

**Christel House Academy**  
**Charter Expansion Schools Replication Application**

*Submitted to Mayor Ballard's Office of School Innovation*

*March 4, 2013*

**Monday, March 04, 2013**

Dear Mayor Ballard,

The undersigned individual/organization is considering submitting an application to establish a charter school in Indianapolis. We wish to participate in all forums and receive all information provided to potential applicants by the Mayor's Office.

**Legal name of organization**  
applying for the charter Christel House Academy, Inc.

**Name of proposed school** Christel House Academy II, Inc.

**Applicant's authorized**  
**representative** Carey Dahncke, Chief Academic Officer

**Full mailing address (include**  
**city, state, zip code)** 2717 S East St, Indianapolis, IN 46225

**Daytime telephone number** (317)-783-4690

**Fax number** (317)783-4693

**E-mail address** cdahncke@chacademy.org

**Location of school** Central Greens - former site of the Central State Hospital

**School district of location** Indianapolis Public Schools

**Anticipated opening date** 2014-15

**Proposed Grade Levels & Total Student Enrollment**

	<b>School Year</b>	<b>Grade Levels</b>	<b>Maximum Student Enrollment</b>
First Year	2014-15	PK-2	150
Second Year	2015-16	PK-3	200
Third Year	2016-17	PK-4	250
Fourth Year	2017-18	PK-5	300
Fifth Year	2018-19	PK-6	350
Sixth Year	2019-20	PK-7	400
Seventh Year	2020-21	PK-8	450
Maximum	2021-22	PK-9	500

**Is school single-gender or co-educational?** No

**Target student population** : Low income students



## Executive Summary

Christel House Academy is requesting three additional charters, to be used to replicate the school's highly successful charter school model.

Understanding high quality authorizers are an important variable in the equation for charter schools, the Mayor of Indianapolis has been selected as the desired Authorizer for all Indianapolis expansion schools.

Christel House Academy has achieved significant local and national attention for our exceptional programming and outcomes. Understanding Indianapolis needs more good school, the Academy's Board of Directors have tasked the organization's leadership with developing the capacity to grow.

Last year, the Academy was selected by The Mind Trust to receive \$1 million to start the process of expanding the school's reach. This year, the Academy launched an additional charter school—Christel House DORS, a high school for adults who have previously dropped out of school.

The Academy now wishes to expand the K-12 programming to the Westside of Indianapolis in the 2014-15 academic year. In the following year, a second DORS will be established on the same campus.

Two additional campuses will be established at a later date. Recognizing there is considerable change occurring in the Indianapolis community- *with new IPS magnet schools, State Takeover Schools, and additional charter schools* – the future locations are yet to be determined. However, Christel House is committed to locating these schools in financially and socially distressed areas of Indianapolis.

*Table of Contents***Contents**

Executive Summary.....	3
Replication Narrative.....	7
Section 1 .....	7
Background.....	10
Need .....	12
Governance and Management.....	16
Developing Expansion Capacity in our leadership staff .....	19
Organizational Support .....	21
Financial Management & Budgeting .....	22
Risk Management .....	23
Capacity to Expand.....	24
Human Resources.....	25
Compensation.....	25
Pension.....	26
Benefits .....	26
Highlights for key positions within the school.....	28
Enrollment / Demand.....	34
Community Partnerships.....	35
Transportation.....	37
Timeline.....	38
Facility .....	62
Core Question 4 .....	66

Mission.....	66
Curriculum.....	66
Health Services: .....	68
Nutrition Services: .....	68
Counseling and Psychological Services: .....	68
Health Promotion for Staff: .....	69
Family/Community Involvement: .....	69
Assessment.....	70
ISTEP & End of Course Assessments.....	71
Teacher Driven Assessments .....	71
Support for Learning .....	71
Student Discipline .....	72
Due Process.....	72
School Policy.....	72
Student Uniform Policies.....	72
Student Services .....	73
Parental Involvement.....	73
Parent Teacher Organization .....	74
Special Student Populations.....	74
SPECIAL STUDENT POPULATIONS .....	74
Special Education.....	74
Students with Limited English Proficiency.....	80
Community Partnerships.....	82
Appendix A.....	91
State Board of Accounts Federal Audit for Christel House Academy .....	91

Appendix B..... 128  
     Resolution authorizing the expansion of Christel House Academy’s programming..... 128

Appendix C..... 130  
     Christel House Academy Articles of Incorporation ..... 130  
     Compensation / Merit Pay Policy ..... 142

Appendix E..... 146  
     Elementary Program..... 146  
     High School Program..... 162  
     Foreign Language Program..... 162  
     Technology ..... 166  
     Fine Arts..... 166  
     Student Apprenticeships & Internships ..... 166  
     Special Education..... 167  
     English as a Second Language (ESL) ..... 167  
     Health & Wellness..... 168  
     Health & Wellness Education:..... 168  
     Physical Education:..... 169

Appendix G ..... 170

Appendix H ..... 183  
     Mind Trust Award ..... 183

School Specific Goal for Christel House Academy Expansion Schools..... 193

## Replication Narrative

### ***Section 1***

#### **Core Question 1: Is the educational program a success?**

Since 2002, Christel House Academy (CHA) has been an agent of transformation for traditionally underserved and at-risk students in Indianapolis. CHA pursues its mission of breaking the generational cycle of poverty by providing young people with the academic and life skills necessary to achieve success in the 21st Century. With robust programs and services, CHA is rapidly closing the achievement gap for students who would otherwise be disenfranchised within the conventional academic setting. CHA's program works by providing (1) high quality and challenging academic curriculum; (2) on-site mental health and social services, (3) outreach to parents and families and (4) art, music and extracurricular activities.

Christel House Academy (CHA) received its charter from the Mayor of Indianapolis' Office in 2001 and opened in August 2002 providing instruction to students in grades K-4, adding an additional grade each year thereafter. CHA amended its original charter in 2009 to include grades 9-12.

CHA has one of the most diverse student populations among Indiana's charters: 35% Hispanic, 30% Caucasian, 25% African-American and 10% multi-racial. Its free and reduced lunch rate is 92%; 30% of students speak English as a second language and 16% qualify for special education services. Additionally, a growing percentage of students are being raised by relatives as a result of parental incarceration, substance abuse or immigration issues.

Internal assessments demonstrate CHA students continue to make great strides academically. CHA was the lowest performing school in the State of Indiana on the 2002 ISTEP+ exam, with only 22% of 3<sup>rd</sup> grades passing the math portion and 41% passing language arts. The percentage of students passing both language arts and math was a dismal 28.4%. With a focus on improving instructional quality, student attendance and retention, ISTEP+ results have steadily improved over the past nine years.

In 2008-2009, CHA's average ISTEP+ pass rate was 74.3%, with 73.6% of students passing language arts and 74.9% passing math. The school met AYP in 27 reportable categories, received Indiana Department of Education's "Exemplary" rating for the third

consecutive year, was designated as a Title 1 High Performing School, and Mr. Carey Dahncke was named a Distinguished Title I Principal.

In 2009-2010, CHA's students outperformed the Indiana state average ISTEP+ score with a 79.895% pass rate. Students scored an 81.1% pass rate in language arts and 78.69% in math. The school met AYP in 29 reportable categories (one of only a very small number of schools in the State of Indiana measured so aggressively) and again received IDOE's "Exemplary" rating. In April 2009, Indiana State Superintendent of Public Instruction Tony Bennett recognized CHA as a Title 1 school that is "defying conventional wisdom." Referring to Hosford Park Elementary (Gary, IN), Lakeside Elementary (Indianapolis) and Christel House Academy, Bennett said, "These are examples of three schools – two traditional public schools and a public charter school – that are facing all the challenges we know so well and beating the odds. Clearly there isn't a one-size-fits-all model for success, but these schools prove what's possible for all Indiana schools."

In 2010-2011, CHA's students again outperformed the Indiana state average ISTEP+ score with an 83.837% pass rate. Students scored an 80.4% pass rate in language arts and 83.4% in math. CHA exceeded the ISTEP+ scores of Indianapolis Public Schools, with a comparable student demographic, by 25 percentage points. The school again met AYP in 29 reportable categories, received IDOE's "Exemplary" rating, and was lauded as a Title 1 High Performing School. In the spring of 2011, CHA achieved the highest growth rate in English/Language Arts proficiency among students in grades 3-8 in Indiana.

Over the past three academic years, CHA's student attendance rate has averaged 96.5% and year-to-year retention averaged 92.8%. Family involvement, always a challenge among the at-risk student population, is consistent, with approximately 50% of parents and other family members engaged in the PTO and volunteering with sporting and other events. Participation in parent-teacher conferences is a requirement for the release of student report cards at the conclusion of each grading period. Presently 98% of families participate in these conferences.

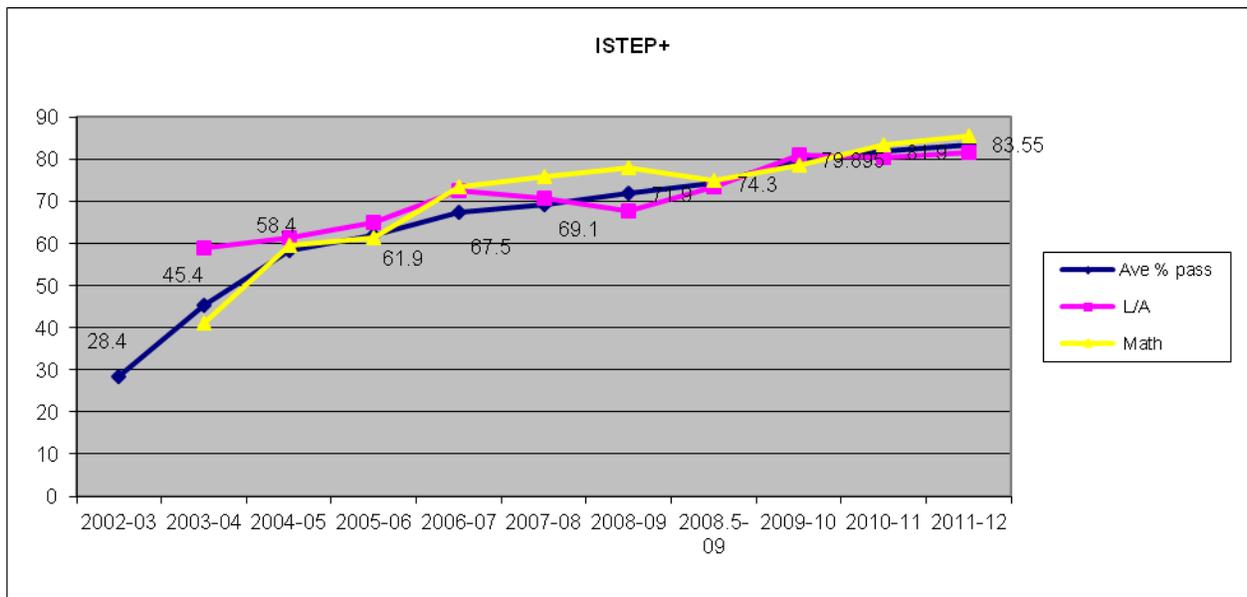
Accomplishing this degree of change within nine years is indicative of CHA's commitment to instructional quality, teacher assessment and professional development, student attendance and retention, and family involvement. Given the broad diversity of CHA's student population and the high percentage of limited English proficiency students, this consistent academic improvement is noteworthy and the organization's management team fully expects comparable results among its charter replications.

According to the Indiana Department of Education’s website, comparative data for schools located near Christel House Academy paint a less hopeful picture for student performance. IPS #31 (James A Garfield School) serving grades K-6, posted a 39.5% ISTEP+ pass rate in 2011. This school has not met AYP for 4 of the last five years (in 2008-2009 AYP was not calculated).

Students at Emma Donnan Middle School, also located near CHA, posted a 32.5% pass rate on 2011’s ISTEP+, among its 600+ students in grades 7 and 8. The school has not met AYP for three of the last five years (AYP not calculated in 2008-2009). In 2011, this school became subject to state intervention for remaining on Indiana Department of Education’s Academic Probation list for the sixth consecutive year.

The expansion charters will all be located in an educationally distressed area of the city, where there are a limited number of high quality educational seats.

*Historical Academic Attainment on ISTEP+ (average percent passing both calculations)*



## ***Core Question 2: Is the organization effective and well run?***

### **Background**

Christel House Academy has received a positive rating from the Mayor's Office of Education Innovation staff. Using the various metrics and performance frameworks established by the Charter Schools Office, Christel House Academy has been designated as a highly effective and well-run school.

To accomplish the expansion of its network and replication of its model, Christel House will implement a "Principal-In-Training" program in order to thoroughly orient new school leaders to the philosophies, expectations and methodologies of the organization. In addition to shadowing the current school leadership and Christel House International senior management, Christel House new school leaders will also pursue academic coursework through a university program yet to be determined (or the organization will select an applicant that has completed similar coursework in a university preparation program – such as, TFA's Indianapolis Principal Fellowship at Columbia). It is anticipated that the Principal-In-Training program will last 12 – 18 months, during which the new school leader will also be engaged in certain start-up activities to ensure the successful opening of his/ her expansion charter school.

The faculty at every Christel House school is the most important resource in achieving the school's educational goals. Therefore, utmost care and attention is given to the process of recruiting, screening, interviewing and hiring of all staff. Teaching and administrative staff members will be selected on the basis of specific requirements of each position and all hiring decisions will be made in compliance with local, state and federal employment practices.

In an effort to maximize existing human resources at CHA, it is anticipated that network expansion schools will lease their employees from CHA. This will enable CHA to manage all human resource functions, consolidate activities like payroll and benefits administration and gain economies of scale. Additionally, CHA has developed a rich collection of employee benefits that rival local school corporations, ensuring employment in the CHA network is seen as highly desirable by teachers. CHA will bill the network expansion schools for actual costs only.

All administrators and teachers will be required to hold a four-year university degree and be considered highly qualified by the Indiana Department of Education, or be engaged in an official transition program to ensure proper licensing. Network expansion schools will comply with Indiana law regarding minimum requirements for teaching/instructional staff and ensure proper certification is on file. DORS model

programs will also work closely with Ivy Tech Community College to seek candidates with Master's level degrees in their content area, making these instructors eligible to teach dual credit courses.

Other important criteria include:

1. Excellent subject knowledge;
2. Enthusiasm for teaching & learning;
3. A 'Whatever It Takes' approach to ensuring students learn;
4. Creativity and/or an innovative spirit in education;
5. Clearly defined preparation or preparation plan for active teaching pedagogy.

Christel House will conduct background checks on all potential employees, as required by law. All employees at Christel House Academy will be "employees at will." The employer or the employee may terminate the employment relationship at any time, with or without notice.

Following are some of the basic policies governing employment at the school:

Christel House seeks diversity among its staff. It is the policy of the school to afford equal employment opportunities to employees without regard to race, color, creed, religion, ancestry, national origin, sex, sexual orientation, disability, disability related to pregnancy or childbirth, age, marital status, status with regard to public assistance, membership or activity in a local commission, veteran status, or any other characteristic protected by applicable federal, state, and local law.

Unlike traditional public schools that pay teachers a little more each year to simply show up, Christel House teachers are rewarded for results.

Teachers are paid a competitive salary, but salary increases are based on results. Hard working and successful teachers get paid more. Mediocre teachers do not. It is a simple concept and one that rewards hard work and accomplishments... something that is missing in many local public schools.

The Compensation / Merit Pay Policy can be found in Appendix D.

In addition to a base salary, teachers frequently have opportunities to earn additional compensation by taking on additional responsibilities to coordinate subjects, coach sports, run after school clubs, tutor students, and take on teacher leadership roles.

At the end of each academic year, teachers also earn bonuses based on accomplishments and student performance. Exceptional teachers have the potential to earn thousands of extra dollars each year.

Per the Christel House Policies and Operations Manual (POM), all staff members undergo annual performance appraisals to identify strengths and areas for improvement. Further, instructional staff members are required to participate in professional development days to learn new techniques and strategies to improve their effectiveness.

The most recent year's audits for Christel House International and Christel House Academy are available for review. Both Audits show strong and well-managed organizations.

