53	59	54	69	59	68	64	76	
Duval Charter School at Arlington		2013	37	34	45	25	52	46	53	42	
Duval Charter School at Baymeadows	2013	74	71	67	60	68	62	63	63		
District	School	Year	Reading Proficiency	Math Proficiency	Writing Proficiency	Science Proficiency	Reading Gains	Math Gains	Lowest 25% Reading Gains	Lowest 25% Math Gains	
Hillsborough	Hillsborough County	2012	55	57	84	49	63	65	62	60	
	Winthrop Charter School	2012	62	55	80	47	65	54	62	59	
	Woodmont Charter School	2012	46	42	62	34	53	56	53	64	
	Hillsborough County	2013	55	58	67	55	63	68	61	62	
	Henderson Hammock Charter School	2013	60	51	59	44	63	49	72	40	
	Winthrop Charter School	2013	65	59	75	50	67	70	64	69	
Woodmont Charter School	2013	32	25	38	14	48	43	53	55		
Lee County	Lee County	2004	61	64	86		61	71	57		
	Bonita Springs Charter School	2004	64	55	78		60	62	47		
	Gateway Charter Elementary School	2004	75	67	72		60	65	58		
	Lee County	2005	62	67	82		60	70	61		
	Bonita Springs Charter School	2005	68	70	81		68	78	71		
	Cape Coral Charter School	2005	68	52	41		57	40	53		
	Gateway Charter Elementary School	2005	68	62	73		58	61	57		
	Gateway Charter High School	2005	32	51	79		46	62	61		
	Lee County	2006	64	68	84		61	70	61		
	Bonita Springs Charter School	2006	76	79	89		68	79	68		
	Cape Coral Charter School	2006	70	63	81		66	68	50		
	Gateway Charter Elementary School	2006	76	72	83		68	68	67		
	Gateway Charter High School	2006	40	66	89		50	75	57		
	Six Mile Charter Academy	2006	74	57	81		67	62	73		
	Lee County	2007	65	69	86	42	60	68	57	65	
	Bonita Springs Charter School	2007	79	81	86	46	68	73	73	67	
	Cape Coral Charter School	2007	69	58	51	43	63	51	65	46	
	Gateway Charter Elementary School	2007	75	70	81	46	66	70	65	73	
	Gateway Charter High School	2007	44	73	88	47	54	75	66	69	
	Six Mile Charter Academy	2007	64	51	46	38	67	45	81	33	
	Lee County	2008	67	71	84	41	62	71	58	69	
	Bonita Springs Charter School	2008	75	74	82	47	64	68	58	66	
	Cape Coral Charter School	2008	66	61	66	48	67	66	70	70	
	Gateway Charter Elementary School	2008	74	72	79	41	64	72	53	71	
Gateway Charter High School	2008	48	77	84	46	55	82	53	82		

Pike Preparatory Academy

Lee	Six Mile Charter Academy	2008	65	56	83	31	57	64	53	69
	Lee County	2009	70	73	88	44	65	70	62	66
	Bonita Springs Charter School	2009	79	80	92	54	71	73	65	72
	Cape Coral Charter School	2009	67	61	81	27	60	63	51	65
	Gateway Charter Elementary School	2009	78	80	76	50	72	63	69	58
	Gateway Charter High School	2009	47	71	78	45	54	74	58	64
	Gateway Intermediate Charter School	2009	77	70	95	51	72	72	66	65
	Six Mile Charter Academy	2009	77	69	82	50	73	70	73	71
	Lee County	2010	70	74	87	47	62	68	56	65
	Bonita Springs Charter School	2010	82	80	86	59	74	74	65	69
	Cape Coral Charter School	2010	75	72	77	55	63	67	52	72
	Gateway Charter Elementary School	2010	80	83	74	56	65	58	78	62
	Gateway Charter High School	2010	50	77	84	33	51	79	47	67
	Gateway Intermediate Charter School	2010	78	74	88	56	71	75	67	70
	Six Mile Charter Academy	2010	77	69	83	48	65	62	58	56
	Lee County	2011	70	76	84	49	62	71	57	68
	Bonita Springs Charter School	2011	81	81	80	64	69	65	64	63
	Cape Coral Charter School	2011	75	67	72	55	69	61	53	55
	Gateway Charter Elementary School	2011	80	83	62	55	74	67	71	79
	Gateway Charter High School	2011	48	82	83	42	56	80	52	63
	Gateway Intermediate Charter School	2011	79	73	83	58	71	75	69	67
	Six Mile Charter Academy	2011	73	65	57	49	67	60	65	64
	Lee County	2012	59	59	84	49	65	64	64	60
	Bonita Springs Charter School	2012	71	71	87	61	74	67	70	57
	Cape Coral Charter School	2012	67	57	78	43	70	61	67	56
	Gateway Charter Elementary School	2012	64	58	81	50	82	69	84	64
	Gateway Charter High School	2012	56	51	93		61	46	64	53
	Gateway Intermediate Charter School	2012	70	64	84	52	72	71	74	60
	Six Mile Charter Academy	2012	58	53	80	50	69	67	77	68
	Lee County	2013	59	59	59	56	65	65	63	60
	Bonita Springs Charter School	2013	71	65	61	57	68	62	59	55
	Cape Coral Charter School	2013	67	54	52	47	64	55	71	50
Gateway Charter Elementary School	2013	66	57	37	55	66	60	63	50	
Gateway Charter High School	2013	48	49	66	64	51	53	60	47	
Gateway Intermediate Charter School	2013	67	59	38	51	64	64	59	59	
Six Mile Charter Academy	2013	59	54	55	45	66	66	59	64	
Leon	Leon County	2013	61	64	56	60	66	68	61	57
	Governors Charter Academy	2013	46	45	36	46	71	58	71	69
Manatee	Manatee County	2013	54	56	47	54	64	67	62	61
	Manatee Charter School	2013	41	36	10	39	60	49	54	64
Orange	Orange County	2013	59	59	54	57	67	67	66	63
	Renaissance Charter School at Chickasaw Trail	2013	49	38	38	26	55	45	63	45
District	School	Year	Reading Proficiency	Math Proficiency	Writing Proficiency	Science Proficiency	Reading Gains	Math Gains	Lowest 25% Reading Gains	Lowest 25% Math Gains
Osceola	Four Corners Charter School	2002	68	68	61		74	90	74	
	Four Corners Charter School	2003	59	50	75		62	53	48	
	Osceola County	2004	54	55	80		60	69	61	
	Four Corners Charter School	2004	65	63	75		66	82	68	
	Osceola County	2005	55	57	74		59	68	61	
	Four Corners Charter School	2005	61	50	74		58	51	58	
	Osceola County	2006	58	59	80		61	68	62	
	Four Corners Charter School	2006	61	47	59		46	45	51	
	Osceola County	2007	58	60	82	34	57	68	57	66
	Four Corners Charter School	2007	63	52	77	22	71	67	72	71
	Osceola County	2008	61	64	79	36	61	71	59	70
	Four Corners Charter School	2008	70	59	86	44	62	68	65	73
	Osceola County	2009	62	66	85	40	62	70	62	67
	Canoe Creek Charter Academy	2009	71	53	86	32	64	62	76	62
	Four Corners Charter School	2009	73	66	90	48	72	75	73	75
	P. M. Wells Charter Academy	2009	68	57	81	32	67	66	69	62
	Osceola County	2010	62	66	87	41	60	67	55	66
	Canoe Creek Charter Academy	2010	71	62	80	44	67	77	63	86
	Four Corners Charter School	2010	76	73	86	45	70	73	60	78
	P. M. Wells Charter Academy	2010	64	56	80	40	67	69	64	72
	Osceola County	2011	63	66	85	45	61	68	61	68
	Canoe Creek Charter Academy	2011	71	72	79	57	68	69	63	72
	Four Corners Charter School	2011	74	70	87	51	65	61	67	54
	P. M. Wells Charter Academy	2011	71	61	74	39	71	69	68	70
	Osceola County	2012	54	51	84	47	67	66	69	65
	Canoe Creek Charter Academy	2012	52	49	87	42	66	64	77	59
	Four Corners Charter School	2012	62	58	85	46	75	69	79	64
	P. M. Wells Charter Academy	2012	56	48	78	38	70	67	71	71
	Osceola County	2013	54	51	64	51	65	64	66	64
	Canoe Creek Charter Academy	2013	49	50	70	46	57	65	59	65
	Four Corners Charter School	2013	60	60	59	59	71	72	73	72
	P. M. Wells Charter Academy	2013	54	40	42	32	68	51	68	53
Renaissance Charter School at Poinciana	2013	49	42	40	46	58	57	66	58	
Palm Beach	Palm Beach County	2013	59	62	70	60	68	68	66	60
	Renaissance Charter School at West Palm Beach	2013	43	37	71	32	54	58	61	58
St. Lucie	St. Lucie County	2010	61	66	85	41	59	68	54	66
	Renaissance Charter School of St. Lucie	2010	72	62	87	50	60	56	43	64
	St. Lucie County	2011	61	69	84	45	58	68	58	69
	Renaissance Charter School of St. Lucie	2011	73	66	83	43	65	63	66	71
	St. Lucie County	2012	51	51	80	44	63	60	65	59
	Renaissance Charter School of St. Lucie	2012	58	49	80	42	72	60	74	56
	St. Lucie County	2013	52	51	49	52	63	59	64	60
	Renaissance Charter School of St. Lucie	2013	58	50	34	42	61	57	63	63

Pike Preparatory Academy

Louisiana - LEAP/iLEAP % Proficient

Parish	School	Year	LEAP	iLEAP	LEAP	iLEAP	LEAP	iLEAP	LEAP	iLEAP
			ELA Proficiency	ELA Proficiency	Math Proficiency	Math Proficiency	Social Studies Proficiency	Social Studies Proficiency	Science Proficiency	Science Proficiency
Calcasieu	Calcasieu Parish	2012	75	78	74	73	71	76	72	72
	Lake Charles Charter Academy	2012	78	65	73	50	66	56	60	54
	Calcasieu Parish	2013	82	76	77	74	80	80	76	72
	Lake Charles Charter Academy	2013	82	74	73	67	68	68	64	65
	Southwest Louisiana Charter Academy	2013	65	78	58	75	60	60	58	61

Georgia - CRCT % Proficient

County	School	Year	Reading Proficiency	ELA Proficiency	Math Proficiency	Science Proficiency	Social Studies Proficiency
Coweta	Coweta County	2012	95	95	85	84	83
	Coweta Charter School at Senoia	2012	98	91	88	91	93
	Coweta County	2013	96	94	87	85	86
	Coweta Charter School at Senoia	2013	95	91	95	86	90
Cherokee	Cherokee County	2012	97	97	89	88	87
	Cherokee Charter School	2012	98	97	89	92	89
	Cherokee County	2013	98	96	91	88	87
	Cherokee Charter School	2013	99	96	87	90	91

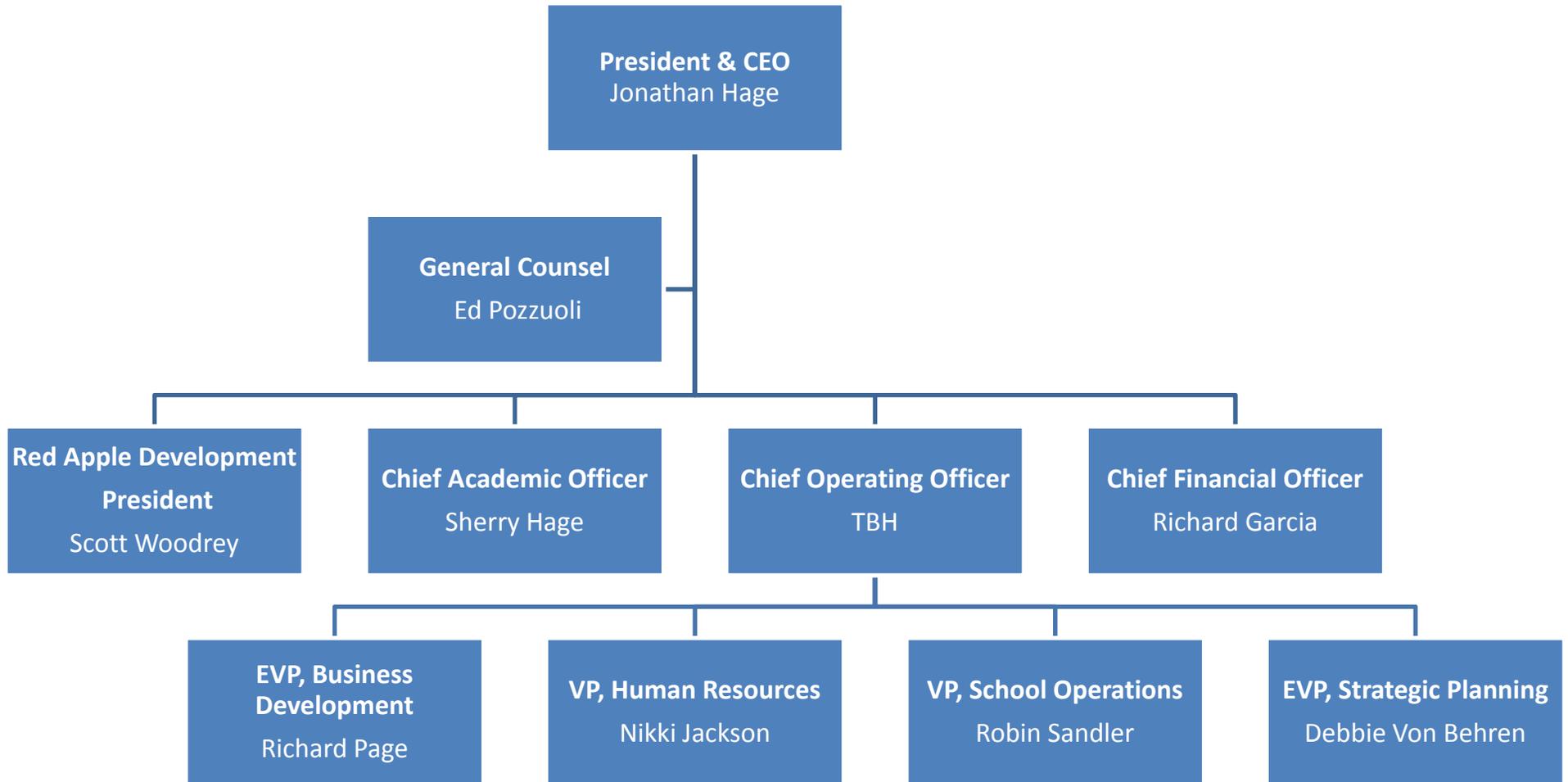
Graduation Rate Broward Schools				
	2009	2010	2011	2012
State of Florida - Dept of Education	66	69	71	75
Broward County Public Schools	68	72	72	76
Coral Springs Charter School - CSUSA	95	97	94	97
Lee County Public Schools	66	70	69	72
Gateway Charter High School - CSUSA	93	88	89	87

Schools in the CSUSA network of schools that serve communities with similar demographic profiles (race and income) to Guion Charter School

School/Site	Non-white	White
Lake Charles Charter Academy	68.2%	31.8%
Southwest Louisiana Charter Academy	68.2%	31.8%
GUION RD (2014)	62.4%	37.6%
Magnolia Charter School	60.2%	39.8%
RCS Plantation	57.6%	42.4%
North Broward Academy of Excellence	52.5%	47.5%
RCS West Palm Beach	52.2%	47.8%
Duval Charter School at Westside	45.2%	54.8%

School/Site	Average
Canoe Creek Charter Academy	\$ 48,148.67
P.M. Wells Charter Academy	\$ 47,493.33
CICS Longwood	\$ 44,514.00
CICS Loomis Primary	\$ 44,514.00
Manatee Charter School	\$ 43,569.00
GUION RD (2014)	\$ 43,540.00
RCS Plantation	\$ 41,984.67
Success Mile Charter Academy	\$ 41,307.33
Aventura City of Excellence	\$ 41,091.67
Duval Charter School at Westside	\$ 40,794.00
RCS Poinciana	\$ 40,739.00
RCS Chickasaw Trail	\$ 40,348.33
North Broward Academy of Excellence	\$ 39,396.67
Duval Charter School at Arlington	\$ 37,098.33
CICS Lloyd Bond	\$ 31,337.67

Charter Schools USA Management Organizational Chart



Describe the services to be provided by the ESP.