A copy of the State Board of Accounts Federal Audit for Christel House Academy is attached as Appendix A.

## **Need**

In Indianapolis, under National Assessment of Education Progress (NAEP), less than half of our fourth graders are proficient in math; almost two thirds of our eighth graders are not yet proficient readers and writers. Among blacks and Latinos- the majority population in urban Indianapolis, it is worse. According to a 2008 report from America's Promise Alliance, Indianapolis's graduation rate was just 31%, ranking it among the five worst of major metropolitan areas in the country. In 2010, the Schott Foundation identified Indianapolis as one of the top ten cities with the largest gap between the graduation rates of its African-American males and that of its white males – a 30 percentage point gap in achievement.

According to The Mind Trust:

- Only 45% of IPS students meet state standards on the math and English language arts portions of ISTEP+. The achievement gap between IPS and the state in English language arts is large in 3rd grade — 20 percentage points — and even larger in 8th — 29 percentage points. Only 58% of students graduate on time. Six of the seven most chronically failing schools in the state are in IPS

- Generations of skilled leaders and educators have done their best to fix broken urban school systems in Indiana and around the country. Indianapolis has invested tens of millions of dollars in “reform.” Yet our kids are still stuck in a system that produces abysmal results.
- IPS has made some progress in the past few years, but it still has not come close to meeting its 2010 goals. Even if IPS could sustain this progress, it would take many years — and in some cases decades — for the district to reach those benchmarks.

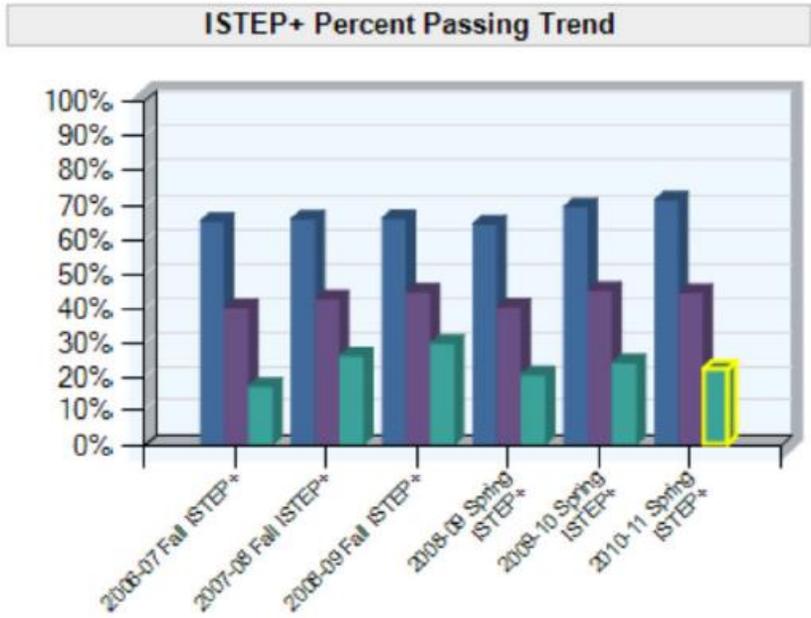
Currently the Academy maintains a waitlist of 100s of students who cannot be accepted because of our capacity limitations.

Christel House’s K-12 program prepares traditionally underserved and at-risk students with the academic and life skills necessary to succeed in the 21st Century. The holistic design breaks the cycle of generational poverty by providing (1) high quality and challenging standards-based academic curriculum, complemented by instruction in Spanish and a strong emphasis on technology; (2) on-site mental health and social services, (3) outreach to parents and families and (4) art, music, physical education and extracurricular activities. With the goal of closing the achievement gap, Christel House operates an extended school day (8am-4pm, with extracurricular activities and childcare from 4-6pm) and extended academic year (200 days). Special Saturday remedial instruction is also offered to address deficiencies in language arts/English and mathematics.

One of the fundamental purposes of charter schools is to offer families an opportunity to choose the schools their children attend. With approximately 300 students waitlisted annually, many families wishing to choose Christel House as an option are simply denied that choice due to capacity.

There exists a need in Indianapolis for a rigorous, high quality, college-preparatory charter schools that are free, public, non-selective in admissions, and which enables all Indianapolis resident school children, regardless of background, income, ability or special need, to have an opportunity to excel academically to their fullest potential. Christel House Academy II (and future Academies) offers such an opportunity.

The near Westside is a location of key interest for initial expansion. Currently served by IPS George Washington Community School, ISTEP+ scores are 48.9 percentage points below the state average (see the chart below).



While enrollment in IPS has gradually declined from 47,136 in 1991-92 to 41,008 in 2000-01, enrollment in private schools has increased by 119%; home school enrollment has increased by nearly 1300%. In 1991-92, 1,451 students attended private schools, while 52 students were home schooled. By 2000-01, 3,180 attended private schools, while 1,275 were home schooled. These numbers indicate that students and parents are seeking IPS alternatives. With a total of 4,455 students currently enrolled in private or home schools, we are convinced that the public school option Christel House Academy II will provide, not only brings many of these families back to public education, but will keep others from seeking costly private or isolated home school alternatives.

*Table: Historical Enrollment at Christel House Academy*

<b>Enrollment By Grade</b>					
<b>Grade</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
Kindergarten	49	51	51	50	50
Grade 1	51	50	53	52	52
Grade 2	50	51	51	53	54
Grade 3	50	50	51	52	54
Grade 4	50	50	52	52	54
Grade 5	50	50	53	52	53
Grade 6	47	41	49	55	53
Grade 7	40	43	49	52	52
Grade 8	27	30	47	52	52
Grade 9				54	56
Grade 10					45
<b>Total Enrollment</b>	<b>414</b>	<b>416</b>	<b>456</b>	<b>524</b>	<b>575</b>

## **C. Governance and Management**

The founding Board of Christel House Academy II will consist of a highly skilled and diverse group of professionals, including educators, business leaders, a CPA, an attorney and a philanthropist, all of whom are passionately devoted to establishing a charter school that succeeds in preparing children, regardless of ability, income or background, to reach their fullest potentials.

In the initial stages of development, the existing Christel House Academy Board of Directors will govern the Academy II charter. As the school matures, the Board will weigh options with establishing a local board, if it believed the school will be better served with that arrangement.

The following individuals serve on Christel House Academy's Board of Directors:

1. Mr. Murvin Enders: Chair, Executive Director of 100 Black Men of Indianapolis
2. Ms. Christel DeHaan: VP, Founder of Christel House International
3. Mr. Alan Levin: Treasurer, Managing Partner at Barnes & Thornburg
4. Ms. Cheryl Wendling: President, Sr VP at Christel House International
6. Mr. Thomas Kegley: Secretary, President of Home Health Monitoring Service
7. Dr. Alfonso Alanis: Member, Chairman and Chief CEO of Anaclim LLC
8. Ms. April Jones: Member, School Representative
9. Heather Macek: Member, Attorney at Barnes & Thornburg
10. Margaret R. Watanabe: Member, Indiana University School of Medicine
11. Mr. Carey Dahncke: VP, Director of Christel House Academy
12. Ms. Hope Hampton, Member, Community Leader
13. Mr. Stephen Osborn, Member, CE Solutions, Inc.

As a replication site, the future Academies' governance will be managed by the existing by-laws and procedures, established by the Christel House Academy's Board of Directors.

Appendix B includes the resolution authorizing the expansion of Christel House Academy's programming.

The Christel House Academy Articles of Incorporation are attached as Appendix D.

The roles and responsibilities of the Board of Directors of Christel House Academy are as follows:

1. Ensure that the philosophy and mission of the school are followed;
2. Ensure that student performance is monitored and the school is meeting performance standards;
3. Ensure operational efficiency by approving and monitoring annual budgets, monitoring operating plans and performance;
4. Ordering a bi-annual independent audit of all revenues, assets, expenditures, and liabilities;
5. Review audit findings; and
6. Oversee the school's investments and capital improvement plan.
7. Ensure legal and ethical integrity and maintain accountability;
8. Establish policies which help the school achieve its mission and educational program; and
9. Enhance the school's public image by serving as the school's ambassadors, advocates and community representatives.

The roles and responsibilities of the Network's Director:

The Director of Christel House Academy will act as the Director of the Network during expansion of the program. The Director will report jointly to the Board of Directors and Christel House International's CEO.

The Director is responsible for day-to-day management and operation of the schools, and is responsible for ensuring that all charters are effectively and genuinely implemented. The Director also helps the Board achieve its oversight responsibilities and goals, by keeping the Board well informed on educational, student achievement, staffing, managerial, fiscal, and other matters. Furthermore, the Director will be available to work interactively with the Board on policies that are necessary to ensure the establishment and operation of a successful school.

The Director will report to the Board as necessary, on fiscal, educational and related issues; and will also oversee personnel matters regarding employee files, statements of hire, payroll, and benefits, coordinates and oversees all services provided by outside contractors and vendors, is responsible for all financial transactions and record keeping.

The Director will employ additional school staff to assist with adequately fulfilling all aspects of school management, including those individuals with specialized knowledge in areas of school finance and information management. When appropriate, the Director will also employ contracted business organizations who will support the management personnel in the most effective means.

## **Developing Expansion Capacity in our leadership staff**

Mr. Carey Dahncke, current Principal / Director of Christel House Academy, will spearhead the Principal-in-Training program, and all future academic leaders for Christel House will shadow him closely, so that they will be able to replicate the ethos and environment he has so successfully inculcated at Christel House Academy. Mr. Dahncke has served as Principal of CHA since 2006, and during his tenure the school's ISTEP scores have improved dramatically. His thoughtful problem-solving skills, knowledge of educational best practices, and ability to empower and motivate his faculty and staff to excel are some of the key drivers of his success, and those we hope he will be able to convey to future Christel House school leaders.

Mr. Dahncke will have additional responsibilities for the network expansion, including screening, interviewing and hiring the best prospective school leaders for the Principal-In-Training program; identifying the most desirable expansion facility locations to reach our target population; liaising with IPS in lease and/or purchase discussions; and overseeing day-to-day expansion operations to ensure our high-quality standards are maintained.

Also involved in the network expansion will be Joseph P. Schneider, Senior Vice President and Chief Financial Officer of Christel House International. Mr. Schneider will be primarily responsible for budgeting and financial oversight of the network, facilities acquisition and human resource policies and procedures. Mr. Schneider joined Christel House International in 2006, and has been instrumental in elevating the business planning and budgeting processes of our international schools. He has also played an active role in the operational oversight of all of the schools by standardizing and documenting operating policies and procedures in the Policy Operations Manual (POM), and effecting improvements in admissions processes, parent participation and career guidance functions. Principals-In-Training will shadow Mr. Schneider for some period of time to gain a thorough understanding of the POM as it applies to charter school operations, and to become solidly grounded in the business disciplines by which Christel House operates.

Development of leadership staff is of primary importance to the successful growth of the organization. Understanding existing efforts in place to attract talented leaders, the following organizations are being utilized:

1. The Indianapolis Principal Fellowship Program – identification and training of highly talented educators, early in their leadership development
2. Teach for America – identification of teachers with strong leadership skills
3. The Indianapolis Teaching Fellows – identification of educators with a strong educational background outside of education
4. The University of Indianapolis iLead program – university principal preparation program for teachers
5. University of Indianapolis CELL – development of a teacher mentor program, to ensure strong development of teacher leaders & implementation of Indiana TAP
6. Expeditionary Learning – consultation and leadership development around instructional improvement
7. Indiana Association of School Principals – principal development programming

### **Organizational Support**

Since 1998, Christel House International has established Learning Centers in Mexico, Venezuela, India and South Africa, serving over 2,500 impoverished children worldwide. All Christel House Learning Centers maintain a strong focus on English, computer literacy, life skills and the mastery of core academic subjects.

In addition to academic rigor, Christel House focuses on character development through the inculcation of four core values—Respect, Responsibility, Independence and Integrity. Through a number of enrichment programs, it provides a holistic approach to child development, including outreach programs to help parents learn and advance. Children attending Christel House Academy will achieve dignity and success, and upon graduation, will have the skills necessary to lead self-sufficient, productive lives.

Christel House Academies leadership staff will benefit from collegial support, as well as through the bi-annual global leadership conference held for Heads of Christel Houses. This opportunity allows for school leaders to share and learn from best practice internationally.

The Christel House Academies will be excellent institutions for Indianapolis.

### ***Financial Management & Budgeting***

The Academy II, and future Academies, will be managed as an extended program, operating under an additional charter, of the existing Christel House Academy charter school. As such, the Academy II will utilize all existing services for financial and business services. This is a mirror arrangement to what is in place currently with Christel House DORS, the Academy's drop out recovery school.

Additional staff will be employed to extend the capacity of the Business Office, however all financial controls and business processing systems will stay in place.

To ensure fiscal and operational vitality, the Academy II will:

Development of a Five-Year Strategic Plan approved first by Christel House Academy and then by the local Board of Directors. This strategic plan is updated annually as part of the business planning process.

The Academies will develop a local business plan, following the guidelines established for Christel House learning centers worldwide, in conjunction with Christel House Academy's Chief Academic Officer. The business plan will be submitted to Christel House International for monthly monitoring. Christel House International will assist the Academy II's board in tracking the progress made in completing the objectives in the business plan.

Annually, the Academies will develop a budget in conjunction with Christel House Academy. These budgets will be approved by both boards and tracked both by Christel House Academy and Christel House International.

Attached is the first year's cash flow and preliminary 5 year budgets. (*Appendix B*)

Christel House International provides development and grant writing support to all US based Christel House learning centers. As part of the agreement between Christel House Academy II and Christel House International, agreed upon budgeted expenses in the area of general and administrative operating expenses will be covered by Christel House International – in the form of a grant made to the Academy II or indirect and direct fundraising efforts.

In the event of a significant budget shortfall outside the general and administrative expenses, the Academies will work with the Network's Chief Academic Officer and Chief School Business Official to identify cost saving measures. In the event a shortfall still exists, a detailed fiscal examination will be conducted in collaboration with Christel

House International's CFO. A detailed plan will be developed to 1) reduce non-essential expenditures, 2) reduce non-essential staffing, 3) eliminate non-essential programming, and 4) obtain loans from Christel House International that can reasonably be expected to be repaid within a 12 month period of time. These recommendations will be submitted to the Academy II's Board for approval.

### ***Risk Management***

The Academy II will mirror all insurance and liability policies currently in place at Christel House Academy. Where appropriate, the designated insurance carrier at Christel House Academy will work with the Academy II to obtain efficiencies with multi policy arrangements.

Information on current Academy insurance policies is on file with the Mayor's Office.

Commercial General Liability: \$1,000,000 per occurrence; \$2,000,000 aggregate

COMPREHENSIVE GENERAL LIABILITY INSURANCE WILL COVER CORPORAL PUNISHMENT LIABILITY AND ATHLETIC PARTICIPATION MEDICAL COVERAGE.

Directors' and Officers' Liability/ Educators' Legal Liability/ Employment Practices Liability: \$1,000,000 per occurrence; \$3,000,000 aggregate

Sexual Abuse Liability: \$1,000,000

SEXUAL ABUSE LIABILITY WILL BE A SEPARATE POLICY OR A SEPARATE COVERAGE PART WITH LIMITS INDEPENDENT OF OTHER COVERAGE PARTS IN THE GENERAL LIABILITY POLICY.

Automobile Liability: \$1,000,000 combined single limit

Umbrella (Excess Liability): \$5,000,000 per occurrence; \$5,000,000 aggregate

THE UMBRELLA POLICY WILL INCLUDE: COMMERCIAL GENERAL LIABILITY, DIRECTORS' AND OFFICERS' LIABILITY/EDUCATORS' LEGAL LIABILITY/EMPLOYMENT PRACTICES LIABILITY, AUTOMOBILE LIABILITY AND SEXUAL ABUSE LIABILITY.

The City of Indianapolis, the Mayor's Charter Schools Advisory Board, related entities and their respective officers, employees and agent will be indemnified.

***Capacity to Expand***

Christel House International has launched school in numerous international locations. Recently, Christel House India was selected as a highly effective model by an India commercial real-estate developer. Faced with the need for a new school for very impoverished students in a remote location in India, Christel House International worked with the Bangalore learning center to replicate its programming. Two years ago, Christel House Lavsa was established. This replication endeavor has been highly successful.

Domestically, Christel House International will assist Christel House Academy in the expansion efforts. The same resources and expertise that was used to replicate the Christel House India learning center will be available to assist the Academy.

Additionally, Christel House Academy was awarded a Mind Trust Charter School Incubator grant. This grant provides \$1 million dollars of seed money to assist with replication efforts.

### ***Human Resources***

Human Capital is a key component of the expansion plans. It is expected that the additional campuses will draw from some existing Christel House Academy employees. Additionally, the development of additional campuses will allow for increased professional development opportunities at all schools.

The expansion programs of Christel House Academy will not employ staff members, but will lease staff from Christel House Academy, Inc. for the purposes of operating the school. A Client Services agreement, Appendix F, will govern the employment relationship.

All recruitment, benefits and payroll services will be provided to the Academy II (and future charter schools) by Christel House Academy, Inc.

Christel House Academy uses Taleo Talent Intelligence tools for online applicant tracking and recruiting—branded as the CHA Careers Site.

### ***Compensation***

Teachers are paid a competitive salary, based on the market compensation rate. Each year in the budgeting process, a collection of Marion County schools are selected to develop a market range for teachers at various levels of experience. These then become the target pay ranges for the academic year. Within these ranges, salary increases are applied to individual teachers. Teachers are encouraged to develop a portfolio, to help communicate their relative value to the organization.

In addition to a base salary, teachers frequently have opportunities to earn additional compensation by taking on additional responsibilities to coordinate subjects, coach sports, run after school clubs, tutor students, and take on teacher leadership roles.

At the end of each academic year, teachers also earn bonuses based on accomplishments and student performance. Exceptional teachers have the potential to earn thousands of extra dollars each year based on a propriety bonus calculation system.

## ***Pension***

Christel House Academy participates in the Indiana Teachers' Retirement Fund-- the statewide pension plan for Indiana teachers. In addition to the state guaranteed pension plan, Christel House Academy staff have access to an employer sponsored 403(b) plan with ING North America. TFG Financial Group, an ING Financial Partner, manages the ING 403(b) plan for Christel House. ING, Internationale Nederlanden Groep N.V., is a Dutch banking and insurance conglomerate based in Amsterdam, Netherlands.

## ***Benefits***

Christel House Academy participated in the Indiana Charter School Health Care Consortium several years ago. The Academy has been grandfathered into certain terms and is able to offer a very attractive collection of plans:

- An Advantage HMO Plan that emphasizes health and wellness, to promote healthy lifestyles and improved health outcomes, while managing medical costs. The HMO Plan includes primary care physicians from a broad network of Physician Hospital Organizations (PHOs). With this plan, there is no deductible to meet - only nominal co-pay. As an option, the ADVANTAGE HDP offers employees the flexibility of a traditional insurance plan, but with cost containment features of a managed care plan. Employees can go to most in-network specialists without a PCP referral, but must meet a high deductible. In both plans, disease management and complex case management are included without additional cost.
- Metlife Dental insurance provides coverage in a national network of approximately 90,000 dentists' locations. Unlike many managed dental benefit programs, members have the freedom of selecting any dentist they want whether the dentist is in or out-of-network.
- Employee & immediate family members are eligible for free assistance with an Employee Assistance Program. The program is intended to help employees deal with personal problems that might adversely affect their work performance, health, and well-being. The EAP generally includes assessment, short-term counseling and referral services for employees and their household members.

- Life and AD&D for employees is paid by Christel House Academy for one time the base salary. Additional insurance, up to 5 times the base salary, is available for purchase at the group rate. Children and spouse plans are also available.
- Christel House Academy pays 100% of the Short Term and Long Term Disability for all employees.
- Employees may participate in a Flexible Spending Account program where certain medical out-of-pocket costs and day care expenses may be taken out of paycheck on a pre-tax basis, and reimbursed to employee.
- Horace Mann offers additional term and whole life policies at a discounted rate. Home owners and auto insurance is provided at a special rate if deducted through payroll.

*Staffing Table for expansion schools*

<b>Expansion Charters - Christel House Academy (first 5 years)</b>						
<b>position</b>	<b>pre-opening</b>	<b>Yr1</b>	<b>Yr2</b>	<b>Yr3</b>	<b>Yr4</b>	<b>Yr5</b>
Principal	1	1	1	1	1	1
Assistant Principal	0	0	0	0	0	1
Instructional Coach	0	1	1	1	1	1
Office Manager	1	1	1	1	1	1
OFFICE TEAM	0	1	2	2	3	3
Social Worker	1	1	1	2	2	2
K Teachers	0	2	2	2	2	2
1st Teachers	0	2	2	2	2	2
2nd Teachers	0	2	2	2	2	2
3rd Teachers	0	0	2	2	2	2
Interventionists	0	3	4	5	5	6
4th Teachers	0	0	0	2	2	2
5th Teachers	0	0	0	0	2	2
6th Teachers	0	0	0	2	0	2
7th Teachers	0	0	0	2	2	0
8th Teachers	0	0	0	2	2	2
9th Teacher	0	0	0	0	0	3
Special Area Teachers	0	2	3	4	5	5
SpEd Teacher	0	1	1	2	2	3
ELL Teacher	0	1	1	2	2	2
<i>Total Teaching Staff</i>	<i>0</i>	<i>11</i>	<i>14</i>	<i>25</i>	<i>26</i>	<i>30</i>
<b>Total Staff</b>	<b>3</b>	<b>18</b>	<b>23</b>	<b>36</b>	<b>38</b>	<b>44</b>

## **Highlights for key positions within the school**

PRINCIPAL – reports to the Chief Academic Officer of the Christel House Academy Network.

JOB SUMMARY: Is the chief academic member of the school, providing leadership in administering and supervising the instructional program of the school, and provides oversight of the entire organization's operation.

EDUCATION: Master's Degree in Education

MAJOR RESPONSIBILITIES:

- Provides direct and hands-on leadership in the organization with the development and supervision of all instructional programs.
- Provides indirect leadership of all non-instructional programming.
- Ensures compliance with state, federal and local laws and with the CH-POM.
- Sets the priorities for budgeting, in conjunction with the Network Director, Christel House International staff and the Board of Directors.
- Coordinates and supervises community based support programs.
- Monitors and evaluates the performance of teachers and staff.
- Monitors and evaluates the performance of student(s) using formal and informal data.
- Promotes and implements research based best practices.
- Provides mentoring and guidance to teachers and other instructional staff.
- Assists in the development and implementation of professional development activities / programs related to the instruction.
- Cooperates in establishing positive relations between home, school, and the community in order to create an effective public relations program.

- Oversees substitute teachers and ancillary staff.
- Engages in outreach activities to enhance programs and operations.
- Works with the other staff to enforce the rules and regulations using various disciplinary measures including, but not limited to, parent/student conferences.
- Ensures the needs of parents and students are met within the organization.
- Monitors all equipment maintenance requests and transportation activities.
- Monitors and evaluates the performance of teachers and staff.
- Ensures the school's climate is inviting and conducive to teaching and learning.

#### INTANGIBLES

Acting as the chief role model for the organization, the Principal sets the tone in practicing the CH Core Values in-action and in fostering a "no excuses, whatever it takes" approach in an dignified and respectful manner.

ASSISTANT PRINCIPAL – reports to the Principal

JOB SUMMARY: Assists the principal in the general leadership and administration of the school, with specific responsibility in providing leadership in administering and supervising the instructional program at the secondary level.

EDUCATION: Master's Degree in Education

#### MAJOR RESPONSIBILITIES:

- Provides direct and hands-on leadership in the organization with the development and supervision of all instructional programs in coordination with the Principal.
- Provides indirect leadership of non-instructional programming.
- Assists the Principal in maintaining compliance with state, federal and local laws and with the CH-POM.
- Coordinates and supervises community based support programs at the secondary level.

- Under the direction of the Principal, assists in monitoring and evaluating the performance of teachers and staff.
- Monitors and evaluates the performance of student(s) using formal and informal data.
- Promotes and implements research based best practices within the philosophical parameters of the school.
- Provides mentoring and guidance to teachers and other instructional staff.
- Assists in the development and implementation of professional development activities / programs related to the instruction.
- Cooperates in establishing positive relations between home, school, and the community in order to create an effective public relations program.
- Oversees designated substitute teachers and ancillary staff.
- Works with the other staff to enforce the rules and regulations using various disciplinary measures including.
- Ensures the school's climate is inviting and conducive to teaching and learning.

#### INTANGIBLES

Works with the Principal to set the tone in practicing the CH Core Values in-action and in fostering a "no excuses, whatever it takes" approach in an dignified and respectful manner.

SCHOOL SOCIAL WORKER – Reports to the Principal

JOB SUMMARY: The Social Worker is responsible for the delivery of the school social work services program.

EDUCATION: Master's Degree in Social Work (MSW)

#### MAJOR RESPONSIBILITIES:

1. Planning and Development:

a. Assisting in the formulation of administrative procedures, policies, and curriculum which directly affect the welfare of students.

b. Develops school social work objectives.

c. Assists in the development of plans that will improve the quality of services that agencies provide to students based on assessed needs.

## 2. Service to Students:

a. Providing individual or group counseling for children who are experiencing problems in school, home, or community adjustment with an emphasis upon early intervention.

b. Encouraging and assisting families in their pursuit of community services that may assist in the remediation of school centered problems.

## 3. Services to Parents:

a. Assisting parents in preventing problems by facilitating communication with the school.

b. Assisting parents to understand problems experienced by their children. This is accomplished through home visits, group counseling, parent training and referrals to community services.

## 4. Services to Teachers:

a. Providing collaboration and consultation regarding student problems and coordinating plans and actions to meet them.

b. Facilitating the involvement of community agencies in efforts directed toward the remediation of student problems in school adjustment.

d. Provides professional development to teachers

## 5. Services to the Community:

a. Meeting with individual and community groups to explain school programs and student problems.

b. Assisting community agencies in their understanding of student clients.

## 7. Program Administration:

a. Maintaining records of all services provided.

- b. Maintaining reports of work with students to include social histories, adaptive behavior, reports of differential diagnoses and prescriptions of truancy reports.
- c. Provides reports to appropriate local, state, and federal agencies.

Teacher – reports to the Principal or Assistant Principal

**JOB SUMMARY:** To create a flexible instructional program and a to foster an environment favorable to learning and personal growth; to motivate students to develop skills, attitudes and; to establish good relationships with parents and other staff members.

**EDUCATION:** Bachelor's Degree

**MAJOR RESPONSIBILITIES:**

Duties of this job include, but are not limited to:

- Teaches assigned subject matter to students
- Instructs students in citizenship
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student.
- Uses a variety of instruction strategies, such as inquiry, group discussion, lecture, discovery, etc.
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports.
- Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
- Identifies student needs and cooperates with other staff members in assessing and helping students solve health, attitude, and learning problems.

- Supervises students in out-of-classroom activities during the school day.
- Administers group standardized tests in accordance with state testing program.
- Participates in curriculum development programs as required.
- Participates in faculty committees and the sponsorship of student activities.

#### INTANGIBLES

- Works to set the tone in practicing the CH Core Values in-action and in fostering a “no excuses, whatever it takes” approach in a dignified and respectful manner.

## Enrollment / Demand

Currently the Academy has over 300 students waitlisted each year. It is expected that many of these families will opt to enroll in the replicated charter school.

However, to ensure strong demand, the Academy II will engage in considerable enrollment outreach activities.

- 1) Social media will be utilized to attract attention the the development of the Academy II

Early in the expansion process, various social media mediums will be used to build excitement around the new campus. Using expertise, drawn from the Indiana Association of Public Charter Schools marketing strategies, an outside public relations firm will be engage to assist with a systematic social media outreach program.

- 2) Print media, such as Billboards, will be used in mostly low income areas to draw attention to the development of the Academy II and will provide enrollment information in the general catchment area.

Using existing contacts developed by Christel House Academy, pre-launch and post-launch strategies will be employed. Targeting the area within a 2 mile radius, a local marketing firm will assist will 'getting the message out' about the expansion campus. During the formal recruitment stages, printed materials will be distributed to local community centers, churches and day-care centers in the immediate area. Poster-cards will also be used in IndyGo public transportation.

- 3) A website will be developed early, as construction occurs, to develop broad interest in the development of the Academy II

A website will be developed early. Focusing on tangible and visual progress indicators, the website will help to build community anticipation for the new school(s).

- 4) Christel House Academy will employ a community outreach coordinator, who will attend community based events and programs.

Employment of a community outreach coordinator is an important step in the expansion of the network. This new position will allow for a presence at community events, fairs & festivals, as well as other grassroots activities. This position will also work to create an enrollment pipeline with churches and community centers that service low income families.

Careful attention has been paid to the IFF Quality Schools: Every Child, Every School, Every Neighborhood report.

<http://www.iff.org/resources/content/2/8/documents/IFF%20Quality%20Schools%20Study-DC%20Final.pdf>

The data from this report has helped to identify the most appropriate location for a school seeking to work with underserved and impoverished youth.

### ***Community Partnerships***

In the past, volunteers, mostly mothers, assisting in classrooms, chaperoning students, and fundraising, characterized parent involvement. We believe a much more inclusive approach is needed: school-family-community partnerships now include mothers and fathers, stepparents, grandparents, foster parents, other relatives and caregivers, business leaders and community groups—all participating in goal-oriented activities, at all grade levels, linked to student achievement and school success.

Communication with families and communities must be viewed as a dynamic process—two-way and mutually beneficial.

Stephen Covey's quote, 'Seek first to understand and then to be understood,' is at the heart of our communication work. Whether working together in partnership to meet the educational needs of children or towards school, family, and community goals, there must be a concerted effort to seek to understand and be understood. Our partnerships strategy is based on understanding, mutual trust, and respect.

Three central elements are essential to communication as a dynamic, two-way, mutually beneficial process:

1. Effective communication is the foundation of successful relationships and partnerships.
2. Whether formal or informal, effective communication is respectful and clear.

3. To communicate well, one must consciously practice the skills needed as well as plan the communications process.

Building on very successful relationships at Christel House Academy, there will be some natural extensions that develop with the new locations. Every effort will be made to extend these relationships, but more importantly, the new school locations must be a hub in the communities they serve. Special effort will be made to establish community partnerships with the following:

1. Local health services, including mental health providers, in the close geographic proximities to the new location.
2. Community Centers that serve areas near the school and areas where concentrations of the new families live.
3. Local law enforcement commanders
4. Community Development groups and Neighborhood Outreach groups
5. Local colleges and further education institutions
6. Nearby churches and civic groups

In another class of community partnerships are:

1. Banks and financial institutions with interests in the schools' neighborhoods
2. Local retail establishments
3. Major employers in the area

These partners will play a different, but nevertheless very important role in supporting expansion schools.

A Community Outreach Coordinator is being employed at Christel House Academy during the next academic year. His/her responsibilities will include early establishment of these relationship and forums for community leadership to participate and engage school officials.

## ***Transportation***

At this time, we are considering a number of transportation options, based upon the location of the school, our budget, and parent interest in school transportation.

These options include:

1. Free, contracted, bus transportation including common pick up and drop off points in targeted neighborhoods.
2. Transportation cooperative arrangements with other schools, particularly other charter schools.
3. Parent transportation, coupled with after-school programs for students beyond school hours (and accommodating parents' work schedules).
4. Public bus transportation

It is our hope that transportation costs will be reduced by recruiting a very significant number of families within a two-mile radius of the school campuses.