The ESP will provide the governing board with assistance in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. The ESP’s scope of services, as outlined in the table below includes, but is not limited to:

ESP Services	
Educational Management	<ul style="list-style-type: none"> • Customized curriculum designed to meet national, state, and local standards • Continuous program evaluation • Accountability • Sustainable performance • Curriculum material selection • Student data analysis • Student individual education plans, assessments, records, etc. • Professional/school development • Teacher instructional support, coaching, and mentoring • Assistance in coordinating parent, teacher, and student organizations
Development and Operations Management	<ul style="list-style-type: none"> • Charter Application and Charter Contract negotiations • Ensure state, local, and school board compliance • Develop project timeline • Negotiate contracted services (food, transportation, security, custodial, etc.) • Assess demographic and market needs • Develop enrollment marketing plan
Financial Management	<ul style="list-style-type: none"> • Establish accounting systems • Budget • Operation and capital budgets • financial and governmental reporting and analyses • Fundraising, where applicable • Application for grants and loans
Facilities Management	<ul style="list-style-type: none"> • Strategic financing and construction partnerships • Assist in site acquisition and/or lease negotiations • Liaison with building and/or renovation team to ensure quality and design standards are met • Operational design of classrooms and school space and programmatic input for functionality purposes • Procure furniture, fixtures, equipment, and supplies • Secure basic utility services (phone, water, electric & disposal service)
Human Resource Management	<ul style="list-style-type: none"> • Employee benefits Worker’s Compensation and 401(k) • Compensation planning & performance evaluations • Personnel administration: hire principals, teachers and other staff • Personnel procedures and ongoing staffing assistance • Payroll service • Government compliance and reporting

ESP Services	
	<ul style="list-style-type: none"> • Professional back-office services
Technology Management	<ul style="list-style-type: none"> • Design and development of technology labs and student stations • Local and wide area network installation • Remote access and software integration • Technology support • Purchasing of technology • Maintenance of student information system • Maintenance of school websites • Email hosting

The ESP will not own any items purchased with public funds. All purchases made with public funds will be the property of the School. Funds for operating and capital expenditures will come from school revenues. The ESP is responsible for facilitating the transactions to acquire necessary property for the School. The ESP will only make spending decisions based on the approved operating budget. The ESP will provide detailed monthly financial statements (income statement, balance sheet, cash flows) to the governing board showing a comparison of budget-to-actual results throughout the year. The ESP is paid management fees per the School budget, as approved by the governing board. The ESP will receive payment on a monthly basis as revenues are received and school expenditures are processed. An independent auditor will provide audited financial statements to the governing board on an annual basis.

General Functions of the ESP according to the Management Agreement

- Perform day-to-day management of the School, in accordance with the Management Agreement, the non-profit purpose of the governing board, the Charter Contract and subject to the direction given by the governing board.
- Implement and administer the Educational Program, including the selection of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the governing board.
- Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the governing board upon its request.
- Manage personnel functions, including professional development for the School Principal and all instructional personnel, as well as the personnel functions outlined in the Management Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by the ESP and as approved or requested by the governing board.
- Manage the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related.
- Working with the governing board for budget modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the governing board and be consistent with staffing and educational models.

- Marketing and advertising to enroll students.
- Implement pupil performance evaluations that permit evaluation of the educational progress of students and administer all standard assessments, as required.
- Provide other functions and services as necessary or expedient for the successful administration of the School.

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the ____ day of _____, 2012, by and between Charter Schools USA at _____, LLC, a Florida Limited Liability Company (“CSUSA”), and _____, a Florida non-profit corporation (the “Charter School”).

RECITALS

WHEREAS, the Charter School has submitted or will submit a charter application for the operation of _____ to _____ (the “Sponsor”) to operate a public charter school (the “Charter Application”); and

WHEREAS, the Charter School has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

WHEREAS, CSUSA is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

WHEREAS, the Charter School wishes to hire CSUSA, and CSUSA wishes to be hired by Charter School to manage and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

**ARTICLE I
CONTRACTING RELATIONSHIP**

A. Authority. The Charter School represents that it is authorized by law to contract with CSUSA and for CSUSA to provide educational management services to the Charter School. The Charter School further represents that it expects the Charter Application will be approved by the Sponsor to organize and operate a public charter school and that once the Charter Application has been approved, the Charter School will enter into a charter contract with the Sponsor (the “Charter Contract”). The Charter School is therefore authorized by the Charter Application, Charter Contract and the Sponsor to supervise and control such charter school, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Agreement. The Charter School hereby contracts with CSUSA, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum,

methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Charter School's Board of Directors (the "Board") and included in the Charter Contract between the Charter School and the Sponsor. CSUSA's obligations to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being CSUSA's responsibility shall remain the Board's sole responsibility.

C. Designation of Agents. The Board designates the employees of CSUSA as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board, subject to its discretion, hereby authorizes CSUSA to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.

D. Status of the Parties. CSUSA is a Florida limited liability company, and is not a division or a part of the Charter School. The Charter School is a Florida non-profit corporation or a Limited Liability Corporation with 501(c) (3) IRS designation (pending) authorized by the Charter Contract, and is not a division or part of CSUSA. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer employee relationship. Except as expressly provided in this Agreement, no agent or employee of CSUSA shall be deemed to be the agent or employee of the Charter School. CSUSA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CSUSA and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between CSUSA and the Charter School.

ARTICLE II TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. After the initial term, then the term of the Agreement shall be extended (i) to the extent CSUSA performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. Nothing contained in this Agreement shall be construed to restrict or prevent the Charter School from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

ARTICLE III FUNCTIONS OF CSUSA

A. Responsibility. CSUSA shall be responsible and accountable to the Board for the operation and performance of the Charter School in accordance with the Charter Contract. CSUSA's responsibility is expressly limited by: (i) the Charter School's Annual Budget, which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services. Neither CSUSA nor the Charter School shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School's Annual Budget. There is nothing in the Agreement which shall delegate the ultimate authority of the Charter School.

B. Educational Program. CSUSA agrees to implement the Educational Program. In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor. The parties hereto acknowledge that an essential principle of the Educational Program are their flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Charter School and CSUSA are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, CSUSA will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

C. Specific Functions. CSUSA shall be responsible for the management, operation, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter Contract and subject to the direction given by the Charter School;
2. Implement and administer the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Charter School. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;
3. Management, selection, and application of technology services required to facilitate operation of the school;

4. Manage personnel functions, including professional development for the Charter School Administrator and instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by CSUSA and as approved or requested by the Charter School;
5. Management of the business administration of the Charter School;
6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and;
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

D. Purchases. Purchases made by CSUSA on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Charter School. CSUSA shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Charter School. CSUSA's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

E. Subcontracts. CSUSA shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board. CSUSA reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School.

F. Place of performance. CSUSA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. Ongoing Student Recruitment. CSUSA shall develop and manage ongoing recruitment of students subject to general recruitment and admission policies of the Charter School. Students shall be selected in accordance with the procedures set forth in the charter Contract and in compliance with applicable laws. CSUSA shall present a plan to the Charter School to solicit and recruit enrollment of students by various means, which may include but shall not be limited to the following: paid and unpaid media advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth and presentations to interested groups and distribute information through advertisements.

H. Due Process Hearings. CSUSA shall, at the Board's direction, provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Charter School's own obligations, and if necessary retain counsel on behalf of the School. The Board shall retain the right to provide due process as required by law.

I. Legal Requirements. CSUSA shall provide Educational Programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.

J. Rules and Procedures. CSUSA shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

K. School Year and School Day. The school year and the school day shall be as required by law and as determined annually by the Board.

L. Pupil Performance Standards and Evaluation. CSUSA shall be responsible and accountable to the Board for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter Contract. The Board and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.

M. Services to Disabled Students and Special Education. CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board

acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and CSUSA mutually agree to adjust the Annual Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.

N. Contract between the Charter School and the Sponsor. CSUSA will not act in a manner that will cause the Charter School to be in breach of its Charter Contract with the Sponsor.

O. Unusual Events. CSUSA agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Charter School in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.

P. Student and Financial Records. All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

Q. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are Charter School property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the Sponsor and the public shall have access to the Charter School's records.

R. CSUSA Performance Goals.

- a) Timely submission of required reports set forth in this Agreement;
- b) Strict adherence to the approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs; and
- c) Such performance goals contained within the Charter Contract and the Charter Application;

S. Educational and Other Services. Upon Board approval, CSUSA shall provide certain educational and other services. Such services may include but are not limited to certain technology services, proprietary curriculum and other instructional tools

as well as school development services which may be provided by CSUSA, its affiliates or third party entity.

ARTICLE IV OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt CSUSA's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits CSUSA's ability in implementing the school design as set forth in the Charter Application, CSUSA shall have the option of terminating this Agreement.

B. Assistance to CSUSA. The Charter School shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Charter School agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.

D. Retained Authority. The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.

E. Food Service. The Charter School shall be managed, operated and administered by or shall otherwise provide authority to CSUSA to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

ARTICLE V FINANCIAL ARRANGEMENTS

A. Revenues. Except as herein after provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and CSUSA. The signatories on the account shall only be the Board members or designated CSUSA employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter

School. Except as specifically excluded by the terms of this Agreement, the term “Revenues” shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.
2. Special education funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to special education students in the Charter School.
3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to At-Risk students in the Charter School.
5. Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State and Local grant sources, including Title I and Charter School start up funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Charter School (except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the “Revenues”).

The Board may advance funds to CSUSA for the fees or expenses associated with the Charter School’s operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by CSUSA in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, CSUSA may, at CSUSA’s option, deposit funds into the Charter School Operating Accounting (“Operating Advances”). Operating Advances can only be made in accordance with the approved Annual Budget. The Charter School shall reimburse CSUSA all Operating Advances, together with interest

earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, CSUSA may forgive the un-reimbursed balance of Operating Advances, including interest earned thereon.

B. Budget.

CSUSA shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Board.

CSUSA shall prepare and submit to the Charter School for its approval for each Fiscal Year (July 1-June 30) , an Annual Budget for the Charter School. Each Annual Budget shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that CSUSA must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal and replacement of the School Facility or portions thereof. CSUSA shall obtain approval from the Charter School to withdraw funds from the Reserve Expense Account. There shall be a goal of 1% of funding per year for both the reserve and fund balance.

(i) CSUSA shall submit to the Charter School for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before May 31st of the current Fiscal Year. It is the intent of this provision that CSUSA prepare and submit to the Charter School a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Charter School must notify the CSUSA in writing that it approves the Annual Budget within thirty days of submission by CSUSA, which approval shall not be unreasonably withheld or delayed. If the Charter School does not approve the Annual Budget, the Charter School shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Charter School does not approve the Annual Budget within thirty days of submission by CSUSA, Charter School shall be deemed to approve the Annual Budget. CSUSA and the Charter School acknowledge that a Final Budget shall be completed no later than June 30.

(iii) CSUSA may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent student count and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be valid if approved by the express vote of the Board. CSUSA

shall report any changes upon which the Annual Budget was based within fifteen days after CSUSA becomes aware of any such change.

(iv) CSUSA shall operate and manage the Charter School according to its Annual Budget.

(v) CSUSA shall use reasonable efforts to operate the Charter School within its Annual Budget.

C. Fee. CSUSA shall be entitled to compensation for its services in the amount of 15% of “Revenues” which shall be set forth within the approved Annual Budget or a lesser percentage if, as otherwise agreed to by CSUSA.

D. Availability of Funds. CSUSA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

E. Financial Reporting. CSUSA shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures.
4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA’s performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.

G. Access to Records. CSUSA shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of CSUSA, and shall retain all of the said records for a period of time as may be required by the Charter Contract. CSUSA and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by

CSUSA.

I. Annual Audit. The Board shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with the Charter School's authorizing documents. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Charter School's independent auditor.

J. Start-up Operating Losses. With Charter School approval, CSUSA may, in its sole discretion, provide funds for operating losses for the Charter School during the start up period. CSUSA advances shall be budgeted and shall be in amounts acceptable to CSUSA. CSUSA shall be reimbursed from the Revenues as and when funds are available.

K. Marketing. Marketing and development costs paid by or charged to the Charter School shall be limited to those costs specific to the Charter School program and may include costs for the marketing and development of the Charter School.

ARTICLE VI PERSONNEL & TRAINING

A. Personnel Responsibility. CSUSA shall select and hire qualified personnel to perform services at the Charter School. Personnel shall be employees of CSUSA, unless otherwise agreed by CSUSA and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. CSUSA shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. School Administrator. The accountability of CSUSA to the Charter School is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, CSUSA shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. CSUSA shall consult with the Board with respect to the hiring of the School Administrator, and CSUSA shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

C. Teachers. CSUSA shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. CSUSA shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned

to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by CSUSA. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

D. Support Staff. CSUSA shall determine the number and the functions of support staff required for the operation of the Charter School. CSUSA shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by CSUSA.

E. Training. CSUSA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

F. Limitations on Discretion. All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the board and included within the Educational Program.

ARTICLE VII DEFAULT

A. Default. An event of default (“Event of Default”) by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within ten (10) days after the date such payment was due.
2. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
3. If CSUSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed

for more than sixty (60) days.

4. If CSUSA is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement.
5. If CSUSA materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this Agreement or the law, or (iii) insufficient progress has made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) if the health, safety, or welfare of the students is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations solely as direct result of an act or failure to act by CSUSA, and (vii) the revocation by the sponsor of the Charter Contract solely as the direct result of an act or failure to act CSUSA. In the event of a material breach, CSUSA shall have (60) days after receipt of written notice to remedy said breach.

B. Remedies. Upon the occurrence of an uncur ed Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, CSUSA may, for a fee reasonably acceptable to CSUSA, provide the Charter School reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records;
- Transferring any and all other non proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this agreement;
- Transferring and/or assigning to the Charter School all contracts, agreements, licenses, permissions, and other rights and privileges

related to the operation of the Charter School; including, at CSUSA's option, assignment of contracts for Personnel.

ARTICLE VIII INDEMNIFICATION

Each party to this Agreement does hereby indemnify and hold harmless the other, and the Sponsor, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

ARTICLE IX INSURANCE

A. Insurance Coverage. Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

ARTICLE X WARRANTIES AND REPRESENTATIONS

A. Charter School Warranties and Representations. The Charter School represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. CSUSA Warranties and Representations. CSUSA warrants and represents that it is a limited liability company authorized to conduct business in the State of Louisiana. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Charter School agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

C. Mutual Warranties. The Charter School and CSUSA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and CSUSA.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

C. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Florida, and subject to venue in Broward County. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either CSUSA or the Charter School against the other.

D. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Charter School shall be sent to the current

address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President or Chairman and Board attorney, are as follows:

The Charter School:

Phone: _____

with a copy to:

CSUSA:

Chairman, Chief Executive Officer
Charter Schools USA
6245 North Federal Highway, 5th Floor
Ft. Lauderdale, FL 33308
Phone: 954-202-3500
Fax: 954-202-2047

with a copy to:

Tripp Scott, P.A.
Attn: Edward J. Pozzuoli
110 S.E. Sixth Street
15th Floor
Fort Lauderdale, FL 33301
Phone: 954-525-7500
Fax: 954-761-8475

F. Assignment. Either party may assign this Agreement with the written consent of the other.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and signed by both the President or Chairman of the Board and the CEO of CSUSA.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to CSUSA powers or authority of the Board, which are not subject to delegation by the Board under applicable law.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter Contract. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

SIGNATURE PAGE TO FOLLOW

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Charter Schools USA at _____, LLC

By: _____
Name: Jonathan Hage
Title: President
Date: _____

Charter School

By: _____
Name: _____
Title: _____
Date: _____

TERM SHEET

Contract Duration: The duration of the Management Agreement shall be consistent with the term of the Charter Contract unless the Management Agreement is terminated or cancelled earlier.

Roles and Responsibilities of School Staff: CSUSA school staff will implement the educational goals and programs as set forth in the Charter Application (the “Educational Program”). In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor.

Roles and Responsibilities of CSUSA: CSUSA shall be responsible for the management, operation, administration, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Foundation, the Charter Contract and subject to the direction given by the Foundation;
2. Implement and administrate the Educational Program, including the selection of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Foundation. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Foundation upon its request;
3. Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations or are required by the Charter Contract;
4. Manage all personnel functions, including professional development for the Charter School Administrator and all instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by the CSUSA and as approved or requested by the Foundation;
5. All aspects of the business administration of the Charter School.
6. All aspects of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of

said grants and participating in any audits related thereto, and preparing the proposed Annual Budget for presentation to the Foundation for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Foundation and be consistent with the staffing and educational models set forth in the Charter School Application, and

7. Any other function necessary or expedient for the administration of the Charter School.

Financial Controls and Oversight:

Financial Reporting. CSUSA shall provide the Board with:

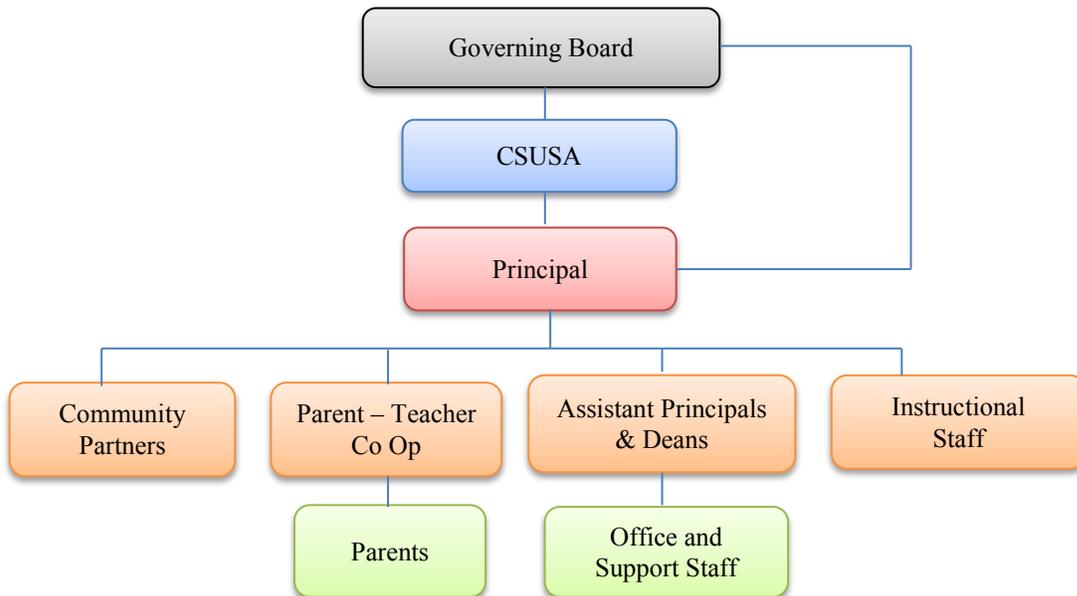
1. The projected Annual Budget as required by the terms of this Agreement.
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures.
4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.
5. All financial reports provided or prepared by CSUSA shall be presented in the format prescribed by the Indiana or the Sponsor, or, if the Sponsor has not prescribed a format, in GAAP/FASB approved nonprofit format.

Methods of Contract Oversight and Enforcement:

The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Indiana, and subject to venue in Marion County, Indiana. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding, or counterclaim brought by either CSUSA or the Foundation against the other.

ATTACHMENT

#8



Meetings of the Governing Board are open to the public and held in accordance with Open Meetings Laws. Although the School will be managed by CSUSA, parents, community partners, and members of the public are encouraged to attend such meetings and share any comments, questions, or concerns regarding the School with the Governing Board during that time.

ATTACHMENT

#9

ARTICLES OF INCORPORATION
OF
INDIANA CHARTER NETWORK, INC.

THE UNDERSIGNED, as incorporator and on behalf of a non-profit, non-stock corporation under the laws of the State of Indiana, hereby adopts the following Articles of Incorporation:

ARTICLE I
NAME

Section 1.1. The name of the corporation is Indiana Charter Network, Inc., (the “Corporation”).

ARTICLE II
DURATION

Section 2.1. The Corporation shall have perpetual existence unless dissolved pursuant to Indiana law.

ARTICLE IV
PURPOSE

Section 4.1. Notwithstanding any other provisions of these articles, the purposes for which this organization is organized are exclusively religious, charitable, scientific, literary and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the “Code”) or the corresponding provision of any future United States Internal Revenue law. The initial purpose of the Corporation is to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

Section 4.2. The Corporation shall have the power, either directly or indirectly, either alone or in conjunction or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which a Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster or attain any of such purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Code as the same now exist or as they may be hereinafter amended from time to time.

Section 4.3. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any Director or Officer of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

Section 4.4 No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition of any candidate for public office.

Section 4.5. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.6. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.7. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.8. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.9. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.10. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

Section 4.11. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VI DIRECTORS

Section 6.1. The affairs of the Corporation shall be governed by a Board of Directors (hereinafter referred to as the "Board").

Section 6.2. The initial Board of Directors shall consist of the following members elected in accordance with this Section and the Bylaws and shall serve until the first election of Directors as provided in the Bylaws:

<u>Name</u>	<u>Address</u>
Chair/President Jim Owen	8715 Flintlock Ct Indianapolis, IN 46256
Secretary Carrie O'Connor	3865 Washington Blvd Indianapolis, IN 46205
Treasurer Brian Anderson	11208 Harriston Drive Fishers, IN 46037
VP Christopher Bird	11803 Edgefield Drive Fishers, IN 46307

The members of the Board of Directors shall be appointed according to the procedures set forth in the Bylaws. The number of members on the Board of Directors may be increased or decreased from time to time by a vote of the Board of Directors in accordance with the Bylaws of the Corporation, but in any event there shall never be less than one (1) member on the Board of Directors. These Articles of Incorporation do not need to be amended each time new Directors are appointed.

ARTICLE VII
ADDRESS

Section 7.1. The street address and mailing address of the principal office of this corporation is: 310 N. Alabama St., Ste. 300 Indianapolis, IN 46204. The Board may, from time to time, move its principal office.

ARTICLE VIII
REGISTERED AGENT AND REGISTERED OFFICE

Section 8.1. The registered agent and registered office of the Corporation shall be:

<u>Name</u>	<u>Address</u>
Alexandra Curlin	310 N. Alabama St., Ste. 300 Indianapolis, IN 46204

**ARTICLE IX
AMENDMENT**

Section 9.1. These Articles of Incorporation may be amended in the manner and with the vote provided by law.

**ARTICLE X
BYLAWS**

Section 10.1. The Board of Directors of this Corporation shall adopt Bylaws for the government of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Indiana. The Bylaws may be amended from time to time by the Board of Directors.

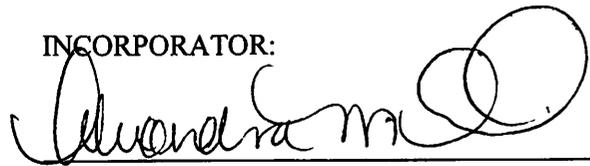
**ARTICLE XI
INCORPORATOR**

Section 11.1. The name and address of the incorporator of this Corporation are as follows:

<u>Name</u>	<u>Address</u>
Alexandra Curlin	310 N. Alabama St., Ste. 300 Indianapolis, IN 46204

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 27th day of August, 2013.

INCORPORATOR:


Name: Alexandra Curlin

Pike Preparatory Academy
State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION
of
INDIANA CHARTER NETWORK INC.

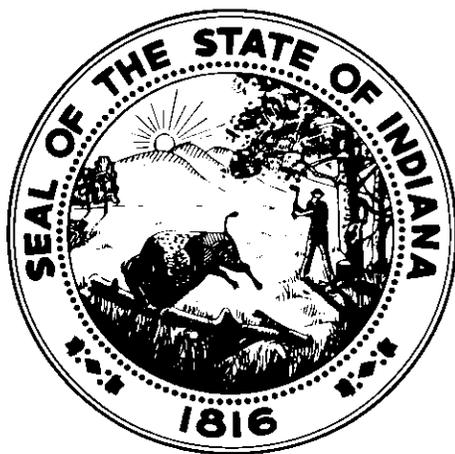
I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions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

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, August 27, 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, August 27, 2013

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE



APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
8/27/2013 2:40 PM

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

INDIANA CHARTER NETWORK INC.

FLEMING STAGE, LLC 310 N. ALABAMA ST., STE. 300, INDIANAPOLIS, IN 46204

ARTICLE II - REGISTERED OFFICE AND AGENT

ALEXANDRA CURLIN

FLEMING STAGE, LLC 310 N. ALABAMA ST., STE. 300, INDIANAPOLIS, IN 46204

ARTICLE III – INCORPORATORS

ALEXANDRA CURLIN

FLEMING STAGE, LLC 310 N. ALABAMA ST., STE. 300, INDIANAPOLIS, IN 46204

Signature: ALEXANDRA CURLIN

ARTICLE IV – GENERAL INFORMATION

Effective Date: 8/27/2013

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

NOTWITHSTANDING ANY OTHER PROVISIONS OF THESE ARTICLES, THE PURPOSES FOR WHICH THIS ORGANIZATION IS ORGANIZED ARE EXCLUSIVELY RELIGIOUS, CHARITABLE, SCIENTIFIC, LITERARY AND EDUCATIONAL WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986 (THE "CODE") OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW. THE INITIAL PURPOSE OF THE CORPORATION IS TO ASSIST WITH THE ESTABLISHMENT, DEVELOPMENT AND ADMINISTRATION OF CHARTER SCHOOLS, AND TO MAKE GRANTS TO FURTHER ELEMENTARY, MIDDLE AND HIGH SCHOOL EDUCATIONAL PROGRAMS AND FACILITIES AND OTHER CAPITAL NEEDS FOR SUCH SCHOOLS PROVIDING ELEMENTARY, MIDDLE AND HIGH SCHOOL EDUCATIONAL PROGRAMS THROUGH CHARTER SCHOOLS AND OTHER CHARITABLE ACTIVITIES AND TO DISTRIBUTE THE WHOLE OR ANY PART OF THE INCOME THEREFROM AND THE PRINCIPAL THEREOF EXCLUSIVELY FOR SUCH PURPOSES, EITHER DIRECTLY OR BY CONTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE.

Distribution of assets on dissolution or final liquidation

UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD OF DIRECTORS SHALL, AFTER PAYING OR MAKING PROVISION FOR THE PAYMENT OF ALL OF THE LIABILITIES OF THE CORPORATION, DISPOSE OF ALL OF THE ASSETS OF THE CORPORATION, EXCLUSIVELY FOR THE PURPOSES OF THE CORPORATION IN SUCH MANNER, OR TO SUCH ORGANIZATION OR ORGANIZATIONS ORGANIZED AND OPERATED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL, RELIGIOUS OR SCIENTIFIC PURPOSES, AS SHALL AT THE TIME QUALIFY AS AN EXEMPT ORGANIZATION OR ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE (OR THE CORRESPONDING PROVISIONS OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW), AS THE BOARD OF DIRECTORS SHALL DETERMINE. ANY OF SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY THE COURT HAVING PROPER JURISDICTION IN THE COUNTY WHERE THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS, AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

ARTICLE V

**ARTICLE IV
PURPOSE**

SECTION 4.1. NOTWITHSTANDING ANY OTHER PROVISIONS OF THESE ARTICLES, THE PURPOSES FOR WHICH THIS ORGANIZATION IS ORGANIZED ARE EXCLUSIVELY RELIGIOUS, CHARITABLE, SCIENTIFIC, LITERARY AND EDUCATIONAL WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986 (THE "CODE") OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW. THE INITIAL PURPOSE OF THE CORPORATION IS TO ASSIST WITH THE ESTABLISHMENT, DEVELOPMENT AND ADMINISTRATION OF CHARTER SCHOOLS, AND TO MAKE GRANTS TO FURTHER ELEMENTARY, MIDDLE AND HIGH SCHOOL EDUCATIONAL PROGRAMS AND FACILITIES AND OTHER CAPITAL NEEDS FOR SUCH SCHOOLS PROVIDING ELEMENTARY, MIDDLE AND HIGH SCHOOL EDUCATIONAL PROGRAMS THROUGH CHARTER SCHOOLS AND OTHER CHARITABLE ACTIVITIES AND TO DISTRIBUTE THE WHOLE OR ANY PART OF THE INCOME THEREFROM AND THE PRINCIPAL THEREOF EXCLUSIVELY FOR SUCH PURPOSES, EITHER DIRECTLY OR BY CONTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE.

SECTION 4.2. THE CORPORATION SHALL HAVE THE POWER, EITHER DIRECTLY OR INDIRECTLY, EITHER ALONE OR IN CONJUNCTION OR COOPERATION WITH OTHERS, TO DO ANY AND ALL LAWFUL ACTS AND THINGS AND TO ENGAGE IN ANY AND ALL LAWFUL ACTIVITIES WHICH MAY BE NECESSARY, USEFUL, SUITABLE, DESIRABLE OR PROPER FOR THE FURTHERANCE, ACCOMPLISHMENT, FOSTERING OR ATTAINMENT OF ANY OR ALL OF THE PURPOSES FOR WHICH A CORPORATION IS ORGANIZED, AND TO AID OR ASSIST OTHER ORGANIZATIONS WHOSE ACTIVITIES ARE SUCH AS TO FURTHER ACCOMPLISH, FOSTER OR ATTAIN ANY OF SUCH PURPOSES. NOTWITHSTANDING ANYTHING HEREIN TO THE CONTRARY, THE CORPORATION SHALL EXERCISE ONLY SUCH POWERS AS ARE IN FURTHERANCE OF THE EXEMPT PURPOSES OF ORGANIZATIONS SET FORTH IN SECTION 501(C)(3) OF THE CODE AS THE SAME NOW EXIST OR AS THEY MAY BE HEREINAFTER AMENDED FROM TIME TO TIME.

SECTION 4.3. NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT

OF, OR BE DISTRIBUTABLE TO, ANY DIRECTOR OR OFFICER OF THE CORPORATION OR ANY OTHER PRIVATE INDIVIDUAL (EXCEPT THAT REASONABLE COMPENSATION MAY BE PAID FOR SERVICES RENDERED TO OR FOR THE CORPORATION AFFECTING ONE OR MORE OF ITS PURPOSES); AND NO DIRECTOR OR OFFICER OF THE CORPORATION, OR ANY PRIVATE INDIVIDUAL, SHALL BE ENTITLED TO SHARE IN THE DISTRIBUTION OF ANY OF THE CORPORATE ASSETS ON DISSOLUTION OF THE CORPORATION.

SECTION 4.4 NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE THE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE OR INTERVENE IN (INCLUDING THE PUBLICATION OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OF OR IN OPPOSITION OF ANY CANDIDATE FOR PUBLIC OFFICE.

SECTION 4.5. THE CORPORATION SHALL DISTRIBUTE ITS INCOME FOR EACH TAXABLE YEAR AT SUCH TIME AND IN SUCH MANNER AS NOT TO BECOME SUBJECT TO TAX ON UNDISTRIBUTED INCOME IMPOSED BY SECTION 4942 OF THE CODE OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

SECTION 4.6. THE CORPORATION SHALL NOT ENGAGE IN ANY ACT OF SELF-DEALING AS DEFINED IN SECTION 4941(D) OF THE CODE OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

SECTION 4.7. THE CORPORATION SHALL NOT RETAIN ANY EXCESS BUSINESS HOLDINGS AS DEFINED IN SECTION 4943(C) OF THE CODE OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

SECTION 4.8. THE CORPORATION SHALL NOT MAKE ANY INVESTMENTS IN SUCH MANNER AS TO SUBJECT IT TO TAX UNDER SECTION 4944 OF THE CODE OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

SECTION 4.9. THE CORPORATION SHALL NOT MAKE ANY TAXABLE EXPENDITURES AS DEFINED IN SECTION 4945(D) OF THE CODE OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

SECTION 4.10. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES OF INCORPORATION, THE CORPORATION SHALL NOT CONDUCT OR CARRY ON ANY ACTIVITIES NOT PERMITTED TO BE CONDUCTED OR CARRIED ON BY AN ORGANIZATION EXEMPT FROM TAXATION UNDER SECTION 501(C)(3) OF THE CODE OR BY AN ORGANIZATION CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2) OF THE CODE.

SECTION 4.11. UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD OF DIRECTORS SHALL, AFTER PAYING OR MAKING PROVISION FOR THE PAYMENT OF ALL OF THE LIABILITIES OF THE CORPORATION, DISPOSE OF ALL OF THE ASSETS OF THE CORPORATION, EXCLUSIVELY FOR THE PURPOSES OF THE CORPORATION IN SUCH MANNER, OR TO SUCH ORGANIZATION OR ORGANIZATIONS ORGANIZED AND OPERATED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL, RELIGIOUS OR SCIENTIFIC PURPOSES, AS SHALL AT THE TIME QUALIFY AS AN EXEMPT ORGANIZATION OR ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE (OR THE CORRESPONDING PROVISIONS OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW), AS THE BOARD OF DIRECTORS SHALL DETERMINE. ANY OF SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY THE COURT HAVING PROPER JURISDICTION IN THE COUNTY WHERE THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION

OR ORGANIZATIONS, AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

ARTICLE VI
DIRECTORS

SECTION 6.1. THE AFFAIRS OF THE CORPORATION SHALL BE GOVERNED BY A BOARD OF DIRECTORS (HEREINAFTER REFERRED TO AS THE "BOARD").

SECTION 6.2. THE INITIAL BOARD OF DIRECTORS SHALL CONSIST OF THE FOLLOWING MEMBERS ELECTED IN ACCORDANCE WITH THIS SECTION AND THE BYLAWS AND SHALL SERVE UNTIL THE FIRST ELECTION OF DIRECTORS AS PROVIDED IN THE BYLAWS:

NAME ADDRESS
CHAIR/PRESIDENT
JIM OWEN

SECRETARY
CARRIE O'CONNOR

TREASURER
BRIAN ANDERSON

VP CHRISTOPHER BIRD

8715 FLINTLOCK CT
INDIANAPOLIS, IN
46256

3865 WASHINGTON

BLVD
INDIANAPOLIS, IN
46205

11208 HARRISTON DRIVE
FISHERS, IN
46037

11803 EDGEFIELD DRIVE
FISHERS, IN
46307

THE MEMBERS OF THE BOARD OF DIRECTORS SHALL BE APPOINTED ACCORDING TO THE PROCEDURES SET FORTH IN THE BYLAWS. THE NUMBER OF MEMBERS ON THE BOARD OF DIRECTORS MAY BE INCREASED OR DECREASED FROM TIME TO TIME BY A VOTE OF THE BOARD OF DIRECTORS IN ACCORDANCE WITH THE BYLAWS OF THE CORPORATION, BUT IN ANY EVENT THERE SHALL NEVER BE LESS THAN ONE (1) MEMBER ON THE BOARD OF DIRECTORS. THESE ARTICLES OF INCORPORATION DO NOT NEED TO BE AMENDED EACH TIME NEW DIRECTORS ARE APPOINTED.

ARTICLE VII
ADDRESS

SECTION 7.1. THE STREET ADDRESS AND MAILING ADDRESS OF THE PRINCIPAL OFFICE OF THIS CORPORATION IS: 310 N. ALABAMA ST., STE. 300 INDIANAPOLIS, IN 46204. THE BOARD MAY, FROM TIME TO TIME, MOVE ITS PRINCIPAL OFFICE.

ARTICLE VIII
REGISTERED AGENT AND REGISTERED OFFICE

SECTION 8.1. THE REGISTERED AGENT AND REGISTERED OFFICE OF THE CORPORATION SHALL BE:

NAME	ADDRESS
ALEXANDRA CURLIN	310 N. ALABAMA ST., STE. 300 INDIANAPOLIS, IN 46204

ARTICLE IX
AMENDMENT

SECTION 9.1. THESE ARTICLES OF INCORPORATION MAY BE AMENDED IN THE MANNER AND WITH THE VOTE PROVIDED BY LAW.