## ***Timeline***

<b>Benchmark</b>	<b>Description</b>	<b>Completion Date</b>	<b>Evidence of Completion</b>
3. d, School #1	CH DORS enrolls first class of students; hires and trains all staff	July 2012	Staff on payroll; student enrollment and TABE testing completed
School #1	Network Expansion Charter #1, Christel House DORS 1, opens	August 2012	School opens and students in class
School #1	Results of first academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily	September 2013	Grade of <a href="#">A, B or C</a> from accountability measures applied by DOE
School #1	Results of 2 <sup>nd</sup> academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily	September 2014	Grade of <a href="#">A, B or C</a> from accountability measures applied by DOE
School #1	Results of 3 <sup>rd</sup>	September 2015	Grade of <a href="#">A, B or C</a>

	academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily		from accountability measures applied by DOE
3.d, School #2	Employment offered to one Principal-in-Training candidate, new school leader for School #2 (K-12).	June 2012	Principal on Payroll
3.b, School #2 and #3	Begin Facilities exploration and planning	July 2012	Identification of 2-4 facilities options for evaluation
3.b, School #2 and #3	Select facility location and develop Plans for construction/refurbishment	September 2012	Facility identified and negotiations for purchase or lease begin
3.f, School #2	Establish legal entity for Expansion Charter #2 (K-12) and identify Board prospects	June 2013	Certificate of Existence received from Indiana Secretary of State
3.e, School #2	Apply for and secure employer ID number	July 2013	Employee ID number received

3.e, School #2	Establish bank account	July 2013	Bank account number provided
3.e, School #2	Apply for and receive 501(c) status	July 2013	501(c )(3) determination letter
3.e, School #2	Formalize academic and organizational goals for school	July 2013	Written strategic plan outlining goals
3.c, School #2	Staffing plan, organizational chart and job descriptions for key personnel for Charter Expansion #2 developed	July 2013	Written strategic plan outlining initial staffing needs, organizational structure and functional roles
3.d, School #2	Identify enrollment targets and be able to support with evidence of demand	July 2013	Written strategic plan outlining enrollment targets and need
3.a, School #2	Begin drafting Charter Application for multiple charters to cover Schools #3, 4 and 5, building in	July 2013	Draft Charter Application available for review

adequate levels of checks and reviews throughout the Christel House International organization

3.e, School #2	Identify potential grant and funding sources beyond state and federal funding, and develop a timeline for grant preparation and submission	August 2013	Grant Pipeline report available for review	
3.e, School #2	Create a five year budget and a one year cash flow	August 2013	Written strategic plan includes budget and cash flow analysis	
3.f, School #2	Complete board member recruitment process; hold organizational meeting	August 2013	First board meeting held	
3.b, School #2	Secure facility, and begin development of Facilities Plan for construction/ refurbishment	August 2013	Executed document for purchase and/or lease of facility available for review	2 <sup>nd</sup> Installment of Incubator grant paid upon facility acquisition

3.d, School #2	Research neighborhood/ communities from which school will draw	August 2013	Student recruitment plan first draft available for review
3.d, School #2	Create a transportation plan for students	September 2013	Transportation plan available for review
3.d, School #2	Create student recruitment, marketing and public relations plan	September 2013	Final Student recruitment, marketing and PR plan developed and available for review
3.e, School #2	Work with insurance agent to cover risk management aspects, and get all coverage in place	September 2013	Insurance policies covering identified risks in place and available for review
3.a, School #2	Submit Charter Application for Expansion Charters #2, #3 and #4	September 2013	Charter review process begins
3.b, School #2	Finalize construction/ or	October 2013	Final Facilities Plan developed and

	refurbishment, furnishings and fixtures plan to outfit school; identify sources and bid out as necessary		available for review
3.b, School #2	Begin facility renovation/ refurbishment (completion date TBD, depending on scope of work required, but in no event later than July 2014)	October 2013	Contracts for necessary services executed and available for review
3.a, School #2	Participate as necessary in meetings with Mayor's Office, Charter School Board, City-County Council re: Charter Approval Process	October/November /December 2013	Charter review process continues
3.d, School #2	Hold parent information sessions in communities where target populations are located	November/ December 2013 January/ Feb 2014	Schedule of parent information sessions available; implementation occurs as planned
3.d, School #2	Applications available and	December 2013	Applications being

	enrollment process begins		received
3.c, School #2	Finalize staffing plan	January 2014	Organizational chart developed and job openings posted
3.a, School #2	Charter for Expansion Charter #2, #3 and #4 secured	January 2014	Charter Agreements executed
3.b, School #2	Furnishing/ fixtures bids are received and vendors selected	January 2014	Bids available for review
3.b, School #2	Order furnishings and fixtures	February 2014	Purchase orders available for review
3.d, School #2	Order textbooks and supplies	February 2014	Purchase orders available for review
3.d, School #2	Order any uniform items that will not be available to students/ parents at retail outlets	February 2014	Purchase orders available for review

3.c, School #2	Begin staff recruitment, screening, interviews and selection.	March 2014	Interviews in process
3.d, School #2	Conduct Lottery	March 31, 2014	Students enrolled and wait list established
3.d, School #2	Establish community partners	April 2014	Community Partners recognized in press release
3.d, School #2	Create a timeline for pre-opening activities	June 2014	Timeline available for review
3.c, School #2	Complete staff hiring process	June 2014	Full complement of staff on payroll
3.c, School #2	Conduct staff professional development – extended to incorporate understanding of Christel House methodologies and ethos	July 2014	Staff professional development completed
3.b, School #2	Conduct pre-opening facility	August 2014	All facility punch list items

	inspection to ensure readiness		addressed
3.d, School #2	Hold pre-opening event, inviting new students, parents, press, city and Mind Trust officials	August 2014	Event takes place
	Expansion Charter #2, grades K-2, opens with 150 students, adding one grade level per year until reaching grade 12, for total enrollment of approximately 750	August 2014	School opens on schedule
School #2	Results of first academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily	September 2015	Grade of <a href="#">A, B or C</a> from accountability measures applied by DOE
School #2	Results of 2nd academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily	September 2016	Grade of <a href="#">A, B or C</a> from accountability measures applied by DOE

School #2	Results of 3rd academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily	September 2017	Grade of <a href="#">A, B or C</a> from accountability measures applied by DOE
-----------	---	----------------	--

<b>Benchmark</b>	<b>Description</b>	<b>Completion Date</b>	<b>Evidence of Completion</b>
3.d, School #3	Employment offered to one Principal-in-Training candidate, new school leader for School #3 (DORS).	June 2014	Principal on payroll 3 <sup>rd</sup> installment paid by Incubator Grant
3.b, School #3	Develop Plan B for facility/ location if School #3 cannot operate in same facility as School #2	June 2014	Alternative facility identified and negotiations for purchase or lease begin
3.f, School #3	Establish legal entity for Expansion Charter #3 and identify Board prospects	June 2014	Certificate of Existence received from Indiana Secretary of State
3.e, School #3	Apply for employer ID number	July 2014	ID number received

3.e, School #3	Establish bank account	July 2014	Bank account number
3.e, School #3	Apply for 501(c) status	July 2014	IRS Determination Letter received
3.e, School #3	Formalize academic and organizational goals for school	July 2014	Written strategic plan outlining goals
3.c, School #3	Staffing plan, organizational chart and job descriptions for key personnel for Charter Expansion #3 developed	July 2014	Written strategic plan outlining initial staffing needs, organizational structure and functional roles
3.d, School #3	Identify enrollment targets and be able to support with evidence of demand	July 2014	Written strategic plan outlining enrollment targets and need
3.e, School #3	Identify potential grant and funding sources beyond state and federal funding, and develop a timeline for grant preparation and submission	August 2014	Grants pipeline available for review

3.e, School #3	Create a five year budget and a one year cash flow	August 2014	Written strategic plan includes budget and cash flow analysis
3.f, School #3	Complete board member recruitment process; hold organizational meeting	August 2014	First board meeting held
3.b, School #3	Secure facility, if School #3 cannot operate in same facility as School #2	August 2014	Purchase and/or lease of facility successfully concluded
3.d, School #3	Research neighborhood/communities from which school will draw	August 2014	Student recruitment plan begun
3.d, School #3	Create student recruitment, marketing and public relations plan	September 2014	Student recruitment plan developed and available for review
3.e, School #3	Work with insurance agent to cover risk management	September 2014	Insurance policies covering identified risks in place and available for

	aspects, and get all coverage in place		review
3.b, School #3	If needed, develop a refurbishment, furnishings and fixtures plan to outfit school	October 2014	Facilities Plan developed and available for review
3.b, School #3	If needed, begin facility renovation/refurbishment  (completion date TBD, depending on scope of work required, but in no event later than July 2015)	October 2013	Contracts for necessary services executed and available for review
3.d, School #3	Hold student information sessions in communities where target populations are located	November/ December 2014 January/ Feb 2015	Schedule of student information sessions available; implementation occurs as planned
3.b, School #3	If needed, identify sources for furnishings and fixtures, and bid	November 2014	Bids received and available for review

out as necessary

3.d, School #3	Applications available and enrollment process begins	December 2014	Applications being received
3.c, School #3	Finalize staffing plan	January 2015	Organizational chart developed and job openings posted
3.b, School #3	If needed, furnishing/ fixtures bids are received and vendors selected	January 2015	Contracts for necessary services executed and available for review
3.b, School #3	If needed, order furnishings and fixtures	February 2015	Purchase orders submitted and available for review
3.d, School #3	Order textbooks and supplies	February 2015	Purchase orders submitted and available for review
3.c, School #3	Begin staff recruitment, screening, interviews and selection.	March 2015	Interviews in process

3.d, School #3	Conduct Lottery	March 31, 2015	Students enrolled and wait list established
3.d, School #3	Establish community partners	April 2015	Community Partners recognized in press release
3.d, School #3	Create a timeline for pre-opening activities	June 2015	Timeline available for review
3.c, School #3	Complete staff hiring process	June 2015	Full complement of staff on payroll
3.c, School #3	Conduct staff professional development – extended to incorporate understanding of Christel House methodologies and ethos	July 2015	Staff professional development completed
3.b, School #3	Conduct pre-opening facility inspection to ensure readiness	August 2015	All facility punch list items addressed
3.d, School #3	Hold pre-opening	August 2015	Event takes place

event, inviting new students, parents, press, city and Mind Trust officials

	Expansion Charter #3, DORS, opens with 175 students, until reaching a total enrollment of approximately 300	August 2015	School opens on schedule
School #3	Results of first academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily	September 2016	Grade of <a href="#">A, B or C</a> from accountability measures applied by DOE
School #3	Results of second academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily	September 2017	Grade of <a href="#">A, B or C</a> from accountability measures applied by DOE
School #3	Results of third academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily	September 2018	Grade of <a href="#">A, B or C</a> from accountability measures applied by DOE

<b>Benchmark</b>	<b>Description</b>	<b>Completion Date</b>	<b>Evidence of Completion</b>
3.d, School #4	Employment offered to one Principal-in-Training candidate, new school leader for School #4 (DORS).	June 2015	Principal on payroll 4 <sup>th</sup> installment paid by the Incubator Grant
3.b, School #4	Develop Plan for facility/ location	June 2015	Facility identified and negotiations for purchase or lease begin
3.f, School #4	Establish legal entity for Expansion Charter #4 and identify Board prospects	June 2015	Certificate of Existence received from Indiana Secretary of State
3.e, School #4	Apply for employer ID number	July 2015	ID number received
3.e, School #4	Establish bank account	July 2015	Bank account number
3.e, School #4	Apply for 501(c) status	July 2015	IRS Determination Letter received
3.d, School #4	Formalize academic and	July 2015	Written strategic plan outlining

	organizational goals for school		goals
3.c, School #4	Staffing plan, organizational chart and job descriptions for key personnel for Charter Expansion #4 developed	July 2015	Written strategic plan outlining initial staffing needs, organizational structure and functional roles
3.d, School #4	Identify enrollment targets and be able to support with evidence of demand	July 2015	Written strategic plan outlining enrollment targets and need
3.e, School #4	Identify potential grant and funding sources beyond state and federal funding, and develop a timeline for grant preparation and submission	August 2015	Grants pipeline available for review
3.e, School #4	Create a five year budget and a one year cash flow	August 2015	Written strategic plan includes budget and cash flow analysis

3.f, School #4	Complete board member recruitment process; hold organizational meeting	August 2015	First board meeting held
3.b, School #4	Secure facility	August 2015	Purchase and/or lease of facility successfully concluded
3.d, School #4	Research neighborhood/communities from which school will draw	August 2015	Student recruitment plan begun
3.d, School #4	Create student recruitment, marketing and public relations plan	September 2015	Student recruitment plan developed and available for review
3.e, School #4	Work with insurance agent to cover risk management aspects, and get all coverage in place	September 2015	Insurance policies covering identified risks in place and available for review
3.b, School #4	Develop a refurbishment, furnishings and	October 2015	Contracts for necessary services executed and

	fixtures plan to outfit school		available for review
3.b, School #4	Begin facility renovation/refurbishment  (completion date TBD, depending on scope of work required, but in no event later than July 2016)	October 2015	Renovation/refurbishment begins
3.d, School #4	Hold student information sessions in communities where target populations are located	November/ December 2015 January/ Feb 2016	Schedule of student information sessions available; student recruitment occurs as planned
3.b, School #4	Identify sources for furnishings and fixtures, and bid out as necessary	November 2015	Bids received and available for review
3.d, School #4	Applications available and enrollment process begins	December 2015	Applications being received

3.c, School #4	Finalize staffing plan	January 2016	Organizational chart developed and job openings posted
3.b, School #4	Furnishing/ fixtures bids are received and vendors selected	January 2016	Purchase orders submitted and available for review
3.b, School #4	Order furnishings and fixtures	February 2016	Purchase orders submitted and available for review
3.d, School #4	Order textbooks and supplies	February 2016	Purchase orders submitted and available for review
3.c, School #4	Begin staff recruitment, screening, interviews and selection.	March 2016	Interviews in process
3.d, School #4	Conduct Lottery	March 31, 2016	Students enrolled and wait list established
3.d, School #4	Establish community	April 2016	Community Partners

	partners		recognized in press release
3.d, School #4	Create a timeline for pre-opening activities	June 2016	Timeline available for review
3.c, School #4	Complete staff hiring process	June 2016	Full complement of staff on payroll
3.c, School #4	Conduct staff professional development – extended to incorporate understanding of Christel House methodologies and ethos	July 2016	Staff professional development completed
3.b, School #4	Conduct pre-opening facility inspection to ensure readiness	August 2016	All facility punch list items addressed
3.d, School #4	Hold pre-opening event, inviting new students, parents, press, city and Mind Trust officials	August 2016	Event takes place
	Expansion Charter #4, DORS, opens	August 2016	School opens on

	with 175 students, until reaching a total enrollment of approximately 300		schedule
School #4	Results of first academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily	September 2017	Grade of <a href="#">A, B or C</a> from accountability measures applied by DOE
School #4	Results of second academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily	September 2018	Grade of <a href="#">A, B or C</a> from accountability measures applied by DOE
School #4	Results of 3rd academic year of operation show accountability measures of <a href="#">Authorizer</a> to be met satisfactorily	September 2019	Grade of <a href="#">A, B or C</a> from accountability measures applied by DOE



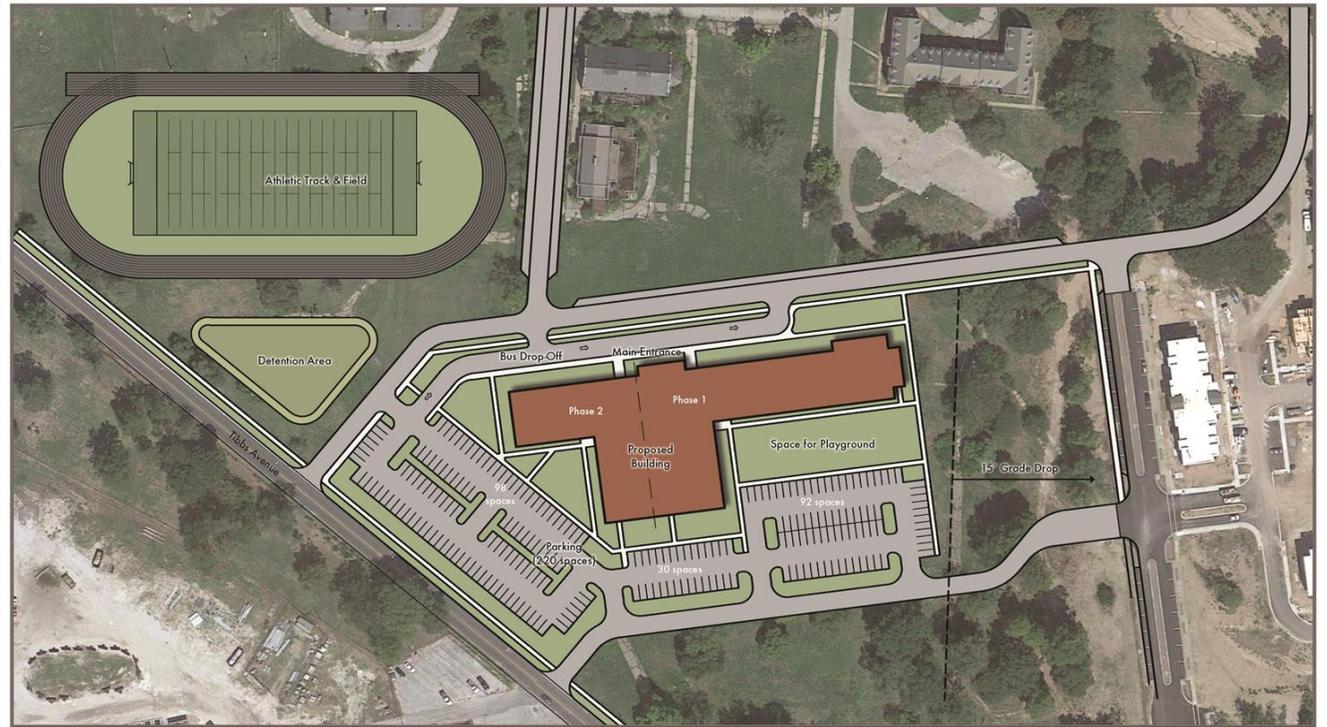
**Facility**

The Central Greens campus has been identified as an expansion location. Central Greens is the former Central State Hospital location-- 2800-3300 Blocks of W. Washington Street. The campus, located on the near Westside, is now in disrepair and undergoing community re-development.

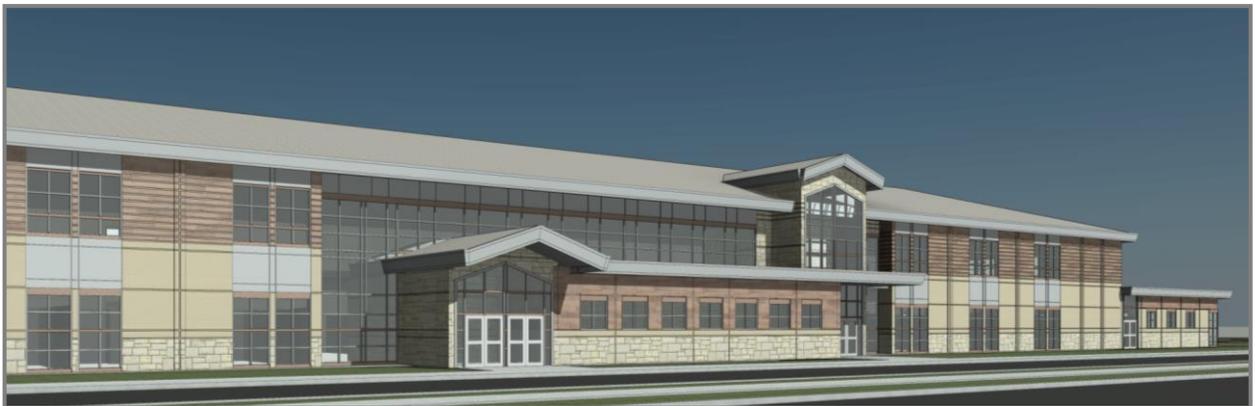
Christel House Academy has been working with the Department of Metropolitan Development in an effort to include the Academy II in the master redevelopment plan.



Christel House Academy II  
Preliminary Site Layout



Proposed site plan details



Conceptual Rendering – Front Entry



Conceptual Rendering - Elementary Classroom Wing



Existing Development on Campus



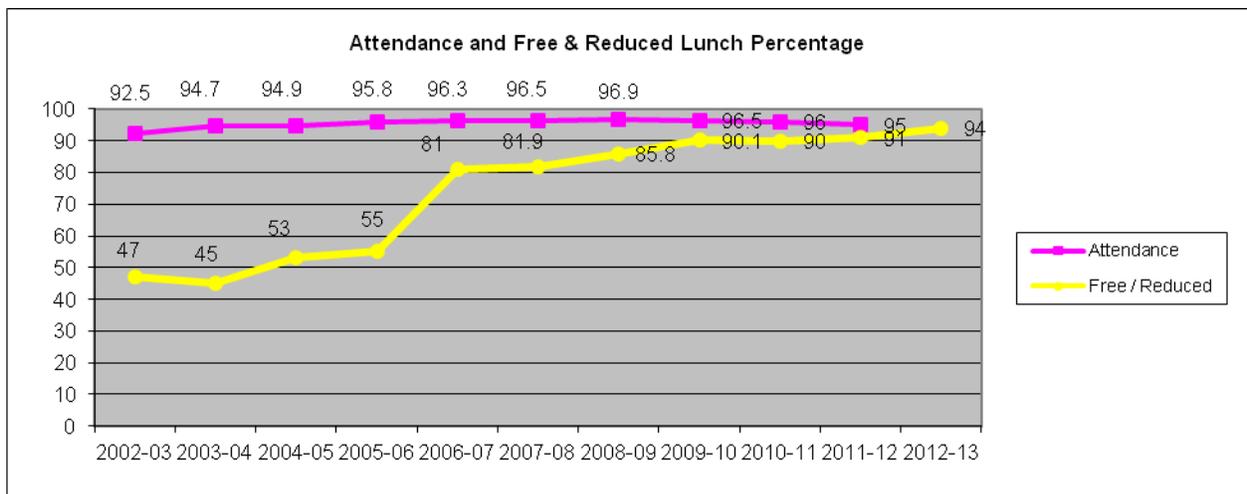
## Core Question 4

### ***Is the school providing the appropriate conditions for success?***

#### **Mission**

The Academies will be recognized as a provider of outstanding education to an underserved population and will maintain high standards of academic rigor, efficiency and accountability. It will provide students with the academic proficiency necessary for higher education and prepare them to be self-sufficient, contributing members of society.

The chart below shows the increase the Academy has been able to achieve in attracting low income students.



#### **Curriculum**

The Christel House educational program includes enhanced national and state-mandated educational objectives, implemented with a strong focus on art, music, life skills & character development. Students participate in service learning projects and are exposed to an internationally focused perspective on the world.

In addition to learning academic basics, students learn how to apply these skills in a real-world setting.

Using research based programs as our foundation, teachers are encouraged to develop unique and creative lesson that challenge and enrich our students’ learning.

Christel House students will be expected to show mastery in all subject areas. In addition to attaining passing scores on class work, students will be expected to meet minimum expectations on standardized assessments. Acuity testing will be used to assess student progress in meeting state standards relative to graduation requirements - while currently only available in elementary grades and high school mathematics, we expect other subjects to come online shortly. Locally created assessments will track student progress in meeting the adopted curriculum. PSAT scores will further be monitored to track growth.

Analysis of formal and informal data points will drive teacher assessment in key areas. Teachers will modify lesson plans to address areas in need of improvement. Interventionist and instructional coaches are keys to driving this strategy. Weekly meetings to review instruction, curriculum and assessments are monitored by leadership and successful strategies are documented for dissemination of internal best practices.

For students performing below standard, Christel House High School will follow a 'response to intervention' plan using the same strategies that have proven successful in grades K-8.

Christel House High School will follow an Expeditionary Learning approach that will reflect state and international standards in the key learning areas described below. Expeditionary Learning extends the experience of Outward Bound, an adventure and service-based program founded by educator Kurt Hahn and based on the work of other educational leaders including John Dewey, Ted Size, Howard Gardner, and Debbie Meier, into public school where students learn to take responsibility to achieve their personal best.

At the heart of the school design is learning expeditions. Expeditions in every tradition and culture are journeys conducted for a definite purpose by individuals employing a range of skills and talents. Learning expeditions are purposeful, intensive and extensive studies of a single topic such as insects, Idaho history, ancient civilizations or injustice. They involve challenging projects, fieldwork and service, and culminate in exhibits, performances and presentations to audiences that go beyond the classroom. Harnessing the power of adventure and discovery, expeditions are intellectual journeys that lead students to become more motivated in their academic work and develop perseverance and self-discipline. These investigations inspire and compel students to learn the skills and content necessary to produce high quality, original work and to do well on standardized tests by which student and school performance are regularly measured.

Expeditionary Learning Schools is working with over one hundred schools in twenty-eight states and the Commonwealth of Puerto Rico.

Appendix E contains an outline of the curricular programming

### **Health Services:**

Services provided for students to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care services or both, foster appropriate use of primary health care services, prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

### **Nutrition Services:**

Access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity. The school nutrition services offer students a learning laboratory for classroom nutrition and health education, and serve as a resource for linkages with nutrition-related community services. Qualified child nutrition professionals provide these services.

### **Counseling and Psychological Services:**

Services provided to improve students' mental, emotional, and social health. These services include individual and group assessments, interventions, and referrals. Organizational assessment and consultation skills of counselors contribute not only to the health of students but also to the health of the school environment. Professionals such as school counselors, psychologists, and social workers provide these services.

**Healthy School Environment:** The physical and aesthetic surroundings and the psychosocial climate and culture of the school. Factors that influence the physical

environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting.

**Health Promotion for Staff:**

Opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall coordinated health program.

**Family/Community Involvement:**

An integrated school, parent, and community approach for enhancing the health and well-being of students is implemented. Numerous community partners assist the Academy in implementing this component of the school's Wellness programming.

## ***Assessment***

Christel House Academy employs a combination of summative and formative assessment practices.

Using interventions, a Response to Intervention approach is used to remediate instructional concerns—to this end, ongoing and continuous assessments are used to inform instruction.

In all taught subjects, teachers are empowered to utilize publisher created assessment materials and utilize teacher created assessments.

Formative assessments are part of the instructional process. They are incorporated into classroom practice, to provide the information needed to adjust teaching and learning. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. Formative assessment strategies appear in a variety of formats and teachers are the primary driver of these assessments. These assessments are controlled by the teacher and the timing is driven by the content being delivered.

Summative assessments are given periodically to determine at a particular point in time what students know and do not know. Acuity is a summative assessment that is used as an accountability measure, as well as a tool for feedback to students, parents and educators.

Acuity helps educators target instruction and improve student learning by:

Delivering detailed insight on student strengths and weaknesses

Providing an easily integrated and useful formative assessment tool

Assigning personalized instructional activities based on assessment results

In addition to school based assessments, the Academy administers all state mandated assessments, including LAS-Links, ISTEP+ and End of Course Assessments (ECA).

## **ISTEP & End of Course Assessments**

Christel House Academy complies with all Authorizer and IDOE required ISTEP and ECA testing.

End of Course assessments will be administered to students at the end of each Algebra 1, Algebra 2, Biology I, and English 10 and English 11 course. These tests are based on Indiana's Academic Standards and are designed to measure student performance on the standards, reporting categories, and indicators in these courses. The tests are developed by the Indiana Department of Education. The content of these tests is based on material students should be exposed to by the end of each course.

## **Teacher Driven Assessments**

Teacher will assess children in the core state standards, using both teacher created assessments and published assessment materials. Teachers will be the primary driver in determining these assessments.

## ***Support for Learning***

Throughout the United States, public schools, in large and small cities, are experiencing student discipline challenges that are greater than ever before. Student discipline and education learning gaps often go hand in hand in contributing to the underperformance of students. The unruly student is typically hiding his or her learning gap behind the disruptions, the disrespect and/or the general disregard for rules. Social promotion often contributes to this problem. A student who is so far behind his peers academically will frequently deflect attention from this fact by disrupting the class, being detained or suspended. In fact, the disruptive student welcomes this type of punishment because it justifies his or her failing (i.e., the longer a student spends outside of class the less he or she will learn).

### ***Student Discipline***

Teaching and learning can only occur in an orderly environment. At Christel House Academy, the purpose of the school's discipline program is to provide direction, set limits, and promote self-discipline; thereby creating a learning environment that is neither permissive nor oppressive. By maintaining a disciplined environment in which expectations are clearly stated, students are allowed to develop skills necessary to function efficiently within a community.

Christel House Academy will comply with Indiana School Code and other applicable Indiana and federal statutes pertaining to student discipline policies and school safety. Therefore, the school will fully comply with due process requirements involving expulsion of students.

### ***Due Process***

A student facing disciplinary action will have an opportunity for due process, including notice of the specific violation and the opportunity to be heard. Due process is essential to ensure the integrity and consistency of the school's discipline policy.

### ***School Policy***

Students are expected to behave in a manner that is acceptable to everyone concerned—other students, teachers, administrators, and society in general. All students have the responsibility to respect the rights of teachers, students, administrators, and all others involved in the educational process. In serious disciplinary cases, students may be suspended from school for an extended period of time, in accordance with state laws and regulations. The term of each suspension is at the discretion of the administration. Expulsion may result from one major infraction or repetitive minor infractions. All recommendations for expulsion will be presented to the Board.

### ***Student Uniform Policies***

Students are valued for who they are, not by how they dress. The school will have a dress code policy that requires students to be in uniform. Not adhering to the school uniform policy is considered a violation of school rules and consequences will follow the

procedural guidelines for behavior infractions. Students are expected to be in their school uniforms at all times, except on special occasions, with prior approval from administration.

### ***Student Services***

Student services range from school guidance to programs that enhance the education and well being of students, including academic assistance and study tips, help with home, school, and/or social concerns, or any issues or questions students may want to discuss with the Social Worker or Counselor.

### ***Support through the Life Skills and Enrichment Program***

The Life Skills and Enrichment program, a key component of Christel House Academy provides opportunities for every student to participate in activities that teach the core values of Responsibility, Respect, Independence and Integrity. This program supports the academic achievement and social development of every child and is incorporated in the instructional day. It increases students' general knowledge and appreciation of the world, which are essential components in their holistic development. Students are in a safe, supervised, positive environment where they will also have the opportunity to explore artistic and cultural experiences that might not otherwise be available to them. They also learn conflict resolution, and how to cope with negative peer pressure through logical analysis, thereby reversing its effect from promoting negative, destructive behavior to encouraging positive, constructive action. The Life Skills and Enrichment program will focus is on cultivating leadership skills, valuing academic success, and treating others with respect. It supports the academic process and helps students develop the behaviors and attitudes that will make them better students and citizens.

### ***Parental Involvement***

Christel House Academy will encourage parents to take an active role in supporting the philosophy and policies of the school. Children stand to succeed more when parents take an active interest in their education and are supportive of the school. Parents willing to volunteer their services will be encouraged to help in a variety of extra-curricular activities, additional services and opportunities outside the academic programs that will enhance the development and growth of the students.

Christel House Academy's administration will involve parents and the community in ways designed to complement the school's educational model. Parents will be actively encouraged to reinforce positive behavior conducive to academic learning. The school will survey parent satisfaction through an annual "customer service" survey. This survey will gauge the degree to which parents feel their child is receiving an excellent education. Results of the survey will be published in the school's annual report.

Ongoing, regular communication with parents and the community will inform Christel House Academy's administration of issues and concerns. This will enable the school to take proactive steps. Methods of communication with parents may include informative Friday folders, comprehensive review packets on all essential material covered, monthly calendars distributed to parents, Special Assemblies, end of the year and graduation celebrations. In addition, open meetings, special events and adult evening classes may be open to the community at large.

### **Parent Teacher Organization**

Christel House Academy will support the establishment of a Parent Teacher Organization (PTO). The PTO is a formal, but separate, organization that consists of parents, teachers and school staff. The organization's goals include volunteerism of parents, encouragement of teachers and students, community involvement, and welfare of students and families.