ARTICLE X
BYLAWS

SECTION 10.1. THE BOARD OF DIRECTORS OF THIS CORPORATION SHALL ADOPT BYLAWS FOR THE GOVERNMENT

OF THIS CORPORATION WHICH SHALL BE SUBORDINATE ONLY TO THE ARTICLES OF INCORPORATION AND THE LAWS OF THE UNITED STATES AND THE STATE OF INDIANA. THE BYLAWS MAY BE AMENDED FROM TIME TO TIME BY THE BOARD OF DIRECTORS.

ARTICLE XI
INCORPORATOR

SECTION 11.1. THE NAME AND ADDRESS OF THE INCORPORATOR OF THIS CORPORATION ARE AS FOLLOWS:

NAME	ADDRESS
ALEXANDRA CURLIN	310 N. ALABAMA ST., STE. 300 INDIANAPOLIS, IN 46204

IN WITNESS WHEREOF, THE UNDERSIGNED INCORPORATOR HAS EXECUTED THESE ARTICLES OF INCORPORATION THIS 27TH DAY OF AUGUST, 2013.

INCORPORATOR:

NAME: ALEXANDRA CURLIN

ATTACHMENT

#10

**BYLAWS OF
INDIANA CHARTER NETWORK, INC.
(A Non-Profit Corporation)**

**ARTICLE 1
NAME**

Section 1.1. Name. The name of the Corporation shall be Indiana Charter Network, Inc. (the "Corporation").

**ARTICLE 2
ORGANIZATION**

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Indiana Nonprofit Corporation Act of 1991 (the "1991 Act") and to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. The specific purpose of the Corporation is to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

Section 2.2. Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

**ARTICLE 3
MEMBERSHIP**

Section 3.1. This Corporation is a non-profit, non-stock corporation, and shall have no members.

ARTICLE 4
BOARD OF DIRECTORS

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of at least 60% of the Directors are present. The affirmative vote of a majority of the Directors shall be necessary for all actions by the Board relating to the following:

- 4.1.1 Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;
- 4.1.2 Adoption of an amendment to the Articles of Incorporation or the Bylaws;
- 4.1.3 Organization of a subsidiary or affiliate by the Corporation; and
- 4.1.4 Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2 Number of Directors. The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased by a majority vote of the Board, but in no event shall the number of Directors be fewer than three (3). In the event of an increase in the number of Directors, the additional directorships created shall be filled in the manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3 Nomination of Directors. Not less than one (1) month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting, which slate shall be approved by the Board. If the Board does not approve of any nominee, then the nominee shall be removed from the slate, and the committee may replace the removed nominee with another nominee approved by the Board. These submissions shall be deemed to be nominations of each person named.

Section 4.4 Election of Directors. Directors shall be elected by the Board from a slate of nominees at any meeting when there is an expiring term.

Section 4.5 Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with the nominating provisions of Section 4.3 and Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's term, a Director so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.6 Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the

Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.7 Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation or reimbursement from the Corporation for other services or expenses incurred on behalf of the Corporation. Payment of any such compensation or reimbursement to a Director shall require and be subject to approval of the Board.

Section 4.8 Annual Meetings of the Board. The annual meeting of the Board shall be held in person or electronically with such notice required by Indiana law on the first business day of April of each year, unless the Board, by resolution, provides for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.9 Special Meetings. Special meetings of the Board may be called at any time by the President of the Board and may be held in person or electronically. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting or at such time and in the manner prescribed by Indiana law. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10 Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The meetings may be held in person or electronically. The Secretary (or his/her designee) shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place and time of the meeting.

Section 4.11 Notice of Compliance. All meetings will be conducted in accordance with all applicable Indiana laws.

Section 4.12 Quorum and Action of the Board. At least sixty percent (60%) of the Directors must be present in person or electronically at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such

adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.13 Voting Shares of Stock. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the Chairman, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 hereinabove.

ARTICLE 5 **OFFICERS**

Section 5.1 Number. The Corporation may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be residents of the State of Indiana or United States citizens. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2 Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until the election and qualification of their successors or their earlier death, resignation or removal.

Section 5.3 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 5.1 for the remaining unexpired term of such office.

Section 5.4 Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 5.1 hereinabove.

Section 5.5 President. The President shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation. He shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He shall report as directed to the Board at each meeting. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in

general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.6 Vice-President. The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.7 Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8 Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9 Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.10 Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.10.1 The Treasurer shall perform the services of the Chairman.

5.10.2 The Chairman shall perform the services of the Secretary and the President.

5.10.3 The Secretary shall perform the services of the Treasurer.

Section 5.11 Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any Officer from receiving compensation or reimbursement from the Corporation for other services or expenses incurred on behalf of the Corporation.

ARTICLE 6
COMMITTEES OF THE BOARD

Section 6.1 Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 6.2 Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3 Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4 Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5 Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6 Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove

any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE 7
INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1 Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2 Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE 8
CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1 Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3 Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5 Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6 Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7 Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE 9
FISCAL YEAR

Section 9.1 Fiscal Year. The fiscal year of the Corporation shall end on June 30th of each year.

ARTICLE 10
CORPORATE SEAL

Section 10.1 Corporate Seal. The Board may provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE 11
NOTICE

Section 11.1 General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or sent by first class mail, by e-mail or facsimile (or similar electronic means) or by a nationally recognized overnight courier, charges prepaid, addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered shall be deemed to be the time of the giving of such notice.

Section 11.2 Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE 12
AMENDMENTS

Section 12.1 By Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

ATTACHMENT

#11



Alexandra M. Curlin
Direct Phone (317) 686-9103
amcurlin@flemingstage.com

September 3, 2013

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

VIA FEDEX Priority Overnight

RE: APPLICATION FOR RECOGNITION OF EXEMPTION UNDER 501(c)(3)

Dear Sir or Madam,

Enclosed please find Form 1023, which is the Indiana Charter Network, Inc.'s application for 501(c)(3) status with the IRS. This letter will also include the required supplements to Form 1023 in the order in which you have requested them.

Part I

See Tab 1 for Power of Attorney.

Part II

1. See Tab 2 for Articles of Incorporation.
5. See Tab 3 for Bylaws.

Part IV

Indiana Charter Network ("ICN") was formed by a group of citizens living and working in Indianapolis and its surrounding communities who believe in access to high quality education for all students. It is ICN's goal to open and operate charter schools in Indiana. ICN will target communities in which there is a need for high quality education that is open to all students and where traditional public schools have been unable to reach high populations of students. ICN will contract with an educational management organization ("EMO") that will operate the day-in-day-out functions of the school. Funding for the schools will come state and federal monies reserved for school operation in the State of Indiana.

Part V

ICN does not plan to have any employees. The employees of the schools will be employees of the EMO with which ICN contracts to run day-to-day operations. The EMO will be an independent contractor with ICN. Most EMO's charge a percentage of total revenue for services. ICN expects it will pay between 8-15% of its total student revenues to the EMO for day-to-day operations of the school(s). Compensation will be negotiated and set by the ICN Board in advance of any agreement. ICN will complete its due diligence in determining the EMO rate based on

310 North Alabama Street, Suite 300, Indianapolis, IN 46204
Telephone: (317) 686-1515; Fax: (317) 686-9137
www.FlemingStage.com

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similar situations in Indiana and its budget. Record of these discussions will be taken and kept by the Board's secretary. All ICN Board members will sign conflict of interest statements indicating no conflict of interest with any of the Board's undertakings.

Part VI

ICN will open a charter school(s) open to all students regardless of race, religion, ethnicity, sexual orientation, disability, and economic level. ICN will open a school(s) for students in grades kindergarten through twelfth grade and in compliance with the Individuals with Disabilities Education Act.

Part VIII

ICN will open a charter school(s) in Indiana. The school, may, like any other Indiana school, engage in efforts to raise funds for its operations. This may include the sale of items, requests for donations through solicitation, or by applying for governmental or private grants. Fundraising will only be conducted in Indiana. ICN has not received any donations from any individual or entity, including any donation from any individual or entity that is contingent on any specific conditions. ICN is not opposed to receiving such donations. The Board will consider all proposed conditions and discuss and determine whether the proposed conditions further ICN's purpose and are in the best interest of the students attending the school(s). ICN will reject any donations with conditions precedent that are in conflict with its mission, purpose, and/or are not in the best interest of students.

ICN will contract with an EMO to manage day-to-day operations of the school. The EMO will be responsible for delivering education to students in accordance with the standards of the Board and the State and will be responsible for managing the facility in which the school(s) operates. The EMO will have no relationship with any of the ICN board members.

Part IX

ICN is a newly formed organization without any assets or liabilities. ICN has projected a budget based on current assumptions regarding enrollment, which relates to revenue and diligence regarding costs. See Tab 4 for the proposed operating budget for the school.

Part X

For Schedule B, see Tab 5. ICN is a corporation that will apply for a charter, pursuant to IC 20-24-3 to open a charter school(s) in Indiana.

Sincerely,



Alexandra M. Curlin

Distribution:
File

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Indiana Charter Network, Inc.		Alexandra Curlin	
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
310 N. Alabama St.	300	46-3548275	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
Indianapolis, IN 46204		June	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: (317) 202 0301	
a Name: Alexandra Curlin		c Fax: (optional) (317) 536 3663	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: NA			
b Organization's email: (optional) NA			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		08 / 27 / 2013	
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a corporation? If "Yes," attach a copy of your articles of incorporation showing certification of filing with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. Yes No
- 2 Are you a limited liability company (LLC)? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. Yes No
- 3 Are you an unincorporated association? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. Yes No
- 4a Are you a trust? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. Yes No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5 Have you adopted bylaws? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. Yes No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Article 4, Section 4.1
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Article 4, Section 4.11
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: _____

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Jim Owen	President	8715 Flintlock Ct. Indianapolis, IN 46256	0
Christopher Bird	Vice President	11803 Edgefield Dr. Fishers, IN 46307	0
Brian Anderson	Treasurer	11208 Harriston Dr. Fishers, IN 46307	0
Carrie O'Connor	Secretary	3865 Washington Blvd. Indianapolis, IN 46205	0

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
NA		
		
		
		
		

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
		
		
		
		
		

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
 - b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
 - c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No

- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No

- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at **arm's length**.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain. Yes No
- 2a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**

- mail solicitations
- email solicitations
- personal solicitations
- vehicle, boat, plane, or similar donations
- foundation grant solicitations
- phone solicitations
- accept donations on your website
- receive donations from another organization's website
- government grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you affiliated with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in economic development? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a** Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d** Identify each recipient organization and any relationship between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- 15 Do you have a **close connection** with any organizations? If "Yes," explain. Yes No
- 16 Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. Yes No
- 17 Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. Yes No
- 18 Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. Yes No
- 19 Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. Yes No
- 20 Is your main function to provide **hospital or medical care**? If "Yes," complete Schedule C. Yes No
- 21 Do you or will you provide **low-income housing** or housing for the **elderly or handicapped**? If "Yes," complete Schedule F. Yes No
- 22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. Yes No

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)
		Current tax year	(a) From..... To	(b) From..... To	(c) From..... To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)					
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)					
	8 Total of lines 1 through 7					
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9					
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 Unusual grants					
	13 Total Revenue Add lines 10 through 12					
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages					
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)					
	24 Total Expenses Add lines 14 through 23					

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Table with columns for Assets, Liabilities, and Fund Balances or Net Assets. Rows include Cash, Accounts receivable, Inventories, Bonds and notes receivable, Corporate stocks, Loans receivable, Other investments, Depreciable and depletable assets, Land, Other assets, Total Assets, Accounts payable, Contributions, gifts, grants, etc. payable, Mortgages and notes payable, Other liabilities, Total Liabilities, Total fund balances or net assets, and Total Liabilities and Fund Balances or Net Assets.

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. [] Yes [x] No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. [] Yes [x] No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. []

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. [] Yes [] No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. [] Yes [] No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? [] Yes [] No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

- The organization is not a private foundation because it is:
a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. []
b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B. [x]
c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. []
d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. []

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
(Signature of Officer, Director, Trustee, or other authorized official)

.....
(Type or print name of signer)

.....
(Date)

.....
(Type or print title or authority of signer)

For IRS Use Only

.....
IRS Director, Exempt Organizations

.....
(Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

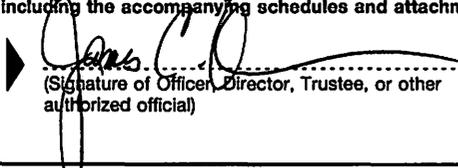
Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here



(Signature of Officer, Director, Trustee, or other authorized official)

Jim Owen

(Type or print name of signer)

September 3, 2013

(Date)

President

(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

TABI

Power of Attorney and Declaration of Representative

OMB No. 1545-0150

For IRS Use Only

Received by: _____

Name _____

Telephone _____

Function _____

Date / /

Form **2848**
(Rev. March 2012)
Department of the Treasury
Internal Revenue Service

▶ Type or print. ▶ See the separate instructions.

Part I Power of Attorney

Caution: A separate Form 2848 should be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address Indiana Charter Network, Inc. 310 N. Alabama St., Ste. 300 Indianapolis, IN 46204	Taxpayer identification number(s) 46-3548275	
	Daytime telephone number (317) 202-0301	Plan number (if applicable)

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address Alexandra Curlin 310 N. Alabama St., Ste. 300 Indianapolis, IN 46204	CAF No. <u>None</u> PTIN <u>NA</u> Telephone No. <u>(317) 202-0301</u> Fax No. <u>(317) 536-3663</u>
Check if to be sent notices and communications <input checked="" type="checkbox"/>	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____
Check if to be sent notices and communications <input type="checkbox"/>	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____
	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>

to represent the taxpayer before the Internal Revenue Service for the following matters:

3 Matters

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, etc.) (see instructions for line 3)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions for line 3)
1023 Application and Nonprofit Application for Sales Tax Exemption	1023 and NP-20A	Calendar year 2013

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. **Specific Uses Not Recorded on CAF**

5 Acts authorized. Unless otherwise provided below, the representatives generally are authorized to receive and inspect confidential tax information and to perform any and all acts that I can perform with respect to the tax matters described on line 3, for example, the authority to sign any agreements, consents, or other documents. The representative(s), however, is (are) not authorized to receive or negotiate any amounts paid to the client in connection with this representation (including refunds by either electronic means or paper checks). Additionally, unless the appropriate box(es) below are checked, the representative(s) is (are) not authorized to execute a request for disclosure of tax returns or return information to a third party, substitute another representative or add additional representatives, or sign certain tax returns.

Disclosure to third parties; Substitute or add representative(s); Signing a return; _____

Other acts authorized: _____ (see instructions for more information)

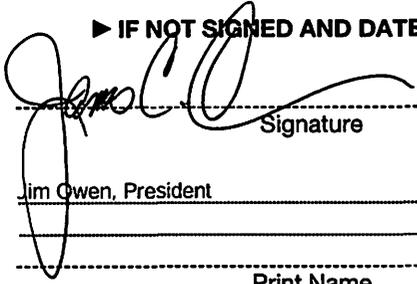
Exceptions. An unenrolled return preparer cannot sign any document for a taxpayer and may only represent taxpayers in limited situations. An enrolled actuary may only represent taxpayers to the extent provided in section 10.3(d) of Treasury Department Circular No. 230 (Circular 230). An enrolled retirement plan agent may only represent taxpayers to the extent provided in section 10.3(e) of Circular 230. A registered tax return preparer may only represent taxpayers to the extent provided in section 10.3(f) of Circular 230. See the line 5 instructions for restrictions on tax matters partners. In most cases, the student practitioner's (level k) authority is limited (for example, they may only practice under the supervision of another practitioner).

List any specific deletions to the acts otherwise authorized in this power of attorney: _____

6 Retention/revocation of prior power(s) of attorney. The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you **do not** want to revoke a prior power of attorney, check here **YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.**

7 Signature of taxpayer. If a tax matter concerns a year in which a joint return was filed, the husband and wife must each file a separate power of attorney even if the same representative(s) is (are) being appointed. If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

▶ IF NOT SIGNED AND DATED, THIS POWER OF ATTORNEY WILL BE RETURNED TO THE TAXPAYER.



 Signature

 Date

 President

 Title (if applicable)

 Jim Owen, President

 Print Name

 PIN Number

 Print name of taxpayer from line 1 if other than individual

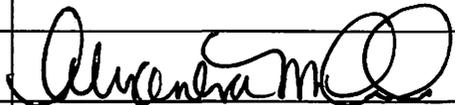
Part II Declaration of Representative

Under penalties of perjury, I declare that:

- I am not currently under suspension or disbarment from practice before the Internal Revenue Service;
- I am aware of regulations contained in Circular 230 (31 CFR, Part 10), as amended, concerning practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
 - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
 - b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
 - c Enrolled Agent—enrolled as an agent under the requirements of Circular 230.
 - d Officer—a bona fide officer of the taxpayer’s organization.
 - e Full-Time Employee—a full-time employee of the taxpayer.
 - f Family Member—a member of the taxpayer’s immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
 - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
 - h Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - k Student Attorney or CPA—receives permission to practice before the IRS by virtue of his/her status as a law, business, or accounting student working in LITC or STCP under section 10.7(d) of Circular 230. See instructions for Part II for additional information and requirements.
 - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ IF THIS DECLARATION OF REPRESENTATIVE IS NOT SIGNED AND DATED, THE POWER OF ATTORNEY WILL BE RETURNED. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN LINE 2 ABOVE. See the instructions for Part II.