### ***Special Student Populations***

*Describe the school's approach to educating children with limited English proficiency and children with special needs, including those with exceptionally high needs.*

## **SPECIAL STUDENT POPULATIONS**

### **Special Education**

### **Christel House Academy Intervention Procedures for Special Education\_-**

The program is set up on a three tier system.

Level 1 provides instruction and intervention for academic and behavioral concerns in the general education setting.

Level 2 provides targeted intervention through a GEI plan

Level 3 provides intensive instruction through alternative instructional strategies through an individualized educational plan.

Level 1 –

Instructional decisions are based on the accountability measures obtained through frequent progress monitoring toward established goals. Failure of a student to progress at the expected rate of learning establishes the need for intervention through re-teaching, reinforcing what has been taught, and/or remediation of skills that have not been acquired.

1. Effective instruction is:

- a. developmentally appropriate
- b. differentiated instruction
- c. evidence-based practices
- d. outcome oriented

2. Core curriculum

a. evaluating effectiveness

- 1) Measures of effectiveness: yearly ISTEP, quarterly Acuity, ongoing and frequent Dibels.
- 2) Universal screening: vision, hearing, academic, behavioral
- 3) Access to instruction: physical access and mobility, personal communication skills, Social acceptance, parent support, equipment, and materials.

b. integrated instruction

- 1) learning styles; multimodal approach, developmentally sequenced
- 2) learning environment

- a) emotionally supportive
  - b) clear expectations for success
  - c) positive behavior practices
  - d) specific skill development
3. Data-based decision making
- a. frequent assessment
  - b.data recording
  - c. progress monitoring toward core standards
4. Early intervention
- a. re-teach
  - b. reinforce
  - c. remediate
5. Response to intervention (RTI)
- a. early literacy instruction
  - b. behavior skills instruction and social skills training

Christel House Academy provides these interventions through evaluations, progress monitoring, adjusted grouping, and changing curriculum.

#### Level 2 –

Students who are not learning at the expected rate will need additional assistance to change their rate of learning through targeted interventions using evidence based strategies, including efforts by teachers to re-teach, reinforce, and remediate and to use alternative strategies as necessary.

#### 1. At-risk students

- a. are not progressing at satisfactory rate toward core standards
- b. require additional time dedicated to instruction

- c. flexible grouping based on student need and staff expertise
2. Targeted interventions: evidence based strategies
  3. Small group instruction in specific skills
    - a. re-teach
    - b. reinforce
    - c. remediate
    - d. alternative strategies
  4. Frequent assessment;
    - a. data recording
    - b. progress monitoring
    - c. data-based decision making

Christel House Academy provides these interventions by

1. Parent or school staff member identifies areas of academic, behavioral or social concern. Student is referred to the GEI team and concerns are discussed at the House meeting. The GEI team meets to consider available information and to develop and implement a GEI plan, set review dates and meet as needed during the grading period to monitor progress. The house lead completes GEI forms 2-6 and forwards a copy to the special education coordinator.
2. GEI team conducts review of school records including standardized test scores, develop and implement an intervention action plan
3. Special Education Coordinator collects vision screening from school nurse, hearing screening from SLP, release of information from community providers, and functional behavior assessment and behavior intervention plan.
4. Student is provided remediation from instructional assistant in small group setting.

Level 3 –

Intervention is provided for students who require intensive instruction through alternative instructional strategies and curricula. This intervention can be provided to individual students or to a small homogeneous group of students through an individualized education plan.

1. Intensive instruction

- a. significantly more time devoted to specific instruction
- b. alternative instructional strategies
- c. alternative curriculum

2. Individualized

- a. single student or very small homogeneous group
- b. identified through an IEP
- c. instruction provided by strategy specialist

Christel House Academy identification process for special education services:

1. Referral process:

- A House lead completes GEI process by completing forms 1-7
- b. Referral forms are completed by special education coordinator
- c. Parent completes social history form and permission for evaluation form
- d. Classroom teacher completes teacher report
- e. Special education coordinator compiles and copies a review of records, including test scores, attendance records, disciplinary records, health records, hearing and vision screenings.

2. Evaluation process:

- a. Referral packet is compiled and forwarded to testing agency
- b. Special education coordinator schedules evaluation with classroom teacher and testing agency
- c. Testing agency comes to Christel House Academy and evaluates the student

- d. Evaluation report is sent to the special education coordinator
- e. A copy of the evaluation report is sent to the parent

3. Placement process:

- f. A convenient time is scheduled with the parent to convene a case conference
- g. A case conference is held and a committee decision is made to see if student qualifies for services.
- h. If the student qualifies then parent permission is obtained, an IEP is written and services are initiated.

### **Students with Limited English Proficiency**

CHA, in compliance with all federal requirements and Title VI of the Civil Rights Act, *will not* exclude students on the grounds of race, color, or national origin or deny those benefits of any program or activity.

CHA will be particularly advantageous to students whose first language is not English. These students will learn English in an environment in which English speakers also learn another language. At the same time, they will develop their native language skills and learn core subjects in their primary language, when appropriate. They will work in groups with other students who are just beginning to learn English; yet, through the school's house structure, they also will spend a great deal of time with students whose first language is English. Students will use school- and home-based technology to build their language proficiency as well.

The models detail how students learn English and master the rest of the curriculum—how students are grouped, what kinds of teachers provide instruction, what language is used for instruction under different circumstances, and more. In addition, the models provide frameworks for customization. First, all students will be grouped in houses that are heterogeneous with respect to language background, native language proficiency, and English proficiency. Students will be together for the duration of their stay in an academy. Students from varying language backgrounds are not segregated from one another; they will learn with and from one another. Students with different language backgrounds will work together during morning meeting, music, art, and physical fitness. In general, all students will learn together when high levels of English-language proficiency are not required. Appropriate groupings for English-language reading, writing, and language arts, as well as mathematics and other core subjects will be established according to the results of a balanced set of formal and informal measures. Students from varying language backgrounds will receive the same academic content as those students who are native English speakers. Whether teaching will involve Specially Designed Academic Instruction in English or SDAIE (also referred to as Sheltered English) or the student's native language, the subject matter remains the same. Time commitments will also be essentially the same. All students will receive a minimum of two and a half hours of reading and language arts instruction daily in English and a second language.

There are many ways to identify students in need of language services. The initial identification process consists of the following:

### **Home Language Survey**

Initial registration form: Parents indicate if another language is spoken at home. This is the first opportunity to identify how many second language learners there may be. An official registration form will contain questions regarding home language and previous bilingual services.

Home Language Survey: When any child is enrolled in the school for the first time, parents complete a home language survey. If the survey indicates a language other than English, the student must be referred for language proficiency testing. All students will have a Home Language Survey on file and kept with the students' permanent records.

### **English Language Assessment**

All students with a primary language other than English will be assessed for English Language Proficiency. English proficiency assessment includes listening, speaking, reading and writing. English testing and program placement must occur within the first four weeks of school.

Kindergarten and first grade students with home language surveys indicating a language other than English will be assessed using only the oral proficiency test.

Second graders and above will be tested for both oral and written English proficiency.

## ***Community Partnerships***

<b>Name of Organization</b>	<b>Representative from Organization</b>	<b>Address, Phone number and email address</b>	<b>Nature of the partnership with the school</b>	<b>Is a letter of support included in the application</b>
<b>Butler University</b>	Karen Thickstun	4600 Sunset Ave Indianapolis, IN 46208 317-940-9231 kthickst@butler.edu	They provide private lessons and other musical programming to our students.	Yes
<b>Concord Neighborhood Center</b>	Niki Girls	1310 S Meridian St Indianapolis, IN 46225 317-637-4376 niki@concordindy.org	Provide before and after care programming for some of our students. They also provide summer programming for students.	Yes
<b>Girls Inc.</b>	Pat Wachtel	3935 N Meridian St Indianapolis, IN 46208 317-283-0086 PWachtel@girlsincindy.org	They provide programming for girls at our school.	Yes
<b>University of Indianapolis</b>	Dr. Robert Manuel	1400 E Hanna Ave Indianapolis, IN 46225 317-788-3211 brinegars@uindy.edu	They provide supports for our teachers, and we utilize student teachers from UIndy.	Yes
<b>Art with a Heart</b>	Andrew Lee	1125 Brookside Ave Ste B-1 Indianapolis, IN 46202 317-602-7222 alee@artwithaheart.us	They provide after school programming and teachers.	Yes
<b>Indianapolis Chamber Orchestra</b>	Elaine F. Eckhart	4603 Clarendon Road, Suite 36 Indianapolis, IN 46208 317.940.9607 eckhart@butler.edu	They provide professionals to teach orchestra to our students	Yes
<b>Christel House International</b>	Christel DeHaan	10 W Market St, 1990 Indianapolis, IN 46204	International Children's Charity	Yes

			supporting CHA	
--	--	--	----------------	--



**BUTLER  
UNIVERSITY**

February 21, 2013

Karen Thickstun, director  
Butler Community Arts School  
Butler University  
4600 Sunset Avenue  
Indianapolis, IN 46208  
317/940-5500  
BCAS@butler.edu

**Jordan College of Fine Arts**

4600 Sunset Avenue  
Indianapolis, Indiana 46208-3485  
(317) 940-9231  
Fax: (317) 940-9658

To Whom It May Concern:

Please accept this letter as a sign of support and commitment to the partnership/collaboration between the Butler Community Arts School and Christel House Academy. Further, we strongly support Christel House Academy's replication process.

Butler Community Arts School (BCAS) is an initiative of the Jordan College of the Arts at Butler University. Butler students ("Teaching Fellows") majoring in the arts bring transformative experiences to diverse populations while acquiring real-world professional experience with community impact. BCAS provides ongoing, hands-on, curriculum-based arts education instruction. Over the past ten years, our partnership with Christel House Academy has provided rich academic and social programming for students, including private lessons and/or classes in piano, strings, guitar, percussion, ballet and voice during the after school program as well as dance, piano, percussion, digital arts and strings classes in the middle school and high school daily curricula. This programming offers children the opportunity to do a wide variety of activities that their families may not otherwise be able to afford.

We recognize that Christel House Academy provides impoverished inner city students with the opportunity to break the cycle of poverty with the support of many organizations. Their collaborative partnership with our organization, along with many others, has proven to be beneficial to the students of Christel House Academy. Student test scores continue to improve, and the school's growth over the past several years has been exceptional.

Our partnership with Christel House Academy has been successful largely due to a strong mutual commitment to:

- serve low income youth that otherwise have little access to arts education;
- provide high quality arts education in multiple art forms with clear learning objectives;
- nurture the artistic and creative abilities of all children.

We proudly support Christel House Academy as they strive to reach the goals set forth in their mission, and we are excited to continue to partner with the school as they expand. BCAS believes that Christel House Academy has a positive impact on the students enrolled in their school, and we are excited to assist them in their endeavors.

Our partnership with Christel House Academy is one of our most valued collaborations. Through strong leadership and vision from their faculty and administrative leadership, we have been able to implement long-standing, sequential arts education classes that directly and substantially impact low income children. Further, the relationship that the college students develop with the children is dynamic and influential.

Butler Community Arts School is committed to its collaboration with Christel House Academy and has continued to fund its share of the partnership each year. As both organizations mature and grow, we expect to expand and strengthen our collaboration. It is a pleasure to work with an organization that reaches out to the underserved children in our community. We fully support and endorse the mission and programs of Christel House Academy. If you require additional information, please do not hesitate to contact me. Thank you for your time and consideration.

Sincerely,

Karen Thickstun, director

# Concord

## Neighborhood Center

Serving Southside Families since 1875

1310 South Meridian Street  
Indianapolis IN 46225-1577  
phone: (317) 637-4376  
fax: (317) 637-4380  
www.concordindy.org

February 22, 2012

To Whom It May Concern::

On behalf of Concord Neighborhood Center we strongly support Christel House Academy's replication process. Concord Neighborhood Center has collaborated with Christel House Academy to provide rich academic and social programming for students.

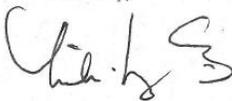
We recognize that Christel House Academy provides impoverished inner city students with the opportunity to break the cycle of poverty with the support of many organizations. Their collaborative partnership with our organization, along with many others, has proven to be beneficial to the students of Christel House Academy. Student test scores continue to improve, and the school's growth over the past several years has been exceptional.

In addition to providing students with exceptional academic programming during the day, Christel House Academy provides a wide variety of programming after school with the help of many community partners. After school programming offers students the opportunity to do a wide variety of activities that their families may not otherwise be able to afford.

We proudly support Christel House Academy as they strive to reach the goals set fourth in their mission, and we are excited to continue to partner with the school as they expand. Concord Neighborhood Center believes that Christel House Academy has a positive impact on the students enrolled in their school, and we are excited to assist them in their endeavors.

We look forward to continuing to partner and collaborate with Christel House Academy as they expand their network of schools. It is a pleasure to work with an organization that reaches out to the underserved children in our community. Thank you for your time and consideration.

Sincerely,



Niki Lynn Girls  
Executive Director



Concord offers Southside families and individuals of all ages a one-stop source for social services, children's programs, educational opportunities, recreational activities and cooperative programs with other agencies.

Girls Inc.<sup>®</sup>  
of Greater Indianapolis

3935 N. Meridian Street  
Indianapolis, IN 46208  
Tel: 317.283.0086  
Fax: 317.921.4179

**Board of Directors**

Jenny Banner  
*Chair*

Peter Lacy  
*Chair Emeritus*

Erin Huntington  
*1<sup>st</sup> Vice Chair*

Linda Hicks  
*2<sup>nd</sup> Vice Chair*

Lori Torres  
*Governance*

Linh Preston  
*Secretary*

Kaus Christopher  
*Treasurer*

Mandy Parris  
*Asst. Treasurer*

Christine Bizzell  
Jeffrey Carter  
Nancy Clifton-Cripe  
Ellen Humphrey  
Alex Intermill  
Helen Kurlander Goldstein  
Chad Pittman  
Doug Rowe

Patricia A. Wachtel  
*President & CEO*

February 25, 2013

The Honorable Gregory Ballard  
Mayor, City of Indianapolis  
2501 City County Building  
200 East Washington Street  
Indianapolis, IN 46204

Dear Mayor Ballard:

It is my pleasure to write a letter of support for Christel House Academy to receive additional charters in their replication process. Girls Inc. of Greater Indianapolis is the largest affiliate of a national organization that inspires all girls to be Strong, Smart, and Bold. In Indianapolis, much of our work with girls is accomplished in outreach partnerships with schools, community centers, youth serving organizations, churches, and libraries.

We recognize that Christel House Academy provides impoverished inner city students with the opportunity to break the cycle of poverty with the support of many organizations. The Christel House Academy was one of our earliest program partners when we launched our new model in 2008, and this remains one of our strongest partnerships. Our work with Christel House, and other partners, is to provide girls with social skills, help them to build legitimate self esteem, and build their motivation to focus on education as an important part of their future. Our partnership with Christel House has been very successful because we are both committed to building healthy, educated, and independent women by focusing on student development.

As a former member of your Charter School Advisory Board, I ask you to reflect on the strong track record of Carey Dahncke and his team when you consider the merits of their application. As the leader of a longtime Christel House Academy program partner, I fully support the mission, vision, and programs of this organization.

Sincerely,



Patricia A. Wachtel  
President & CEO

**girls  
inc.<sup>®</sup>**

Inspiring all girls  
to be strong,  
smart, and bold<sup>SM</sup>





Office of the President | (317) 788-3211  
1400 East Hanna Avenue | Fax: (317) 788-6152  
Indianapolis, Indiana 46227 | www.uindy.edu

February 26, 2012

---

To whom it may concern:

On behalf of the University of Indianapolis, I strongly support Christel House Academy's replication process. UIndy has enjoyed a collaborative relationship with the academy in providing rich academic and social programming for students.

Christel House Academy, with the support of many organizations, gives impoverished inner-city students an opportunity to break the cycle of poverty. Student test scores continue to improve, and the school's growth over the past several years has been exceptional.

In addition to providing exceptional academic programming during the day, Christel House Academy and its community partners provide a wide variety of programming after the school day ends. Afterschool programming offers students the opportunity to engage in a wide variety of activities that their families otherwise may not be able to afford.