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

Designation— Insert above letter (a-r)	Licensing jurisdiction (state) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable). See instructions for Part II for more information.	Signature	Date
a	Indiana	24841-49		9/3/13

TAB 2

**ARTICLES OF INCORPORATION
OF
INDIANA CHARTER NETWORK, INC.**

THE UNDERSIGNED, as incorporator and on behalf of a non-profit, non-stock corporation under the laws of the State of Indiana, hereby adopts the following Articles of Incorporation:

**ARTICLE I
NAME**

Section 1.1. The name of the corporation is Indiana Charter Network, Inc., (the “Corporation”).

**ARTICLE II
DURATION**

Section 2.1. The Corporation shall have perpetual existence unless dissolved pursuant to Indiana law.

**ARTICLE IV
PURPOSE**

Section 4.1. Notwithstanding any other provisions of these articles, the purposes for which this organization is organized are exclusively religious, charitable, scientific, literary and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the “Code”) or the corresponding provision of any future United States Internal Revenue law. The initial purpose of the Corporation is to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

Section 4.2. The Corporation shall have the power, either directly or indirectly, either alone or in conjunction or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which a Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster or attain any of such purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Code as the same now exist or as they may be hereinafter amended from time to time.

Section 4.3. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any Director or Officer of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

Section 4.4 No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition of any candidate for public office.

Section 4.5. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.6. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.7. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.8. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.9. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.10. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

Section 4.11. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VI **DIRECTORS**

Section 6.1. The affairs of the Corporation shall be governed by a Board of Directors (hereinafter referred to as the "Board").

Section 6.2. The initial Board of Directors shall consist of the following members elected in accordance with this Section and the Bylaws and shall serve until the first election of Directors as provided in the Bylaws:

<u>Name</u>	<u>Address</u>
Chair/President Jim Owen	8715 Flintlock Ct Indianapolis, IN 46256
Secretary Carrie O'Connor	3865 Washington Blvd Indianapolis, IN 46205
Treasurer Brian Anderson	11208 Harriston Drive Fishers, IN 46037
VP Christopher Bird	11803 Edgefield Drive Fishers, IN 46307

The members of the Board of Directors shall be appointed according to the procedures set forth in the Bylaws. The number of members on the Board of Directors may be increased or decreased from time to time by a vote of the Board of Directors in accordance with the Bylaws of the Corporation, but in any event there shall never be less than one (1) member on the Board of Directors. These Articles of Incorporation do not need to be amended each time new Directors are appointed.

ARTICLE VII
ADDRESS

Section 7.1. The street address and mailing address of the principal office of this corporation is: 310 N. Alabama St., Ste. 300 Indianapolis, IN 46204. The Board may, from time to time, move its principal office.

ARTICLE VIII
REGISTERED AGENT AND REGISTERED OFFICE

Section 8.1. The registered agent and registered office of the Corporation shall be:

<u>Name</u>	<u>Address</u>
Alexandra Curlin	310 N. Alabama St., Ste. 300 Indianapolis, IN 46204

**ARTICLE IX
AMENDMENT**

Section 9.1. These Articles of Incorporation may be amended in the manner and with the vote provided by law.

**ARTICLE X
BYLAWS**

Section 10.1. The Board of Directors of this Corporation shall adopt Bylaws for the government of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Indiana. The Bylaws may be amended from time to time by the Board of Directors.

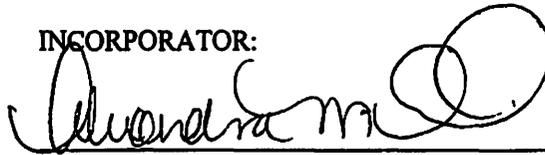
**ARTICLE XI
INCORPORATOR**

Section 11.1. The name and address of the incorporator of this Corporation are as follows:

<u>Name</u>	<u>Address</u>
Alexandra Curlin	310 N. Alabama St., Ste. 300 Indianapolis, IN 46204

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 27th day of August, 2013.

INCORPORATOR:



Name: Alexandra Curlin

TAB 3

**BYLAWS OF
INDIANA CHARTER NETWORK, INC.
(A Non-Profit Corporation)**

**ARTICLE 1
NAME**

Section 1.1. Name. The name of the Corporation shall be Indiana Charter Network, Inc. (the "Corporation").

**ARTICLE 2
ORGANIZATION**

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Indiana Nonprofit Corporation Act of 1991 (the "1991 Act") and to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. The specific purpose of the Corporation is to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

Section 2.2. Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

**ARTICLE 3
MEMBERSHIP**

Section 3.1. This Corporation is a non-profit, non-stock corporation, and shall have no members.

ARTICLE 4
BOARD OF DIRECTORS

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of at least 60% of the Directors are present. The affirmative vote of a majority of the Directors shall be necessary for all actions by the Board relating to the following:

- 4.1.1 Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;
- 4.1.2 Adoption of an amendment to the Articles of Incorporation or the Bylaws;
- 4.1.3 Organization of a subsidiary or affiliate by the Corporation; and
- 4.1.4 Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2 Number of Directors. The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased by a majority vote of the Board, but in no event shall the number of Directors be fewer than three (3). In the event of an increase in the number of Directors, the additional directorships created shall be filled in the manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3 Nomination of Directors. Not less than one (1) month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting, which slate shall be approved by the Board. If the Board does not approve of any nominee, then the nominee shall be removed from the slate, and the committee may replace the removed nominee with another nominee approved by the Board. These submissions shall be deemed to be nominations of each person named.

Section 4.4 Election of Directors. Directors shall be elected by the Board from a slate of nominees at any meeting when there is an expiring term.

Section 4.5 Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with the nominating provisions of Section 4.3 and Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's term, a Director so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.6 Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the

Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.7 Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation or reimbursement from the Corporation for other services or expenses incurred on behalf of the Corporation. Payment of any such compensation or reimbursement to a Director shall require and be subject to approval of the Board.

Section 4.8 Annual Meetings of the Board. The annual meeting of the Board shall be held in person or electronically with such notice required by Indiana law on the first business day of April of each year, unless the Board, by resolution, provides for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.9 Special Meetings. Special meetings of the Board may be called at any time by the President of the Board and may be held in person or electronically. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting or at such time and in the manner prescribed by Indiana law. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10 Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The meetings may be held in person or electronically. The Secretary (or his/her designee) shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place and time of the meeting.

Section 4.11 Notice of Compliance. All meetings will be conducted in accordance with all applicable Indiana laws.

Section 4.12 Quorum and Action of the Board. At least sixty percent (60%) of the Directors must be present in person or electronically at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such

adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.13 Voting Shares of Stock. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the Chairman, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 hereinabove.

ARTICLE 5 **OFFICERS**

Section 5.1 Number. The Corporation may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be residents of the State of Indiana or United States citizens. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2 Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until the election and qualification of their successors or their earlier death, resignation or removal.

Section 5.3 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 5.1 for the remaining unexpired term of such office.

Section 5.4 Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 5.1 hereinabove.

Section 5.5 President. The President shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation. He shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He shall report as directed to the Board at each meeting. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in

general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.6 Vice-President. The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.7 Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8 Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9 Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.10 Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.10.1 The Treasurer shall perform the services of the Chairman.

5.10.2 The Chairman shall perform the services of the Secretary and the President.

5.10.3 The Secretary shall perform the services of the Treasurer.

Section 5.11 Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any Officer from receiving compensation or reimbursement from the Corporation for other services or expenses incurred on behalf of the Corporation.

ARTICLE 6
COMMITTEES OF THE BOARD

Section 6.1 Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 6.2 Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3 Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4 Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5 Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6 Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove

any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE 7
INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1 Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2 Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE 8
CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1 Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3 Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5 Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6 Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7 Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE 9
FISCAL YEAR

Section 9.1 Fiscal Year. The fiscal year of the Corporation shall end on June 30th of each year.

ARTICLE 10
CORPORATE SEAL

Section 10.1 Corporate Seal. The Board may provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE 11
NOTICE

Section 11.1 General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or sent by first class mail, by e-mail or facsimile (or similar electronic means) or by a nationally recognized overnight courier, charges prepaid, addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered shall be deemed to be the time of the giving of such notice.

Section 11.2 Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE 12
AMENDMENTS

Section 12.1 By Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

T AB 4

FORECASTED STATEMENTS OF FINANCIAL POSITION
For the Years Ended June 30, 2015, 2016, 2017, 2018 and 2019

	2015	2016	2017	2018	2019
CURRENT ASSETS:					
Cash and cash equivalents	\$ 353,431	\$ 671,296	\$ 979,444	\$ 1,194,500	\$ 1,434,219
Cash - capitalized interest	-	-	-	-	-
Cash - project fund	-	-	-	-	-
Accounts receivable	12,752	15,459	18,220	18,402	18,586
Prepaid expenses	26,090	16,702	19,070	22,231	22,239
Total current assets	392,273	703,457	1,016,733	1,235,133	1,475,044
PROPERTY AND EQUIPMENT:					
Land	-	-	-	-	-
Buildings	-	-	-	-	-
Furniture, fixtures and equipment	286,800	326,000	350,200	350,200	350,200
Computer hardware and software	469,590	548,090	640,865	783,790	856,540
Less accumulated depreciation	(213,890)	(461,787)	(745,448)	(920,222)	(1,093,078)
Total property and equipment	542,500	412,303	245,617	213,768	113,662
OTHER ASSETS:					
Cash - debt service reserve fund	-	-	-	-	-
Cash - capitalized interest	-	-	-	-	-
Costs of issuance, net	-	-	-	-	-
Underwriters discount, net	-	-	-	-	-
Total other assets	-	-	-	-	-
Total assets	\$ 934,773	\$ 1,115,761	\$ 1,262,350	\$ 1,448,901	\$ 1,588,705
CURRENT LIABILITIES:					
Accounts payable	\$ 58,468	\$ 57,745	\$ 75,535	\$ 77,625	\$ 80,827
Accrued salaries and benefits	91,720	110,382	127,957	129,715	130,880
Accrued interest expense	-	-	-	-	-
Bonds/Notes payable - current, net of discount	169,784	182,057	195,218	209,331	-
Total current liabilities	319,972	350,184	398,710	416,671	211,707
DEBT, less current portion, net of discount	586,606	404,549	209,331	0	0
Total liabilities	906,578	754,733	608,040	416,671	211,707
COMMITMENTS AND CONTINGENCIES	-	-	-	-	-
NET ASSETS:					
Unrestricted net assets	28,195	361,028	654,309	1,032,230	1,376,999
Total net net assets	28,195	361,028	654,309	1,032,230	1,376,999
Total liabilities and net assets	\$ 934,773	\$ 1,115,761	\$ 1,262,350	\$ 1,448,901	\$ 1,588,705

TAB 5.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No

3 In what public school district, county, and state are you located?
Marion County, Indiana

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by Revenue Procedure 75-50.

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

FedEx Tracking Number

8033 7716 7345

Pike Preparatory Academy

Form ID No. **0215**

MUR 1

Standard Copy

1 From Please print and press hard.

Date **9/13/13** Sender's FedEx Account Number **18794392843** SENDER'S FED EX ACCOUNT NUMBER ONLY

Sender's Name **Alexandra Curlin** Phone **(317) 686-1515**

Company **FLEMING STAGE, LLC**

Address **310 N ALABAMA ST**

Dept./Floor/Subs./Room

City **INDIANAPOLIS** State **IN** ZIP **46204-2035**

2 Your Internal Billing Reference

First 24 characters will appear on invoice. **Intl. Charter Network**

3 To

Recipient's Name **IRS** Phone **(877) 829-5500**

Company **Attn: Extracting Stop 312**

Address **201 West Rivercenter Blvd**

We cannot deliver to P.O. boxes or P.O. ZIP codes.

Dept./Floor/Subs./Room

Address

Use this line for the HOLD location address or for continuation of your shipping address.

City **Covington** State **KY** ZIP **41011**

0108494055

HOLD Weekday
FedEx location address
REQUIRED NOT available for FedEx First Overnight.

HOLD Saturday
FedEx location address
REQUIRED available ONLY for FedEx Priority Overnight and FedEx 2Day to select locations.

4 Express Package Service

* To most locations.

NOTE: Service order has changed. Please select carefully.

Packages up to 150 lbs.
For packages over 150 lbs., use the new FedEx Express Freight US Airbill.

Next Business Day

FedEx First Overnight
Earliest next business morning delivery to select locations. Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx Priority Overnight
Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx Standard Overnight
Next business afternoon.* Saturday Delivery NOT available.

2 or 3 Business Days

FedEx 2Day A.M.
Second business morning.* Saturday Delivery NOT available.

FedEx 2Day
Second business afternoon.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx Express Saver
Third business day.* Saturday Delivery NOT available.

5 Packaging *Declared value limit \$200.

FedEx Envelope* FedEx Pak* FedEx Box FedEx Tube Other

6 Special Handling and Delivery Signature Options

SATURDAY Delivery
NOT available for FedEx Standard Overnight, FedEx 2Day A.M., or FedEx Express Saver.

No Signature Required
Packages may be left without obtaining a signature for delivery.

Direct Signature
Someone at recipient's address may sign for delivery. Fee applies.

Indirect Signature
If no one is available at recipient's address, someone at a neighboring address may sign for delivery. For residential deliveries only. Fee applies.

Does this shipment contain dangerous goods?

No Yes As per attached Shipper's Declaration. Yes Shipper's Declaration not required. Dry Ice Dry Ice, 6, UN 1845 _____ x _____ kg Cargo Aircraft Only

Dangerous goods (including dry ice) cannot be shipped in FedEx packaging or placed in a FedEx Express Drop Box.

7 Payment Bill to:

Enter FedEx Acct. No. or Credit Card No. below.
 Sender Acct. No. in Section 1 will be billed. Recipient Third Party Credit Card Cash/Check

FedEx Acct. No. Credit Card No. Exp. Date

Total Packages Total Weight Total Declared Value!
_____ lbs. \$ _____ .00

*Our liability is limited to US\$100 unless you declare a higher value. See back for details. By using this Airbill you agree to the service conditions on the back of this Airbill and in the current FedEx Service Guide, including terms that limit our liability.



Get transit times. Schedule pickups.
Create labels. Go to fedex.com.

197 of 247 **611**

PULL AND RETAIN THIS COPY BEFORE AFFIXING TO THE PACKAGE. NO PUNCH NEEDED.

Terms and Conditions Summary

Pike Preparatory Academy

For the current FedEx Service Guide, which contains the complete Terms and Conditions, go to fedex.com.

Definitions On this Airbill, "we," "our," "us," and "FedEx" refer to Federal Express Corporation, its employees, and agents. "You" and "your" refer to the sender, its employees, and agents.

Agreement To Terms By giving us your package to deliver, you agree to all the terms on this Airbill and in the current FedEx Service Guide, which is available at fedex.com or at a FedEx location. You also agree to those terms on behalf of any third party with an interest in the package. If there is a conflict between the current FedEx Service Guide and this Airbill, the current FedEx Service Guide will control. No one is authorized to change the terms of our Agreement.

Responsibility For Packaging And Completing Airbill

You are responsible for adequately packaging your goods and properly filling out this Airbill. If you omit the number of packages and/or weight per package, our billing will be based on our best estimate of the number of packages we received and/or an estimated "default" weight per package as determined by us.

Responsibility For Payment Even if you give us different payment instructions, you will always be primarily responsible for all delivery costs, as well as any cost we incur in either returning your package to you or warehousing it pending disposition.

Limitations On Our Liability And Liabilities Not Assumed

- Unless a higher value is declared and paid for, our liability for each package is limited to US\$100. You may pay an additional charge for each additional US\$100 of declared value. The declared value does not constitute, nor do we provide, cargo liability insurance.
- In any event, we will not be liable for any damage, whether direct, incidental, special, or consequential, in excess of the declared value of a shipment, whether or not FedEx had knowledge that such damages might be incurred, including but not limited to loss of income or profits.

We won't be liable:

- for your acts or omissions, including but not limited to improper or insufficient packing, securing, marking, or addressing, or those of the recipient or anyone else with an interest in the package.
- if you or the recipient violates any of the terms of our Agreement.
- for loss of or damage to shipments of prohibited items.
- for loss, damage, or delay caused by events we cannot control, including but not limited to acts of God, perils of the air, weather conditions, acts of public enemies, war, strikes, civil commotions, or acts of public authorities with actual or apparent authority.

Declared Value Limits

- The maximum declared value allowed for a FedEx Envelope or FedEx Pak shipment is US\$500.
- For other shipments, the maximum declared value allowed is US\$50,000 per package, unless your package contains items of extraordinary value, in which case the maximum declared value allowed is US\$1,000 per package.
- Items of extraordinary value include shipments containing such items as artwork, jewelry, furs, precious metals, negotiable instruments, and other items listed in the current FedEx Service Guide.
- You may send more than one package on this Airbill and fill in the total declared value for all packages, not to exceed the US\$500, US\$1,000, or US\$50,000 per package limit described above. (Example: 5 packages can have a total declared value of up to US\$250,000.) In that case, our liability is limited to the actual value of the package(s) lost or damaged, but may not exceed the maximum allowable declared value(s) or the total declared value, whichever is less. You are responsible for proving the actual loss or damage.

Filing A Claim YOU MUST MAKE ALL CLAIMS IN WRITING or online at fedex.com and notify us of your claim within strict time limits set out in the current FedEx Service Guide.

You may call our Customer Service department at 1.800.GoFedEx 1.800.463.3339 to report a claim; however, you must still file a timely written claim. We aren't obligated to act on any claim until you have paid all transportation charges, and you may not deduct the amount of your claim from those charges.