We proudly support the Christel House Academy staff as they strive to reach the goals set forth in their mission. The academy has a positive impact on its students, and we are excited to assist in its endeavors.

We look forward to partnering and collaborating with Christel House Academy as they expand their network of schools. It is a pleasure to work with an organization that reaches out to the underserved children in our community. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert L. Manuel".

Robert L. Manuel, Ph.D.  
President

1125 Brookside Avenue, suite B-1 • Indianapolis, IN 46202 • [www.artwithaheart.us](http://www.artwithaheart.us)



February 22, 2012

To Whom It May Concern::

On behalf of Art With a Heart, I strongly support Christel House Academy's replication process. Art With a Heart has collaborated with Christel House Academy since 2008 to provide art enrichment programming for students.

We recognize that Christel House Academy provides impoverished inner city students with the opportunity to break the cycle of poverty with the support of many organizations. We believe the collaborative partnerships with our organization and others, have proven to be beneficial to the students of Christel House Academy.

Christel House Academy provides a wide variety of programming after school which offers students activities that their families may not otherwise be able to afford. This includes arts which have been proven to help at-risk and underserved students improve their all-round academic performance.

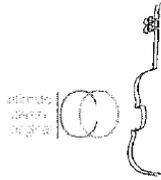
We proudly support Christel House Academy as they strive to reach the goals set fourth in their mission, and we are excited to continue to partner with the school as they expand. Art With a Heart believes that Christel House Academy has a positive impact on the students enrolled in their school, and we are excited to assist them in their endeavors.

We look forward to partnering and collaborating with Christel House Academy as they expand their network of schools. It is a pleasure to work with an organization that reaches out to the underserved children in our community. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Andrew Lee". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Andrew Lee  
Executive Director  
Art With a Heart



Indianapolis  
chamber orchestra

4603 Clarendon Road, Suite 36  
Indianapolis, IN 46208

ph-317.940.9607  
fax-317.940.6551

www.icomusic.org  
info@icomusic.org

February 22, 2013

**BOARD OF DIRECTORS**

Brian M. Heaton

*President*

Stephen J. Kern

*Secretary*

Christopher E. Smith

*Treasurer*

Christian Celis-Schmidt

Joshua Christie

Asieh Dicken

R. Craig Gigax

Timothy P. Grever

Sotiris Hji-Avgoustis, PhD

Joseph P. Hawkins

Nancy Knight

Elisa Liou

Amanda J. McGinity

Chip Muston

T. J. McGovern

Amy J. Rainbolt

Matthew Rhea

Charles Rubright

Molly Sender

Anantha Shekhar

Nathan P. Yelton

Kirk Trevor

*Music Director*

Elaine F. Eckhart

*Executive Director*

To Whom It May Concern:

On behalf of the Indianapolis Chamber Orchestra, I strongly support Christel House Academy's replication process. The Indianapolis Chamber Orchestra (ICO) has collaborated with Christel House Academy to provide rich academic and social programming for students. Through its Orchestra Residency program with Christel House Academy, the Indianapolis Chamber Orchestra brings professional musical coaching and mentoring directly to the students.

We recognize that Christel House Academy provides impoverished inner city students with the opportunity to break the cycle of poverty with the support of many organizations. Their collaborative partnership with our organization, along with many others, has proven to be beneficial to the students of Christel House Academy. Student test scores continue to improve, and the school's growth over the past several years has been exceptional.

In addition to providing students with exceptional academic programming during the day, Christel House Academy provides a wide variety of programming after school with the help of many community partners. After school programming offers students the opportunity to do a wide variety of activities that their families may not otherwise be able to afford.

We proudly support Christel House Academy as they strive to reach the goals set forth in their mission, and we are excited to continue to partner with the school as they expand. The Indianapolis Chamber Orchestra believes that Christel House Academy has a positive impact on the students enrolled in their school, and we are excited to assist them in their endeavors.

We look forward to partnering and collaborating with Christel House Academy as they expand their network of schools. It is a pleasure to work with an organization that reaches out to the underserved children in our community. Thank you for your time and consideration.

Sincerely,

Elaine F. Eckhart, Executive Director  
Indianapolis Chamber Orchestra

*The Indianapolis Chamber Orchestra advances and promotes music composed for the small orchestra through professional performances and educational programs.*



Christel House  
*Academy*

March 4, 2013

**Office of Education Innovation**  
2501 City County Building  
200 E. Washington Street  
Indianapolis IN 46201

Dear Mayor Ballard,

This letter is to express my personal support for the expansion charters which have been requested from your office by Christel House Academy. As you know, as a recipient of The Mind Trust's Incubator Grant, Christel House has pledged to open three new schools—one K-12 and two dropout recovery schools—in Indianapolis over the next 5 to 7 years. We are excited about replicating Christel House Academy and Christel House DORS to bring additional educational opportunities to those in our community who need them most.

Our expansion locally is part of the overall Christel House strategic growth plan, which focuses on leveraging the expertise developed in various centers around the world. As centers reach benchmarks of excellence, and their results prove programmatic effectiveness and financial sustainability, we will seek opportunities to replicate operations to serve more children. Christel House India very effectively accomplished this 4 years ago, and we now have two learning centers operating in India. We understand both the challenges and opportunities of an undertaking of this magnitude, and assure you that the quality you have come to expect from Christel House Academy is the same standard we will apply to our new charter schools.

Many thanks for your support of our efforts.

Warmest regards,

A handwritten signature in blue ink that reads "Christel".

Christel DeHaan  
Founder

**Appendix A**

**State Board of Accounts Federal Audit for Christel House Academy**  
B4010

**STATE BOARD OF ACCOUNTS  
302 West Washington Street  
Room E418  
INDIANAPOLIS, INDIANA 46204-2769**

FINANCIAL STATEMENT AND  
FEDERAL SINGLE AUDIT REPORT  
OF

CHRISTEL HOUSE ACADEMY  
MARION COUNTY, INDIANA

July 1, 2009 to June 30, 2011



**FILED**  
02/23/2012

## TABLE OF CONTENTS

<u>Description</u>	<u>Page</u>
Schedule of Officials .....	2
Independent Auditor's Report on the Financial Statement and Supplementary Schedule of Expenditures of Federal Awards.....	3-4
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statement Performed in Accordance With Government Auditing Standards .....	5-6
Financial Statement: Statement of Receipts, Disbursements, Other Financing Sources (Uses), and Cash and Investment Balances – Regulatory Basis.....	9
Notes to Financial Statement.....	10-14
Supplementary Information: Combining Schedules of Receipts, Disbursements, Other Financing Sources (Uses), and Cash and Investment Balances – Regulatory Basis.....	16-21
Schedule of Capital Assets.....	23
Audit Results and Comments: Internal Controls Over the Authorization of Salaries and Wages.....	24-25
Average Daily Membership (ADM) - Lack of Documentation.....	25
Supplemental Audit of Federal Awards: Independent Auditor's Report on Compliance With Requirements Applicable to Each Major Program and Internal Control Over Compliance in Accordance With OMB Circular A-133.....	28-29
Schedule of Expenditures of Federal Awards .....	32-33
Notes to Schedule of Expenditures of Federal Awards.....	34
Schedule of Findings and Questioned Costs .....	35
Auditee Prepared Schedule: Summary Schedule of Prior Audit Findings .....	36
Exit Conference.....	37
Official Response .....	38

## SCHEDULE OF OFFICIALS

<u>Office</u>	<u>Official</u>	<u>Term</u>
Treasurer	Carey Dahncke	07-01-09 to 06-30-12
Business Manager	Carlos Alexander	07-01-09 to 06-30-12
Chairman of the Board of Directors	Murvin Enders	07-01-09 to 06-30-12



**STATE OF INDIANA**  
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS  
302 WEST WASHINGTON STREET  
ROOM E418  
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513  
Fax: (317) 232-4711  
Web Site: [www.in.gov/sboa](http://www.in.gov/sboa)

INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENT  
AND SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

TO: THE OFFICIALS OF THE CHRISTEL HOUSE ACADEMY, MARION COUNTY, INDIANA

We have audited the accompanying financial statement of the Christel House Academy (School Corporation), for the years ended June 30, 2010 and 2011. The financial statement is the responsibility of the School Corporation's management. Our responsibility is to express an opinion on the financial statement based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statement is free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School Corporation's internal control over reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note 1, the School Corporation prepares its financial statement on the prescribed basis of accounting that demonstrates compliance with the reporting requirements established by the State Board of Accounts as allowed by state statute (IC 5-11-1-6), which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. The basis of accounting noted above is a different basis than that used in the prior year.

In our opinion, the financial statement referred to above presents fairly, in all material respects, the financial position and results of operations of the School Corporation for the years ended June 30, 2010 and 2011, on the basis of accounting described in Note 1.

In accordance with Government Auditing Standards, we have also issued a report dated January 23, 2012, on our consideration of the School Corporation's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENT  
AND SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
(Continued)

Our audit was conducted for the purpose of forming an opinion on the School Corporation's financial statement. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is not a required part of the financial statement. Such information has been subjected to the auditing procedures applied in the audit of the financial statement and, in our opinion, is fairly stated, in all material respects, in relation to the financial statement taken as a whole.

Our audit was conducted for the purpose of forming an opinion on the School Corporation's financial statement. The Combining Schedules of Receipts, Disbursements, Other Financing Sources (Uses), and Cash and Investment Balances – Regulatory Basis and Schedule of Capital Assets are presented for additional analysis and are not required parts of the financial statement. The Combining Schedules of Receipts, Disbursements, Other Financing Sources (Uses), and Cash and Investment Balances – Regulatory Basis and Schedule of Capital Assets have not been subjected to the auditing procedures applied by us in the audit of the financial statement and, accordingly, we express no opinion on them.

The School Corporation's response to the Audit Results and Comments identified in our audit is described in the accompanying section of the report entitled Official Response. We did not audit the School Corporation's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the School Corporation's management, Board of Directors, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

January 23, 2012



**STATE OF INDIANA**  
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS  
302 WEST WASHINGTON STREET  
ROOM E418  
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513  
Fax: (317) 232-4711  
Web Site: [www.in.gov/sboa](http://www.in.gov/sboa)

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON  
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF THE FINANCIAL STATEMENT  
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

TO: THE OFFICIALS OF THE CHRISTEL HOUSE ACADEMY, MARION COUNTY, INDIANA

We have audited the financial statement of the Christel House Academy (School Corporation), for the years ended June 30, 2010 and 2011, and have issued our report thereon dated January 23, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School Corporation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statement, but not for the purpose of expressing an opinion on the effectiveness of the School Corporation's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School Corporation's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statement will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON  
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF THE FINANCIAL STATEMENT  
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS  
(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School Corporation's financial statement is free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

The School Corporation's response to the findings identified in our audit is described in the accompanying section of the report entitled Official Response. We did not audit the School Corporation's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the School Corporation's management, Board of Directors, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

January 23, 2012

FINANCIAL STATEMENT

The financial statement and accompanying notes were approved by management of the School Corporation. The financial statement and notes are presented as intended by the School Corporation.



CHRISTEL HOUSE ACADEMY  
STATEMENT OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
REGULATORY BASIS  
For the Years Ended June 30, 2010 and 2011

	Cash and Investments 07-01-09	Receipts	Disbursements	Other Financing Sources (Uses)	Cash and Investments 06-30-10	Receipts	Disbursements	Other Financing Sources (Uses)	Cash and Investments 06-30-11
General	\$ 22,210	\$ 3,346,413	\$ 3,325,260	\$ (11,794)	\$ 31,569	\$ 4,129,276	\$ 4,098,809	\$ 768	\$ 62,804
School Lunch	20,363	294,485	212,268	-	102,580	343,844	387,380	-	59,044
Textbook Rental	(99,386)	99,553	167	-	-	35,765	23,283	-	12,482
Walton Family Foundation Grant	-	250,000	6,648	-	243,352	-	225,288	-	18,064
Education Pays Fund	25	-	25	-	-	-	-	-	-
Miscellaneous Programs	4,542	-	-	-	4,542	-	-	-	4,542
Campdown	8,393	20,102	21,626	-	6,869	27,405	23,043	-	11,231
Music/Energy Grant	5,000	-	-	-	5,000	-	-	-	5,000
IME BECAS Fellowship Grant	14,909	-	14,909	-	-	-	-	-	-
School Administration	-	742,652	742,652	-	-	165,730	165,730	-	-
Non-English Speaking Programs P.L. 273-1999	-	13,183	-	-	13,183	12,953	13,183	-	12,953
School Technology	-	-	-	-	-	47,658	13,561	-	34,097
Title I 08/09	33,639	7,796	26,071	(15,364)	-	-	-	-	-
Title I Distinguished Award	1,943	-	1,943	-	-	-	-	-	-
Title I 09/10	-	361,385	366,391	15,364	10,358	36,638	46,996	-	-
Title I 10/11	-	-	-	-	-	338,146	339,881	-	(1,735)
P.L. Innovative Education Program Strategies Title V (Part A)	-	46,895	46,895	-	-	-	-	-	-
Serve America	253	-	-	-	253	-	-	-	253
Special Education 09/10	-	66,734	62,364	-	4,370	10,000	14,370	-	-
Special Education 10/11	-	-	-	-	-	70,206	71,707	-	(1,501)
Drug Free Schools	4,063	-	-	-	4,063	-	-	-	4,063
Team Nutrition Training Grants	-	-	-	-	-	2,500	-	-	2,500
National Science Foundation	6,127	83,135	97,701	12,645	4,206	147,427	158,101	-	(6,468)
Challenge Grant for Technology (Dir USDOE)	1,046	-	-	-	1,046	-	-	-	1,046
Improving Teaching Quality, No Child Left, Title II, Part A	31,210	119,548	-	-	150,758	48,766	199,524	-	-
ITQ, Enhanced Education Through Technology, Title II, Part D	-	-	-	-	-	74,707	78,813	-	(4,106)
Title III, Language Instruction	-	-	-	-	-	15,681	15,681	-	-
Charter Facilities Grant	-	173,280	173,280	-	-	193,880	193,880	-	-
TIF/TAP	-	-	-	-	-	3,001	3,001	-	-
Reading First, No Child Left Behind	36,232	123,565	111,255	-	48,542	4,949	22,127	-	31,364
Fiscal Stabilization - Education	-	88,250	88,250	-	-	-	-	-	-
Title I - Grants to LEAs	-	240,859	219,136	-	21,723	56,442	92,377	-	(14,212)
Special Education - Part B	-	51,456	45,874	-	5,582	59,281	64,863	-	-
Education Technology	-	94,750	94,750	-	-	3,250	3,250	-	-
School Lunch Equipment	-	27,000	27,000	-	-	-	-	-	-
<b>Totals</b>	<b>\$ 90,569</b>	<b>\$ 6,251,041</b>	<b>\$ 5,684,465</b>	<b>\$ 851</b>	<b>\$ 657,996</b>	<b>\$ 5,827,505</b>	<b>\$ 6,254,848</b>	<b>\$ 768</b>	<b>\$ 231,421</b>

The notes to the financial statement are an integral part of this statement.

CHRISTEL HOUSE ACADEMY  
NOTES TO FINANCIAL STATEMENT

**Note 1. Summary of Significant Accounting Policies**

**A. Reporting Entity**

School Corporation, as used herein, shall include, but is not limited to, school townships, school towns, school cities, consolidated school corporations, joint schools, metropolitan school districts, township school districts, county schools, united schools, school districts, cooperatives, educational service centers, community schools, community school corporations, and charter schools.

The School Corporation was established under the laws of the State of Indiana. The School Corporation operates under a Board of School Trustees form of government and provides educational services.

The accompanying financial statement presents the financial information for the School Corporation (primary government).

**B. Basis of Accounting**

The financial statement is reported on a regulatory basis of accounting prescribed by the State Board of Accounts in accordance with state statute (IC 5-11-1-6), which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

The regulatory basis of accounting differs from accounting principles generally accepted in the United States of America in that receipts are recognized when received in cash, rather than when earned, and disbursements are recognized when paid, rather than when a liability is incurred.

**C. Cash and Investments**

Investments are stated at cost. Any changes in fair value of the investments are reported as receipts in the year of the sale of the investment.