If the recipient accepts your package without noting any damage on the delivery record, we will assume the package was delivered in good condition. For us to process your claim, you must make the original shipping cartons and packing available for inspection.

Right To Inspect We may, at our option, open and inspect your packages before or after you give them to us to deliver.

Right Of Rejection We reserve the right to reject a shipment when such shipment would be likely to cause delay or damage to other shipments, equipment, or personnel; or if the shipment is prohibited by law; or if the shipment would violate any terms of our Airbill or the current FedEx Service Guide.

C.O.D. Services C.O.D. SERVICE IS NOT AVAILABLE WITH THIS AIRBILL. If C.O.D. Service is required, please use a FedEx C.O.D. Airbill.

Air Transportation Tax Included A federal excise tax when required by the Internal Revenue Code on the air transportation portion of this service, if any, is paid by us.

Money-Back Guarantee In the event of untimely delivery, FedEx will, at your request and with some limitations, refund or credit all transportation charges. See the current FedEx Service Guide for more information.

 **IRS** DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 09-03-2013

Employer Identification Number:
46-3548275

Form: SS-4

Number of this notice: CP 575 A

INDIANA CHARTER NETWORK INC
% ALEXANDRA CURLIN
310 N ALABAMA ST STE 300
INDIANAPOLIS, IN 46204

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-3548275. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1120

09/15/2014

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is INDI. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

ATTACHMENT

#12

Chicago Public Schools (CPS)

- Participate in the development of financial metrics for charter schools authorized by CPS
- Evaluate charter school applications for the National Association of Charter School Authorizers (NACSA)

2005 – 2009 (Employee 2005-07; Contractor 2007-09)

Colorado Department of Education

Denver, CO

Consultant, Schools of Choice Unit

- Run the Colorado Charter School Business Managers Network
- Read, evaluate, and make recommendations for charter applications submitted to the Colorado Charter School Institute
- Provide technical assistance to all interested parties in the state of Colorado regarding charter school, private school, and home school issues
- Conduct seminars and individual training for school business managers, board members, and administrators in the area of school business management
- Administer the Federal Grant Programs for the state of Colorado
- Conduct grant writer trainings
- Conduct charter school application trainings for new charter school developers and for existing and potential charter school authorizers
- Research and interpret education laws and regulations for interested parties
- Write guides, instruction manuals, and other communication for publication on state website and for distribution to different segments of the education sector in Colorado

2000 – 2007

Owner, Colorado Business and Accountability Services (C-BAS)

- Perform business and accounting services for schools and non-profit organizations on a contract basis, including all aspects of accounting, auditing, budgeting, planning, and fundraising
- Consult with several charter schools on financial matters directly and through the Colorado Department of Education and the Colorado League of Charter Schools
- Provide training to school business managers on financial and human resources matters
- Perform research and write reports on various charter school and education-related financial and policy issues for interested parties
- Run all aspects of a small business, including marketing, operations, payroll, tax preparation, financial statement preparation, budgeting, development, etc.
- Interpret financial policies and make recommendations for proper financial management within the context of complex regulatory requirements

2000 – 2001

Colorado State Legislature Denver, CO

Legislative Budget Analyst/ Joint Budget Committee

- Prepare and present recommendations on budget requests from the Governor's Office and the Department of Regulatory Affairs to the Legislative Joint Budget Committee
- Analyze fiscal impacts of proposed legislation
- Draft fiscal notes to attach to bills introduced in the House of Representatives and the Senate
- Write sections of the annual appropriations bill that sets the State's budget for the following year
- Write various reports for legislators regarding issues related to the State budget
- Research budget-related questions for legislators and the public

1996 – 2000 Cherry Creek Academy Englewood, CO

Business Manager (Continued as a C-BAS client through 2006)

- Responsible for business functions of a K-8 charter school
- Perform all accounting functions including purchasing, payroll, cash receipts, and G/L and financial statement preparation
- Prepare and monitor annual budget and cash flow projections
- Design and implement all internal control procedures
- Perform human resources functions for staff of 35
- Responsible for annual audit at the end of each fiscal year
- Serve on the school's long-range planning and finance committees
- Serve as Secretary/Treasurer of CCA Foundation
- Responsible for securing financing and overseeing building of school
- Coach basketball and provide oversight for school's athletic program

1993 – 1996 University of California, San Diego La Jolla, CA

Financial Reporting Specialist, Extramural Funds Accounting

- Interpret agency and university policies to ensure compliance with terms and conditions of governmentally funded awards
- Perform post-award financial administration of various contracts and grants, including preparing financial reports for government agencies and billing agencies as appropriate under contract and/or grant terms
- Review and interpret award documents and act as liaison between university researchers and governmental agencies
- Responsible for administration of clinical and research laboratories in the School of Medicine, Department of Pediatrics

Education

1986 – 1990

North Park University

Chicago, IL

Bachelor of Arts

- Major: Accounting
- Minor: Spanish

Memorandum

Brian Anderson

The most significant addition I bring to the Indiana Charter Network board would be my depth of knowledge specific to charter school operations and finance. Having spent the past fifteen years serving in various roles related to charter school finance, I broaden the board's understanding of this deeply important aspect of governance. I've been a school level business manager, a legislative budget analyst, helped administer federal grants for charter schools through the department of education, ran the Colorado Charter School Business Managers Network, helped develop the financial metrics for charters authorized by Chicago Public Schools, worked with charter school lending through IFF, and currently provide strategic planning services to charter schools.

I also have experience serving on charter school boards in Colorado and Chicago. I was a member of the Cherry Creek Academy and Highline Academy founding boards, and served on the finance committee for Polaris Charter Academy.

I have no known potential conflicts of interest.

DR. CHRISTOPHER A. BIRD

M: 317.447.1230

13699 Darby Dale Court, Fishers, IN 46038

chris.bird@roche.com

PROFESSIONAL EXPERIENCE

ROCHE DIAGNOSTICS CORPORATION, Indianapolis, IN

Dec 2012 – Present

Head of Medical and Scientific Affairs

- Responsible for finance, personnel, human resources, deployment of field-based personnel, investigator-initiated and Roche-sponsored studies, clinical and scientific content for all Roche products in North America
- Leads team of 35 clinicians / PhD level scientists
- Corporate responsibility for clinical / scientific interactions with customers in North America
- Serves on various executive committees within Roche local and Global organizations

ROCHE MOLECULAR DIAGNOSTICS, Indianapolis, IN

Mar 2011 – Dec 2012

Strategic Business Development, MCOE

- Director-level position encompassing sales, marketing and business development for the Midwest region
- Work with existing Molecular Centers of Excellence (MCOE) members to expand business (2 consecutive years >15% growth; 110% to plan), adopt new technology, present at conferences / webinars / user group meetings
- Indirectly manage 7 Account Managers, 1 Consultant Sales Executive, 2 Regional Product Specialists
- Selected for *Leadership Focus*, one of Roche Diagnostics' elite training programs for high-potential employees
- Key player in developing the next-generation clinical sequencing market through strategic study placements (oncology focus) requiring cross-divisional engagement

ROCHE DIAGNOSTICS, Basel, Switzerland

Mar 2009 – Mar 2011

Perspectives, Global Executive Training Program: Rotations below

Rotation 1: North America Applied Science, Indianapolis, IN

Mar – Sept 2009

Marketing – launch of CIM (Cellular Invasion/Migration)

- Developed 9-point marketing plan
- Identified key opinion leaders (KOLs) - developed a mathematical algorithm to quantitatively assess potential KOLs (extended to all Roche Applied Science - Indianapolis)
- Authored 2 articles, a sell sheet and brochure; coordinated with global on pre-launch packet; trained sales team; assembled training presentations, webinars, and infomercial
- Participant in *Accelerate* Global Development Program (London Business School)

Rotation 2: India Affiliate Finance, Mumbai, India

Sept – Dec 2009

Finance – process development

- Assembled Roche India's Delegation of Authority document and put in place a strategy for its execution (coordinated this with the India senior leadership team)
- Worked with finance team to write 18 SOPs specific to the finance division
- Liaised with the logistics team to assemble India's Central Procurement Policy and SOP, complete with its own strategy for execution

Rotation 3: China Affiliate Finance, Shanghai, China

Jan – April 2010

Finance – project management

- Worked with senior and middle management to determine Key Performance Indicators (KPIs)
- Determined and implemented metrics for KPIs, and devised a method (with IT) for delivery

Rotation 4: Professional Diagnostics, Rotkreuz, Switzerland

April – Sept 2010

Business Development – blood screening market entrance

- Assembled market / customer data and financials to determine business case for entrance into the \$1B serology blood screening market
- Delivered recommendation and execution strategy to global RPD management
- Participant in *Connections* Global Development Leadership Program (Buonas) and advanced Negotiations Training 1&2

Rotation 5: Same as current role

Oct 2010 – Mar 2011

AUTOGENOMICS, INC., San Diego, CA

Aug 2000 – Aug 2003

Research and Development and Business Development/Marketing

- Designed, developed and tested analytical chips capable of handling diagnostic samples and full automation whilst minimizing production costs from \$80/chip to \$0.30/chip
- Assisted in building the molecular applications team of scientists from myself only to 10 people and assisted the company's growth from 4 to 50 employees (one of the original 4 employees at AutoGenomics)
- Assisted in raising capital (various angel rounds totaling more than \$15M) and developing alliances (academic labs, hospitals, and industry)
- Authored/co-authored 3 NIH Small Business Innovation Research grants and 1 Small Business Technology Transfer grant; awarded one joint patent
- Presented research/products at 2 international conferences

EDUCATION

- ESADE Business School** – Corporate Entrepreneurship and Open Innovation executive education **2012**
- London Business School** – General Management executive education **2010**
- Oxford University** – *Doctor of Philosophy* **2005 – 2009**
- Pathology/Immunology doctoral research: worked with molecular markers on immune cells and cellular recognition/communication for autoimmune disorders and inflammatory response
 - Awarded departmental travel grant to present research at international conference (only 1 out of 26)
 - Organized and chaired 3 external industry seminars for >200 people
 - Completed a 'Business in Science' course at Oxford's Business School (Saïd)
- University of California, Los Angeles** – *Master of Science* **2003 – 2005**
- Biochemistry/Molecular Biology; thesis encompassed mass spectrometry work
 - Taught advanced analytical biochemistry laboratory to > 85 students
 - Taught introductory Biochemistry to pre-medical undergraduate students ~30 students
 - Invited to present research at an international conference (only one in group of 22)
 - Published in a peer-reviewed journal
 - Completed an 'Entrepreneurial Science' course, UCLA Business School (Anderson)
- Brigham Young University** – *Bachelor of Science* **1995 – 2000**
- Physiology, Pre-Medicine (finished 5 year degree in 3 years)
 - Served as Freshman Class Vice-President of > 9000 people
- Break in education** – *Full-time Missionary Service – Concepcion, Chile* **1996 – 1998**
- Held debates, offered lectures, and organized seminars about the LDS faith with varying leadership roles

AWARDS / RECOGNITION / ACHIEVEMENT

- Christopher A. Bird Honorary Seminar Series** **2006 – 2008**
- **Chairman:** appointed by Oxford faculty to chair a weekly seminar (named in my honor); ~50 attendees / week
- Graduate Student Co-Representative** **2006 – 2008**
- Represented Immunology Department and graduate students including the induction of new students within the department
- Edward P. Abraham Scholar – Oxford University** **2005 – 2008**
- Prestigious scholarship awarded to medical scientists covering all expenses and stipend (>\$500,000)
- Full Fellowship UCLA** **2003 – 2005**
- Awarded fellowship covering tuition, expenses, and stipend for up to five years
- Association Lab Automation Grant** **2005**
- Awarded \$1500 grant covering all costs to present research at international conference

SKILLS

Software – certified in Microsoft Word, Excel, PowerPoint, Outlook, Endnote, and Windows. Fluent in apple interface programs including iLife

Languages – English (native), Spanish (fluent), Portuguese (read, understand, mildly conversational), Italian (read, understand, mildly conversational), learning German and Mandarin Chinese

Leadership – attended "GRADschool" workshop for high intensity leadership/teamwork training over 4 days, former President of men's organization in local church congregation, former President for young men's organization in previous church congregation, participant in the Indiana Leadership Forum (class of 2013)

INTERESTS

Sport: tennis, running, weight-lifting, football, fishing, volleyball, mountain climbing

Art/music: digital portrait photography, classical piano performance (specialty: Rachmaninoff & Debussy), vocals in jazz band, performing in church choirs and community musical productions

Service: Serve on the scientific advisory board at Conner Prairie, Sunday school instruction, Boy Scout leader, YMCA soccer coach, Bill and Melinda Gates Global Aid – Kenya / Tanzania, humanitarian aid – Chile, South America, Board member of Indiana Schools

Other: real estate development; trained in series 6/63 securities and insurance sales

Memorandum

Dr. Christopher A. Bird

My background as a leader in my field adds executive level experience in personnel, human resources, finance, marketing, and business development to the board. I am ultimately responsible to the proper utilization of all Roche Diagnostics products for North America. I am the single point person for the development of strategic alliances of corporations and foundational support. I was selected and participated in the Roche Global Executive Training Program affording me the opportunity to develop a mastery of high level leadership acumen in process development, project management, marketing, and finance in a variety of settings while working with diverse groups having lived in India, China, Switzerland and the United States. I have not only been involved in multi-billion dollar acquisitions / licensing opportunities, but also responsible for driving them. These skills will enhance the board's decision-making processes, strategic planning, and business perspective. Additionally, having lived and adapted to many culturally diverse environments, I will be able to adapt our needs to meet the educational market requirements in the state of Indiana. I am responsible for a multi-million dollar budget and am understaffed, which provides me with the opportunity to constantly look for ways to trim excess spending. Additionally, I had a start-up biotechnology company in San Diego requiring a strong command of cash flow management. I will utilize the same fiscal prudence and entrepreneurial spirit I employed during my start-up phase of life.

I have no known conflicts of interest with serving on this board.

Overview

Carrie O'Connor is a seasoned communications expert with 15+ years of experience in strategic messaging and executive-level communications in both the private and public sectors. She currently serves as a Communications Advisor at Luntz Global.

In 2011, Carrie joined the Office of Indianapolis Mayor Greg Ballard as Deputy Communications Director. In two years as the Mayor's chief speechwriter, she developed more than 1,000 sets of remarks on a wide spectrum of civic issues, including economic development, education, mass transit, and neighborhood redevelopment.

Prior to joining the Ballard Administration, Carrie served four years as a key communicator for top executives at Eli Lilly, a Fortune 200 pharmaceutical company based in Indianapolis.

Carrie's experience at Lilly also included three years of as a public policy consultant, as well as three years working in corporate strategy and marketing roles. Carrie was recruited to Lilly in 2000 upon completing her MBA at the University of Michigan in Ann Arbor.

After earning her B.A. in English Literature from Haverford College in 1993, Carrie worked in Washington, D.C. as a reporter and editor covering the cosmetics industry. In 1997, she was sent to Oxford, England to establish her employer's European news bureau covering the pharmaceuticals industry.

Experience

Communications Advisor, Luntz Global

- July 2013-Present
- Communications and language consultant serving a wide array of private and non-profit clients.
- Areas of expertise include: financial services, education reform, medical technology, food service, public advocacy and professional sports.

Deputy Communications Director for Mayor Greg Ballard

- June 2011-June 2013
- Chief Speechwriter to the Mayor of Indianapolis
- Also responsible for messaging and communications coordination within the Mayor's Office and with other executive branch functions within the City of Indianapolis.

Executive Communications Consultant, Eli Lilly and Company

- April 2006-October 2010
- Provided communications, policy and strategic support to Lilly's top 12 corporate executives.

Senior Health Care Policy Analyst, Eli Lilly and Company

- November 2003-April 2006
- Provided policy support on priority issues where Lilly has extensive risk, where specific business engagement was needed, or where novel policy was being created.

Marketing Strategy Associate, Eli Lilly and Company

- August 2000-November 2003

European News Editor, Elsevier Science

- August 1997-July 1998
- Co-established European news bureau for "The Pink Sheet," a U.S.-based pharmaceutical industry newsweekly

Assistant Managing Editor for "The Rose Sheet", Elsevier Science

- January 1996-August 1997

Reporter for "The Rose Sheet" at Elsevier Science

- July 1994-January 1996

Education

University of Michigan-Stephen M. Ross School of Business

- MBA, Marketing, Finance and Strategy, 1998-2000

Haverford College

- BA, English Literature, 1989-1993

Community Involvement

Indiana Charter Network, Inc.

- Board of Directors and Secretary
- August 2013-present

City Market Corporation Board of Directors

- January 2013-July 2013 (Mayoral appointee)
- The City Market Corporation Board of Directors sets the policies, approves the budget, and hires the general manager of the Indianapolis City Market.

NJTL of Indianapolis Board of Directors

- January 2009-January 2013
- NJTL of Indianapolis seeks to develop the character of young people from all backgrounds through tennis, life skills, educational enrichment, and healthy living choices.

August 20, 2013

To whom it may concern:

As the daughter of a life-long educator and the product of the Chicago Public Schools, education, education policy, and education reform have always been near and dear to my heart. I am honored to have been asked to serve on the Board of the Indiana Charter Network. I believe my personal interest in education reform, combined with my strategic communications background, couple with years of experience in both the private and public sectors, make me an important asset and counterweight to a board that includes many subject matter experts.

I, Carrie O'Connor, will bring the following knowledge and experience to the Indiana Charter Network Board:

Board Experience

I have served on two other Boards, most recently on the Board of Directors for the City Market Corporation, appointed to that role by the Mayor of Indianapolis. As a representative of the Mayor's Office, I worked closely with other Board Members and with the Director of the Indianapolis City Market to ensure the market's continued growth and vitality as an important cultural hub for the city. That included ensuring that the City of Indianapolis quickly responded to and equitably resolved concerns that arose with regard to the City's role as the owner and manager of the physical assets of the City Market. In this role it was also important that I represented and protected the city's interests.

For four years prior to that, I served as a member of the Board of Directors for the NJTL of Indianapolis, the local branch of the National Junior Tennis League, an organization that seeks to develop the character of young people from all backgrounds through tennis, life skills, educational enrichment, and healthy living choices. My contributions here were primarily in the areas of strategic planning, fundraising and marketing.

Education Experience

- Personal interest in education reform, educational choice.
- Significant policy experience and knowledge as chief speechwriter for the Mayor of Indianapolis, the only Mayor nationwide with chartering authority.
- Private marketing consulting for an estate planning firm specializing in higher education gifts.
- Current role at Luntz Global includes consulting projects for a wide array of education choice and reform associations and foundations.

Bringing Balance to the Indiana Charter Network Board

With an MBA and 20+ years of strategy, marketing and communications experience, I bring provide balance to a board of subject matter experts and specialists. I'll prevent tunnel vision and group think, and make sure that the Board's actions and decisions can be explained in basic terms to all stakeholders.

I have no known conflicts of interest with serving on this board.

James C. Owen
Narrative Resume

I grew up the son of a small town doctor in Alexandria, Indiana. I graduated from **Ball State University with a Bachelor of Science in Legal Administration**. After moving to Indianapolis, I operated a fencing school at the Athenaeum for approximately ten years during evenings and on weekends. During the daytime I worked as a legal administrator, legislative assistant and paralegal. I was nationally competitive in fencing, and had some success at the Olympic trials for the 1992 Barcelona games.

I was admitted to law school in 1996 at **Indiana University School of Law in Indianapolis**. I attended classes in the evening division, while working as a paralegal at Simon Property Group, having started working there in 1990. **I graduated *summa cum laude* in December, 1999**, having served as Articles Editor for the Indiana Law Review and the Assistant Editor for the Law School newspaper.

After graduating from Law School, I stayed on as **in-house counsel with Simon Property Group, Inc.**, which has now become the largest real estate company in the world. I now serve as senior litigation and business counsel at Simon, where I manage complex litigation and give legal advice to the field and home office executives.

In 2003, I founded the Youth Enhancement and Training Initiative, Inc. (YETI) with Jeff Papa, my best friend from law school. We formed the 501(c) (3) corporation that is the charitable vehicle through which we raise the funds to construct and by which we continue to operate an orphanage in Nepal. YETI holds fundraising events through the year by the efforts of our volunteer board members. Today, the orphanage is home to over 25 children who were saved from the streets of Kathmandu. YETI also gives a percentage of funds raised to local "at need" children. I currently serve on the Board of Directors for YETI.

I am a 2007 graduate of the Indiana Leadership Forum ("ILF"). In 2008, I was awarded ILF's Founder's Award for Community Service. I serve on the Board of Directors for ILF and currently hold the office of Vice President. I have also served on the Walton Family Foundation's grant review committee. I am a 2011 graduate of the FBI Citizen Academy, and remain active with the Alumni Association.

I am an avid sportsman. I sail on Monroe Lake in Bloomington, Indiana and have served on the Board of Directors for the Lake Monroe Sailing Association since 2010, following my successful treatment for stage four Cancer. I was Commodore during the 2012 sailing season. I enjoy Sporting Clays, fly fishing and hiking. I also compete regularly in International Defensive Pistol Association competitions, and was the 2010 State Champion in my division.

I reside on the North side of Indianapolis with my wife and step daughter.

Memorandum

Jim Owen

As indicated in my biographical resume, I bring over twenty years of experience in legal affairs and years of board service with non-profit organizations to the Indiana Charter Network board. My background working with the largest real estate property company in the world will bring valuable insight to the board on matters of real property and facilities. I bring board leadership experience to the group, having in fact, founded a 501(c)3 to operate an orphanage in Nepal (Youth Enhancement and Training Initiative, Inc.). I continue to serve on the YETI board ten years later. I currently serve as Vice President for the board of the Indiana Leadership Forum as well.

Beyond my legal and board experience, I also have a solid understanding of school choice and Indiana charter schools in particular. I served on the Walton Family Foundation charter school grant committee for Indianapolis for a number of grant cycles. In that capacity I reviewed numerous charter applications and participated in several interviews of potential charter school operators and grant recipients.

I have no known potential conflicts of interest.

ATTACHMENT

#13

G. HOLLAND & ASSOCIATES, LLC

List of Services Offered

Professional Development in Culturally Responsive Practices

Community Partner

PIKE PREPARATORY ACADEMY

At GHolland and Associates, one of our key goals has been providing ways to support educators in meeting the academic needs of urban youth. We provide insights into using culturally responsive curriculum materials such as *The Historic Journey*, and we also focus on the assets teachers must develop to become successful as they work with children in an urban setting. We work with educators and help them enhance and develop skills, strategies, and instructional practices that are meaningful, engaging, and grounded in state and common core standards that support solid academic achievement for all students. The following list of items provide a brief summary of professional development services offered or endorsed by GHolland and Associates based on culturally responsive practices that fulfill both the short and long term goals of teachers, school personnel and administrators. Among the services we can offer to Pike Preparatory Academy as a community partner, we can:

- 1). Review our mission statement and highlight the rationale for providing culturally relevant practices and strategies. The goal of GHolland and Associates professional development and services is to help educators become better prepared to work in urban classrooms settings and to help teachers provide students with culturally relevant instruction and curriculum anchored in state and common core standards. This goal is based on the academic factors specified in Public Law 221: <http://www.in.gov/legislative/ic/code/title20/ar31/ch6.html>

Objectives/Outcomes:

- In developing a school's plan, GHolland and Associates will consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students;
 - will identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population;
 - will recommend culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan;
 - will identify areas in which additional professional development is necessary to increase cultural competency in the school's educational environment; and
 - will create a comprehensive report annually that gives a comprehensive overview of areas of growth and recommendations for the successful implementation of Public Law 221.
- 2). Administer the Intercultural Developmental Inventory (IDI) to educators. The IDI is widely recognized as the most comprehensive tool for measuring cognitive structures associated with intercultural sensitivity. Using the data from this instrument, teachers

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and staff will be able to reflect on how their cultural awareness and sensitivity impacts the classroom space, their attitudes about student success and their curricular expectations. Both a pre-test, before the training sessions and a post-test, after initial PPA training, will be administered. Each educator will receive a personalized assessment based upon the IDI results. Personal consultation with a trained IDI expert will be available to help the teachers reassess their growth as they move along a cultural continuum. Follow up sessions (group and individual) can continue throughout the year.

Educators' Objectives/Outcomes:

- Gain insight concerning intercultural challenges that they are facing and identify intercultural competence development goals that are important for the educator;
- Gain increased understanding of how one's Developmental Orientation (and Trailing Orientation(s), if any) impacts how one perceives and responds to cultural differences and commonalities;
- Identify and engage in targeted, developmental learning that increases one's intercultural competence in bridging diverse communities; and
- Use data driven instruction to influence and enhance teacher-student relationships.

3). Provide professional development sessions that will be delivered by expert urban educators and researchers. Topics include:

“The Role of Emotion Resilience in Effective Urban Classroom Teaching”

Various research driven exercises will be used to help educators understand the role of emotional resiliency and spirituality in the cognitive development of urban youth. Understanding emotional resiliency will enhance the ways in which teachers understand and respond to the diverse cultural, linguistic and socioeconomic backgrounds of their students.

Educators' Objectives/Outcomes:

- Generate concrete strategies for the best ways to use their students' spiritual and emotional aptitudes to connect with content material;
- Analyze the connection between intellectual ability, emotional IQ and student learning outcomes; and
- Develop lesson plans that integrate comprehensive aspects of students' diverse cultural, linguistic and socioeconomic backgrounds.

“Intercultural Communications Styles”

Communication is a central part of culture. Many conflicts arise because of miscues in communication styles. This interactive workshop aims to:

Educators' Objectives/Outcomes

- Build participant knowledge of general communication tendencies of particular ethnic

continued on next page

- groups with an emphasis on their implications for teaching and learning.
- Understand Mindful listening skills; attend to others' identities and relational expectations.
- Learn to apply culture-sensitive concepts to interpret conflict variation behaviors.

“Culturally Responsive Classroom Management”

Classroom Management continues to be reported as one of the most stressful areas for new teachers. This interactive workshop challenges participants to:

Educators' Objectives/Outcomes

- Gain insight and understand how to look at classroom behavior through cultural lenses.
- Learn how to consider proactive strategies to minimize disruptions of valuable class time.

“Intercultural Conflict Styles”

In this interactive workshop, participants will be exposed to a model that explains four different intercultural conflict styles that could show up in a diverse classroom.

Educators' Objectives/Outcome

- Participants are able to assess their own intercultural conflict styles and then examine pros and cons for effective management of conflict.

4). Continuous qualitative focus groups with various stakeholders, including:

- students (*two to three groups of 10 to 12 students different from various ethnic groups represented in the school*)
- parents (*may need to find a unique way to make this happen*), two to three groups of 10 to 12. A separate focus group for non-English speaking parents could be arranged.
- Administrators

5). Culturally Responsive Parental Involvement

Children measurably benefit academically when parents are intricately involved in their children's education. Parental involvement is an ongoing, comprehensive, purposeful, and relentless process designed to ensure parents' connection to the school's culture, purpose, and organization. Yet meaningful parental involvement has traditionally eluded schools. It is typically limited to parent-teacher conferences, and even then, teachers decry parents' inconsistent attendance involvement is considered strong, only some parents are involved, or they are invited to the school by the teachers or administrators. Dedicated parental involvement exists only when there is a system in place to include all parents in the life and development of the school.

We acknowledge that the term parent is problematic and can be limiting. However, we use

continued on next page

the term inclusively to indicate any adult person who has responsibility for the care and welfare of a child within a family grouping or family community. Thus, for our purposes, parents might include grandmothers, older siblings, same-sex couples, or other responsible adults. In addition to offering tips that most any educator can emulate, we encourage parental involvement that is active, consistent, and inclusive. We label this kind of involvement culturally responsive because it acknowledges that families have varied backgrounds, beliefs, and values. It recognizes that definitions of family are evolving and complex and that parents want and need to be involved in their children's schools.

GHolland & Associates can help support PPA with concrete understandings and basic strategies to engage parents and community.

6.) **Conduct sessions using *The Historic Journey Curriculum*** to infuse culturally relevant pedagogy across the curriculum for Math, Science, English and Social Studies while connecting the curriculum to the Common Core Standards. Led by experienced and credentialed educators, sessions will teach educators how to use *The Historic Journey* curriculum to generate measurable results. The sessions will introduce best practices and different pedagogical approaches that educators can use in their individual classrooms. In addition to addressing the thematic content of *The Historic Journey*, workshops probe critical areas of instruction that will lead to effective lesson plans, including the use of multiple intelligences and essential thinking skills to generate student interest and results.

Educators' Objectives/Outcomes:

- Gain step by step instructions to construct effective I Do, We Do and You Do lesson plans using *The Historic Journey* curriculum;
- Understand the most effective way to use UbD in the formation of assessments based upon *The Historic Journey* curriculum;
- Understand effective ways to implement lessons from *The Historic Journey* into K-8 Common Core Standards;
- Generate instructional resources that will lead to the successful engagement and interest of urban youth in multiple disciplines; and
- Work collaboratively with content area specialists to design and implement effective classroom activities.

7). **The technological divide** is most evident in urban communities where many students to do not have access to computers at home. This workshop will immerse teachers in an online experience that uses *The Historic Journey* as a media rich, learning environment that helps to introduce students to the tools that they will need in order to successfully and accurately conduct research while also enhancing their technological literacy skills.

Educators' Objectives/Outcomes:

- Customized approaches to using the interactive web-based curriculum to generate

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- student interest in technology;
 - Opportunities to create grade level appropriate internet based research projects that will engage scholars' active reading, analytical writing and critical thinking skills; and
 - Gain access to a rich database of resources embedded on *The Historic Journey* website.
- 8). **Ongoing, year-long, PD sessions** and written and oral consultations with school leaders that will reinforce and document the effectiveness of the school-wide implementation of culturally relevant curriculum and pedagogy. Workshops will be catered to the individual school's needs in any one, or all, of the following areas: literacy, college and career readiness, classroom management and the successful infusion of culturally relevant pedagogy in K-8 curriculum.

Objectives/Outcomes:

- Ensure that school leaders, teachers and other stakeholders are continuously supported and engaged in best practices for engaging urban youth;
- Provide ongoing research and consultation to create viable and measurable programming efforts and outcomes; and
- Assist schools in data collection and interpretation for the purposes of ongoing dialogue and improvement.

Garry Holland, *President/CEO*
GHolland & Associates, LLC
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317.250.9862

ATTACHMENT

#14

Pike Preparatory Academy

First Fiscal Year Cash Flow Analysis Template														
Pike Preparatory Academy	Fiscal Year 2015	July 2014	Aug 2014	Sep 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015	Jun 2015	Assumptions
	Projected Enrollment		614	614	614	614	614	614	614	614	614	614	614	
	Per Pupil Payment	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	Based on avg per pupil revenue of \$6,871 times 614 students
I. Income														
Basic Grant														
	State Basic Support	4,219,030.61	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	351,585.88	Based on avg per pupil revenue of \$6,871 times 614 students
	Common School Loan	756,390.00	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	Proceeds from Loan for FF&E, Computers & Software. Repayment to begin in 2nd year.
	Common School Loan	756,390.00	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	63,032.50	
	Student Lunch	62,448.15	5,204.01	5,204.01	5,204.01	5,204.01	5,204.01	5,204.01	5,204.01	5,204.01	5,204.01	5,204.01	5,204.01	Based on 21,043 full price (2.85) and 6,189 reduced price (.40) lunch sold
	Student Breakfast	2,155.50	179.63	179.63	179.63	179.63	179.63	179.63	179.63	179.63	179.63	179.63	179.63	Based on 1,216 full price (1.50) and 1,105 reduced price (.30) lunch sold
	State Matching Funds													
	Federal Lunch Program	135,875.94	11,323.00	11,323.00	11,323.00	11,323.00	11,323.00	11,323.00	11,323.00	11,323.00	11,323.00	11,323.00	11,323.00	Based on 21,043 full reimbursement (.28), 6,189 reduced reimbursement (2.39) and 40,848 free reimbursement (2.82)
	Federal Breakfast Reimbursement	17,481.69	1,456.81	1,456.81	1,456.81	1,456.81	1,456.81	1,456.81	1,456.81	1,456.81	1,456.81	1,456.81	1,456.81	Based on 1,216 full reimbursement (.26), 1,105 reduced reimbursement (1.47) and 8,731 free reimbursement (1.78)
	Student Lunch Revenue	217,961.28	18,163.44	18,163.44	18,163.44	18,163.44	18,163.44	18,163.44	18,163.44	18,163.44	18,163.44	18,163.44	18,163.44	
	Committed Donations													
	Contribution Income													
	Professional Development													
	State Remediation Program													
	Title I													
	Full Day Kindergarten													
	Other Federal Grants													
	Prof Dev / Federal Grants													
	Interest Income													
	Interest Income													
	Textbook Fees													
	Textbook Reimbursement													
	Before and after care	88,416.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	Based on 10% participation at \$8/day
	Other income													
	Other local income													
	Overpayments / Refunds													
	Other Income	88,416.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	7,368.00	
	Total Income	440,149.82	440,149.82	440,149.82	440,149.82	440,149.82	440,149.82	440,149.82	440,149.82	440,149.82	440,149.82	440,149.82	440,149.82	
II. Expenses														

Pike Preparatory Academy

Other Administrator(s) Administrative Assistants	19,776.00	1,648.00	1,648.00	1,648.00	1,648.00	1,648.00	1,648.00	1,648.00	1,648.00	1,648.00	1,648.00	1,648.00	1,648.00	1,648.00	Administrative Assistants
Other Administrator(s) Receptionist	24,960.00	2,080.00	2,080.00	2,080.00	2,080.00	2,080.00	2,080.00	2,080.00	2,080.00	2,080.00	2,080.00	2,080.00	2,080.00	2,080.00	Receptionist
Other Administrator(s) Salary Registrar	30,000.00	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	2,500.00	Registrar
Other Administrator(s) Salary Student Services Coordinator	36,684.00	3,057.00	3,057.00	3,057.00	3,057.00	3,057.00	3,057.00	3,057.00	3,057.00	3,057.00	3,057.00	3,057.00	3,057.00	3,057.00	Student Services Coordinator
Other Administrator(s) Media Assistant	23,072.00	1,922.67	1,922.67	1,922.67	1,922.67	1,922.67	1,922.67	1,922.67	1,922.67	1,922.67	1,922.67	1,922.67	1,922.67	1,922.67	Media Assistant
Other Administrator(s) Salary Food Service Director	18,240.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	Food Services Director
Other Administrator(s) Salary Food Service Director	14,400.00	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	1,200.00	1,200.00	1,200.00	Food Service Workers
Other Administrator(s) Salary B&A Director	18,240.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	1,520.00	B&A Director
Other Administrator(s) Salary B&A	20,520.00	1,710.00	1,710.00	1,710.00	1,710.00	1,710.00	1,710.00	1,710.00	1,710.00	1,710.00	1,710.00	1,710.00	1,710.00	1,710.00	B&A Workers
Salaries & Wages	410,892.00	34,241.00													
PERF Expense															
Payroll Taxes	41,089.20	3,424.10	3,424.10	3,424.10	3,424.10	3,424.10	3,424.10	3,424.10	3,424.10	3,424.10	3,424.10	3,424.10	3,424.10	3,424.10	Calculated at 10%
Workman's Comp	2,465.35	205.45	205.45	205.45	205.45	205.45	205.45	205.45	205.45	205.45	205.45	205.45	205.45	205.45	Calculated at .6%
Employee Insurance	27,500.00	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	2,291.67	Calculated at \$2,500/employee
Unemployment Tax															
TRF Expense	28,762.44	2,396.87	2,396.87	2,396.87	2,396.87	2,396.87	2,396.87	2,396.87	2,396.87	2,396.87	2,396.87	2,396.87	2,396.87	2,396.87	Calculated at 7%
Other Benefits															
Payroll Taxes & Benefits	99,816.99	8,318.08													
Postage	5,500.00	458.33	458.33	458.33	458.33	458.33	458.33	458.33	458.33	458.33	458.33	458.33	458.33	458.33	For Postage & Express Mail
Printing	10,000.00	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	For outside printing
Supplies	11,936.80	994.73	994.73	994.73	994.73	994.73	994.73	994.73	994.73	994.73	994.73	994.73	994.73	994.73	For Office Supplies and Medical Supplies
Equipment Rental															
Supplies/Materials/Equip	27,436.80	2,286.40													
Legal Fees	5,000.00	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	For Legal Fees
Prof Services	2,000.00	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	For Professional Fees
Business Services	176,761.22	14,730.10	14,730.10	14,730.10	14,730.10	14,730.10	14,730.10	14,730.10	14,730.10	14,730.10	14,730.10	14,730.10	14,730.10	14,730.10	For Management Fee, Temp Agency Fee, & Staff Recruitment
Payroll Services															
Accounting Fees															
Bank Fees	3,500.00	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	For Bank Service Fees
Equip Mtn/Repair	7,500.00	625.00	625.00	625.00	625.00	625.00	625.00	625.00	625.00	625.00	625.00	625.00	625.00	625.00	For Equipment Repair & Maintenance
Professional Services	194,761.22	16,230.10													

Pike Preparatory Academy

Professional Services															
	Total Technology Expenses		497,220.00												
Debt Retirement															
Common School Loan															
Other Expenses															
Food Purchases	164,563.30	13,713.61	13,713.61	13,713.61	13,713.61	13,713.61	13,713.61	13,713.61	13,713.61	13,713.61	13,713.61	13,713.61	13,713.61	13,713.61	For Contracted Food Services & In-house Food Service
Kitchen Supplies	1200	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	For paper & smallwares
Kitchen Equipment															
School Lunch	165,763.30	13,813.61													
Athletic Supplies															
Bus Storage															
Supplies/Parent Workshops															
Other Expenses															
	Total Other Expenses		165,763.30												
Total Expense	5,169,154.33														
Net Income	112,643.57														
Beginning Cash Balance	0														
Net Income	112,643.57														

Pike Preparatory Academy

Five-Year Budget Template

Proposed Charter School: Pike Preparatory Academy

	Pre-Opening	Fiscal Year				
	<i>From approval to opening</i>	15	16	17	18	19
Projected Enrollment		614	737	860	860	860

I. Revenues						
Carry-over from previous period	\$0.00	\$0.00	\$112,643.45	\$258,077.31	\$371,946.36	\$428,021.93
Per Pupil Payments		4,219,030.61	5,114,853.12	6,028,170.18	6,088,451.88	6,149,336.40
State Grants <i>[list individually]</i>						
Federal Grants <i>[list individually]</i>						
Private Funds <i>[list individually]</i>						
Other <i>[list individually]</i>						
Total Revenues	\$0.00	\$4,219,030.61	\$5,227,496.58	\$6,286,247.50	\$6,460,398.24	\$6,577,358.33
II. Expenditures						
Human Resources						
Director/Principal Salary <i>[list individually]</i>		90,000.00	91,800.00	93,636.00	95,508.72	97,418.89
Administrators Salaries Assistant Principal		70,000.00	71,400.00	72,828.00	74,284.56	75,770.25
Administrators Salaries Business Administrator		45,000.00	45,900.00	46,818.00	47,754.36	48,709.45
Teachers (FT) Salaries For 36 FT Teachers		1,320,624.00	1,571,542.56	1,831,969.61	1,868,609.01	1,905,981.19

Pike Preparatory Academy

Teachers (PT) Salaries (for subs)						
Special Education Staff	36,684.00	37,417.68	38,166.03	38,929.35	39,707.94	
Special Education Service Vendors	49,120.00	60,139.20	71,579.52	73,011.11	74,471.33	
Clerical Salaries	74,736.00	76,230.72	98,330.28	100,296.89	102,302.83	
Custodial Salaries						
Consultants Salaries/Contracts <i>[list individually]</i>						
Other Salaries <i>[Student Services Coordinator]</i>	36,684.00	37,417.68	38,166.03	38,929.35	39,707.94	
Other Salaries <i>[Media Assistant]</i>	23,072.00	23,533.44	24,004.11	24,484.19	24,973.87	
Other Salaries <i>[Food Service Director]</i>	18,240.00	18,604.80	18,976.90	19,356.43	19,743.56	
Other Salaries <i>[Food Service]</i>	14,400.00	14,688.00	14,981.76	22,922.09	23,380.53	
Other Salaries <i>[B&A Director]</i>	18,240.00	18,604.80	18,976.90	19,356.43	19,743.56	
Other Salaries <i>[B&A]</i>	20,520.00	27,907.20	28,465.34	29,034.65	29,615.34	
Other Salaries <i>[Instructional Aide]</i>	19,760.00	20,155.20	41,116.61	41,938.94	42,777.72	
Payroll Taxes	188,180.00	227,777.54	265,891.13	271,743.43	276,948.70	
Benefits	249,441.20	311,113.78	369,346.69	379,260.90	382,845.40	
Professional Development	8,000.00	8,160.00	8,323.20	8,489.66	8,659.46	
Substitute Teachers	50,400.00	58,800.00	70,000.00	70,000.00	70,000.00	
Board Recruitment						
Board Development						

Pike Preparatory Academy

Other Human Resources Expenses		11,290.80	13,666.65	15,953.47	16,304.61	16,616.92
Total Human Resources	\$0.00	2,344,392.00	2,734,859.26	3,167,529.58	3,240,214.70	3,299,374.90
Facility						
Rent		678,811.20	831,090.44	989,189.32	1,008,973.11	1,029,152.57
Mortgage						
Renovation/Construction						
Debt Service			217,352.40	217,352.40	217,352.40	217,247.36

Workers Comp

Pike Preparatory Academy

**Pike Preparatory Academy
Detailed Income Statement
FY15 through FY19**

	FY15	FY16	FY17	FY18	FY19
Total Number of Students Enrolled	614	737	860	860	860
Forecasted Average FTE per Student	\$ 6,871	\$ 6,940	\$ 7,010	\$ 7,080	\$ 7,150
TRS					
Instructional Staff	102,964	125,334	149,891	152,728	155,622
Pupil Personnel Services Staff	2,568	2,619	2,672	2,725	2,780
Instructional Media Services Staff	1,615	1,647	1,680	1,714	1,748
School Administration Staff	19,582	24,257	26,183	26,706	27,240
Food Services Staff	-	-	-	-	-
Before & Aftercare Staff	2,713	3,256	3,321	3,387	3,455
	129,441	157,114	183,747	187,261	190,845
Professional Services					
Legal Fees	5,000	5,100	5,202	5,306	5,412
Accounting Services - Independent Audit	-	15,000	15,300	15,606	15,918
Management Fee	168,761	258,275	614,813	627,109	703,617
Outside Staff Development Consulting Fees	8,000	8,160	8,323	8,490	8,659
Temporary Agency Fees	5,000	5,100	5,202	5,306	5,412
Fee to County School Board	-	-	-	-	-
Professional Fees - Other	2,000	2,040	2,081	2,122	2,165
Marketing & Enrollment	76,750	15,375	15,375	12,500	12,500
Staff Recruitment	3,000	3,060	3,121	3,184	3,247
	268,511	312,110	669,417	679,623	756,931

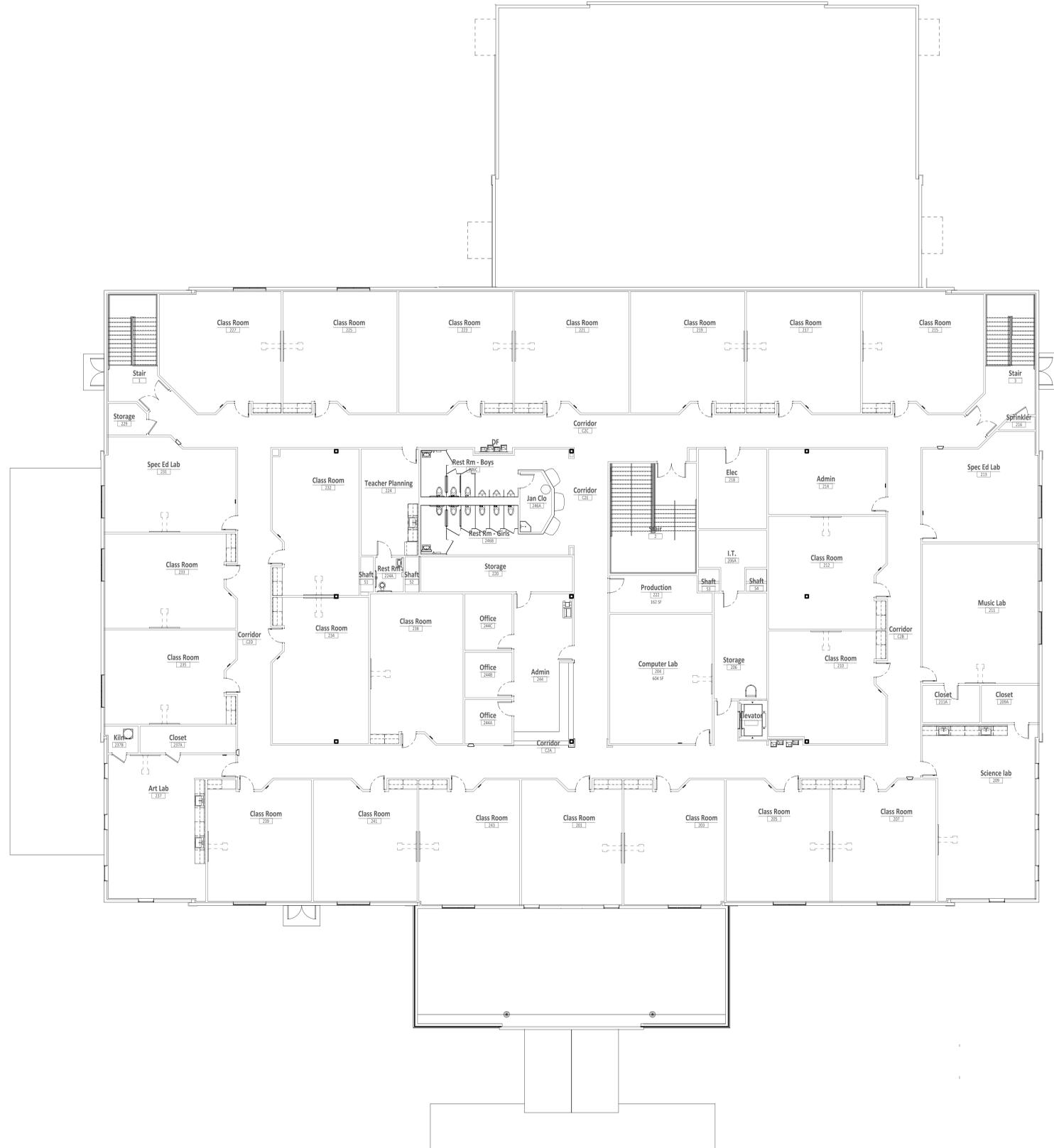
Pike Preparatory Academy

Pike Preparatory Academy
Detailed Income Statement
FY15 through FY19

	FY15	FY16	FY17	FY18	FY19
Total Number of Students Enrolled	614	737	860	860	860
Forecasted Average FTE per Student	\$ 6,871	\$ 6,940	\$ 7,010	\$ 7,080	\$ 7,150
Vendor Services					
Contracted Pupil Transportation	63,000	64,260	65,545	66,856	68,193
Extra-Curricular Activity Events & Transportation	5,000	5,100	5,202	5,306	5,412
Contracted Food Service	161,890	198,207	235,912	240,630	245,443
Background / Finger Printing	-	-	-	-	-
Drug Testing Fees	-	-	-	-	-
Licenses & Permits	2,000	2,040	2,081	2,122	2,165
Bank Service Fees	3,500	3,570	3,641	3,714	3,789
Contracted Special ED non-instruction	7,500	7,650	7,803	7,959	8,118
Contracted Custodial Services	118,250	120,615	123,027	125,488	127,998
Contracted Security	1,200	1,224	1,248	1,273	1,299
	362,340	402,666	444,460	453,349	462,416
Administrative Expenses					
Travel/Auto	5,000	5,100	5,202	5,306	5,412
Airfare	500	510	520	531	541
Meals	3,000	3,060	3,121	3,184	3,247
Lodging	2,000	2,040	2,081	2,122	2,165
Business Expense - Other	5,000	5,100	5,202	5,306	5,412
Dues & Subscriptions	2,000	2,040	2,081	2,122	2,165
Printing	10,000	10,200	10,404	10,612	10,824
Office Supplies	10,737	11,102	11,478	11,707	11,941
Medical Supplies	1,200	1,224	1,248	1,273	1,299
In-house Food Service - Cost of Food	2,674	3,028	3,396	3,464	3,533
Food Service - Paper and Small wares	1,200	1,224	1,248	1,273	1,299
Bad Debt Expense	-	-	-	-	-
	43,310	44,628	45,982	46,901	47,839
Instruction Expenses					
Textbooks & Reference Books	168,850	34,502	35,192	75,293	76,799
Consumable Instructional (Student)	61,400	75,174	89,474	91,264	93,089
Consumable Instructional (Teacher)	9,500	11,220	13,525	13,796	14,072
Library Books	15,000	10,000	10,000	7,500	5,000
Testing Materials	9,210	11,276	13,421	13,690	13,963
Contracted SPED Instruction	49,120	60,139	71,580	73,011	74,471
	313,080	202,311	233,192	274,553	277,394
Other Operating Expenses					
Telephone & Internet	40,000	40,800	41,616	42,448	43,297
Postage	3,500	3,570	3,641	3,714	3,789
Express Mail	2,000	2,040	2,081	2,122	2,165
Electricity	107,800	109,956	112,155	114,398	116,686
Water & Sewer	16,500	16,830	17,167	17,510	17,860
Waste Disposal	19,250	19,635	20,028	20,428	20,837
Pest Control	5,000	5,100	5,202	5,306	5,412
Maintenance & Cleaning Supplies	16,500	16,830	17,167	17,510	17,860
Building Repairs & Maintenance	110,000	112,200	114,444	116,733	119,068
Equipment Repairs & Maintenance	7,500	7,650	7,803	7,959	8,118
Software Licensing Fees	27,630	33,165	38,700	38,700	38,700
Miscellaneous Expenses	6,000	6,000	6,000	6,000	6,000
	361,680	373,776	386,003	392,829	399,792
Fixed Expense					
Rent	678,811	831,090	989,189	1,008,973	1,029,153
Office Equipment - Leasing Expense	8,400	12,600	12,600	12,600	12,600
Professional Liability & Property Insurance	45,920	50,602	55,453	56,562	57,694
	733,131	894,293	1,057,243	1,078,135	1,099,446
EXPENSES less Payroll	2,082,053	2,229,783	2,836,296	2,925,391	3,043,818
TOTAL OPERATING EXPENSES	4,412,765	5,060,117	6,146,399	6,310,134	6,489,716
Net Income/(Loss) before Financing and Depreciation	112,643	480,486	448,196	416,353	371,301
CAPITAL EXPENSES					
Capital Outlay (Capitalized)					
Computers Hardware	443,590	68,500	78,625	125,125	72,750
FF&E	286,800	39,200	24,200	-	-
Computers Software	26,000	10,000	14,150	17,800	-
Building	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	756,390	117,700	116,975	142,925	72,750
Proceeds from Long Term Debt	756,390	-	-	-	-
Debt Repayments					
Repayment of Long-Term Debt (Principal)	-	169,784	182,057	195,218	209,331
Repayment of Long-Term Debt (Interest)	-	47,569	35,295	22,134	7,917
Depreciation and Amortization	213,890	247,897	283,662	174,773	172,857
Net Income/(Loss) after Financing and Depreciation	(101,247)	(102,463)	(169,793)	(118,698)	(91,553)
NET CHANGE IN FUND BALANCE (Deprec add back)	112,643	145,434	113,869	56,076	81,304
RESTRICTED FUND BALANCE	-	-	-	-	-
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	112,643	145,434	113,869	56,076	81,304

ATTACHMENT

#15



Scale:	DATE:
0 8' 16' 32'	08.12.2013
SCALE 3/32" = 1'-0"	INITIALS INDICATE APPROVAL