**D. Receipts**

Receipts are presented in the aggregate on the face of the financial statement. The aggregate receipts include the following sources:

Local sources which include taxes, revenue from local governmental units other than school corporations, transfer tuition, transportation fees, investment income, food services, school corporation activities, revenue from community services activities, and other revenue from local sources.

Intermediate sources which include distributions from the County for fees collected for or on behalf of the School Corporation including educational license plate fees, congressional interest, riverboat distributions, and other similar fees.

State sources which include distributions from the State of Indiana to be used by the School Corporation for various purposes. Included in state sources are unrestricted grants, restricted grants, revenue in lieu of taxes, and revenue for or on behalf of the School Corporation.

CHRISTEL HOUSE ACADEMY  
NOTES TO FINANCIAL STATEMENT  
(Continued)

Federal sources which include distributions from the federal government to be used by the School Corporation for various purposes. Included in federal sources are unrestricted grants, restricted grants, revenue in lieu of taxes, and revenue for or on behalf of the School Corporation.

Temporary loans which include money received from a loan obtained to pay current expenses prior to the receipt of revenue from taxes levied for that purpose. These loans, sometimes designated tax anticipation warrants, must be repaid from the next semiannual distribution of local property taxes levied for such fund.

Other receipts which include amounts received from various sources which include return of petty cash, return of cash change, insurance claims for losses, sale of securities, and other receipts not listed in another category above.

*E. Disbursements*

Disbursements are presented in the aggregate on the face of the financial statement. The aggregate disbursements include the following uses:

Instruction which includes outflows for regular programs, special programs, adult and continuing education programs, summer school programs, enrichment programs, remediation, and payments to other governmental units.

Support services which include outflows for support services related to students, instruction, general administration, and school administration. It also includes outflows for central services, operation and maintenance of plant services, and student transportation.

Noninstructional services which include outflows for food service operations and community service operations.

Facilities acquisition and construction which includes outflows for the acquisition, development, construction, and improvement of new and existing facilities.

Debt services which include fixed obligations resulting from financial transactions previously entered into by the School Corporation. It includes all expenditures for the reduction of the principal and interest of the School Corporation's general obligation indebtedness.

*F. Other financing sources and uses*

Other financing sources and uses are presented in the aggregate on the face of the financial statement. The aggregate other financing sources and uses include the following:

Transfers in which includes money received by one fund as a result of transferring money from another fund. The transfers are used for cash flow purposes as provided by various statutory provisions.

Transfers out which includes money paid by one fund to another fund. The transfers are used for cash flow purposes as provided by various statutory provisions.

CHRISTEL HOUSE ACADEMY  
NOTES TO FINANCIAL STATEMENT  
(Continued)

*G. Fund Accounting*

Separate funds are established, maintained, and reported by the School Corporation. Each fund is used to account for money received from and used for specific sources and uses as determined by various regulations. Restrictions on some funds are set by statute while other funds are internally restricted by the School Corporation. The money accounted for in a specific fund may only be available for use for certain, legally restricted purposes. Additionally, some funds are used to account for assets held by the School Corporation in a trustee capacity as an agent of individuals, private organizations, other funds, or other governmental units and therefore the funds cannot be used for any expenditures of the unit itself.

**Note 2. Budgets**

The operating budget is initially prepared and approved at the local level. The fiscal officer of the School Corporation submits a proposed operating budget to the governing board for the following calendar year. The budget is subject to final approval by the School Corporation's chartering agency.

**Note 3. Deposits and Investments**

Deposits, made in accordance with state statute (IC 5-13), with financial institutions in the State of Indiana at year end should be entirely insured by the Federal Depository Insurance Corporation or by the Indiana Public Deposit Insurance Fund. This includes any deposit accounts issued or offered by a qualifying financial institution.

State statutes authorize the School Corporation to invest in securities including, but not limited to, federal government securities, repurchase agreements, and certain money market mutual funds. Certain other statutory restrictions apply to all investments made by local governmental units.

**Note 4. Risk Management**

The School Corporation may be exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; job related illnesses or injuries to employees; medical benefits to employees, retirees, and dependents; and natural disasters.

These risks can be mitigated through the purchase of insurance, establishment of a self-insurance fund, and/or participation in a risk pool. The purchase of insurance transfers the risk to an independent third party. The establishment of a self-insurance fund allows the School Corporation to set aside money for claim settlements. The self-insurance fund would be included in the financial statement. The purpose of participation in a risk pool is to provide a medium for the funding and administration of the risks. These risks may also be mitigated by the School Corporation by recording as a disbursement and replacement items purchased.

CHRISTEL HOUSE ACADEMY  
NOTES TO FINANCIAL STATEMENT  
(Continued)

**Note 5. Pension Plans**

**A. Public Employees' Retirement Fund**

*Plan Description*

The Indiana Public Employees' Retirement Fund (PERF) is a defined benefit pension plan. PERF is an agent multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. All full-time employees are eligible to participate in this defined benefit plan. State statutes (IC 5-10.2 and 5-10.3) govern, through the Indiana Public Retirement System (INPRS) Board, most requirements of the system, and give the School Corporation authority to contribute to the plan. The PERF retirement benefit consists of the pension provided by employer contributions plus an annuity provided by the member's annuity savings account. The annuity savings account consists of members' contributions, set by state statute at 3 percent of compensation, plus the interest credited to the member's account. The employer may elect to make the contributions on behalf of the member.

INPRS administers the plan and issues a publicly available financial report that includes financial statements and required supplementary information for the plan as a whole and for its participants. That report may be obtained by contacting:

Indiana Public Retirement System  
1 North Capital Street, Suite 001  
Indianapolis, IN 46204  
Ph. (888) 526-1687

*Funding Policy and Annual Pension Cost*

The contribution requirements of the plan members for PERF are established by the Board of Trustees of INPRS.

**B. Teachers' Retirement Fund**

*Plan Description*

The Indiana Teachers' Retirement Fund (TRF) is a defined benefit pension plan. TRF is a cost-sharing multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. All employees engaged in teaching or in the supervision of teaching in the public schools of the State of Indiana are eligible to participate in TRF. State statute (IC 5-10.2) governs, through the Indiana Public Retirement System (INPRS) Board, most requirements of the system, and gives the School Corporation authority to contribute to the plan. The TRF retirement benefit consists of the pension provided by employer contributions plus an annuity provided by the member's annuity savings account. The annuity savings account consists of members' contributions, set by state statute at 3 percent of compensation, plus the interest credited to the member's account. The School Corporation may elect to make the contributions on behalf of the member.

CHRISTEL HOUSE ACADEMY  
NOTES TO FINANCIAL STATEMENT  
(Continued)

INPRS issues a publicly available financial report that includes financial statements and required supplementary information for the TRF plan as a whole and for its participants. That report may be obtained by contacting:

Indiana Public Retirement System  
1 North Capital Street, Suite 001  
Indianapolis, IN 46204  
Ph. (888) 286-3544

*Funding Policy and Annual Pension Cost*

The School Corporation contributes the employer's share to TRF for certified employees employed under a federally funded program and all the certified employees hired after July 1, 1995. The School Corporation currently receives partial funding, through the school funding formula, from the State of Indiana for this contribution. The employer's share of contributions for certified personnel who are not employed under a federally funded program and were hired before July 1, 1995, is considered to be an obligation of, and is paid by, the State of Indiana.

## SUPPLEMENTARY INFORMATION – UNAUDITED

For additional financial information, the School Corporation's Financial Reports can be found on the Indiana Department of Education website: <http://mustang.doe.state.in.us/TRENDS/fin.cfm>. This website is maintained by the Indiana Department of Education. More current financial information is available from the School Corporation Treasurer's office.

Differences may be noted between the financial information presented in the financial statement contained in this report and the financial information presented in the Financial Reports of the School Corporation which are referenced above. These differences, if any, are due to adjustments made to the financial information during the course of the audit. This is a common occurrence in any financial statement audit. The financial information presented in this report is audited information, and the accuracy of such information can be determined by reading the opinion given in the Independent Auditor's Report.

The supplementary information presented was prepared and/or approved by management of the School Corporation. It is presented as intended by the School Corporation.



CHRISTEL HOUSE ACADEMY  
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
 REGULATORY BASIS  
 For the Year Ended June 30, 2010

	General	School Lunch	Textbook Rental	Walton Family Foundation Grant	Education Pays Fund	Miscellaneous Programs	Camptown	Music/Energy Grant	IME BECAS Fellowship Grant	School Administration
Cash and investments - beginning	\$ 22,210	\$ 20,363	\$ (99,386)	\$ -	\$ 25	\$ 4,542	\$ 8,393	\$ 5,000	\$ 14,909	\$ -
Receipts:										
Local sources	58,969	30,057	67,645	250,000	-	-	20,102	-	-	742,366
Intermediate sources	56	-	-	-	-	-	-	-	-	-
State sources	3,287,388	493	31,908	-	-	-	-	-	-	286
Federal sources	-	263,935	-	-	-	-	-	-	-	-
Total receipts	3,346,413	294,485	99,553	250,000	-	-	20,102	-	-	742,652
Disbursements:										
Current:										
Instruction	1,777,037	-	167	-	-	-	19,784	-	3,593	46,123
Support services	1,033,151	17	-	3,540	25	-	1,502	-	11,316	321,208
Noninstructional services	14,333	212,251	-	198	-	-	340	-	-	7,544
Facilities acquisition and construction	500,739	-	-	2,910	-	-	-	-	-	367,777
Total disbursements	3,325,260	212,268	167	6,648	25	-	21,626	-	14,909	742,652
Excess (deficiency) of receipts over disbursements	21,153	82,217	99,386	243,352	(25)	-	(1,524)	-	(14,909)	-
Other financing sources (uses):										
Transfers in	1,195,593	-	-	-	-	-	-	-	-	10,071
Transfers out	(1,207,387)	-	-	-	-	-	-	-	-	(10,071)
Total other financing sources (uses)	(11,794)	-	-	-	-	-	-	-	-	-
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	9,359	82,217	99,386	243,352	(25)	-	(1,524)	-	(14,909)	-
Cash and investments - ending	\$ 31,569	\$ 102,580	\$ -	\$ 243,352	\$ -	\$ 4,542	\$ 6,869	\$ 5,000	\$ -	\$ -

CHRISTEL HOUSE ACADEMY  
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
 REGULATORY BASIS  
 For the Year Ended June 30, 2010  
 (Continued)

	Non-English Speaking Programs P.L. 273-1999	Title I 08/09	Title I Distinguished Award	Title I 09/10	P.L. Innovative Education Program Strategies Title V (Part A)	Serve America	Special Education 09/10	Drug Free Schools	National Science Foundation	Challenge Grant for Technology (Dir USDOE)
Cash and investments - beginning	\$ -	\$ 33,639	\$ 1,943	\$ -	\$ -	\$ 253	\$ -	\$ 4,063	\$ 6,127	\$ 1,046
Receipts:										
Local sources	-	-	-	-	-	-	-	-	-	-
Intermediate sources	-	-	-	-	-	-	-	-	-	-
State sources	13,183	-	-	-	-	-	-	-	-	-
Federal sources	-	7,796	-	361,385	46,895	-	66,734	-	83,135	-
Total receipts	13,183	7,796	-	361,385	46,895	-	66,734	-	83,135	-
Disbursements:										
Current:										
Instruction	-	11,417	-	235,846	-	-	62,194	-	60,999	-
Support services	-	10,074	1,376	126,212	5,854	-	170	-	32,120	-
Noninstructional services	-	27	-	1,352	-	-	-	-	-	-
Facilities acquisition and construction	-	4,553	567	2,981	41,041	-	-	-	4,582	-
Total disbursements	-	26,071	1,943	366,391	46,895	-	62,364	-	97,701	-
Excess (deficiency) of receipts over disbursements	13,183	(18,275)	(1,943)	(5,006)	-	-	4,370	-	(14,566)	-
Other financing sources (uses):										
Transfers in	-	-	-	15,364	3,182	-	-	-	29,052	-
Transfers out	-	(15,364)	-	-	(3,182)	-	-	-	(16,407)	-
Total other financing sources (uses)	-	(15,364)	-	15,364	-	-	-	-	12,645	-
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	13,183	(33,639)	(1,943)	10,358	-	-	4,370	-	(1,921)	-
Cash and investments - ending	\$ 13,183	\$ -	\$ -	\$ 10,358	\$ -	\$ 253	\$ 4,370	\$ 4,063	\$ 4,206	\$ 1,046

CHRISTEL HOUSE ACADEMY  
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
 REGULATORY BASIS  
 For the Year Ended June 30, 2010  
 (Continued)

	Improving Teaching Quality, No Child Left, Title II, Part A	Charter Facilities Grant	Reading First, No Child Left Behind	Fiscal Stabilization - Education	Title I - Grants to LEAs	Special Education - Part B	Education Technology	School Lunch Equipment	Totals
Cash and investments - beginning	\$ 31,210	\$ -	\$ 36,232	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,569
Receipts:									
Local sources	-	-	-	-	-	-	-	-	1,169,139
Intermediate sources	-	-	-	-	-	-	-	-	56
State sources	-	-	-	-	-	-	-	-	3,333,258
Federal sources	119,548	173,280	123,565	88,250	240,859	51,456	94,750	27,000	1,748,588
Total receipts	119,548	173,280	123,565	88,250	240,859	51,456	94,750	27,000	6,251,041
Disbursements:									
Current:									
Instruction	-	-	106,937	3,475	102,528	42,986	-	-	2,473,086
Support services	-	-	4,318	25,825	31,594	2,140	55,260	-	1,665,702
Noninstructional services	-	-	-	-	498	-	-	-	236,543
Facilities acquisition and construction	-	173,280	-	58,950	84,516	748	39,490	27,000	1,309,134
Total disbursements	-	173,280	111,255	88,250	219,136	45,874	94,750	27,000	5,684,465
Excess (deficiency) of receipts over disbursements	119,548	-	12,310	-	21,723	5,582	-	-	566,576
Other financing sources (uses):									
Transfers in	-	-	-	-	-	-	-	-	1,253,262
Transfers out	-	-	-	-	-	-	-	-	(1,252,411)
Total other financing sources (uses)	-	-	-	-	-	-	-	-	851
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	119,548	-	12,310	-	21,723	5,582	-	-	567,427
Cash and investments - ending	\$ 150,758	\$ -	\$ 48,542	\$ -	\$ 21,723	\$ 5,582	\$ -	\$ -	\$ 657,996

CHRISTEL HOUSE ACADEMY  
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
 REGULATORY BASIS  
 For the Year Ended June 30, 2011

	General	School Lunch	Textbook Rental	Walton Family Foundation Grant	Miscellaneous Programs	Camptown	Music/Energy Grant	School Administration	Non-English Speaking Programs P.L. 273-1999	School Technology
Cash and investments - beginning	\$ 31,569	\$ 102,580	\$ -	\$ 243,352	\$ 4,542	\$ 6,869	\$ 5,000	\$ -	\$ 13,183	\$ -
Receipts:										
Local sources	110,218	32,821	2,263	-	-	27,405	-	159,109	-	-
Intermediate sources	94	-	-	-	-	-	-	19	-	-
State sources	3,678,260	522	33,502	-	-	-	-	-	12,953	47,658
Federal sources	-	310,501	-	-	-	-	-	-	-	-
Temporary loans	340,704	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	6,602	-	-
Total receipts	4,129,276	343,844	35,765	-	-	27,405	-	165,730	12,953	47,658
Disbursements:										
Current:										
Instruction	1,767,793	-	23,283	28,894	-	19,800	-	63,522	13,183	329
Support services	1,488,725	36	-	40	-	3,220	-	84,678	-	3,194
Noninstructional services	9,806	301,944	-	57	-	23	-	7,688	-	-
Facilities acquisition and construction	491,781	85,400	-	196,297	-	-	-	9,842	-	10,038
Debt services	340,704	-	-	-	-	-	-	-	-	-
Total disbursements	4,098,809	387,380	23,283	225,288	-	23,043	-	165,730	13,183	13,561
Excess (deficiency) of receipts over disbursements	30,467	(43,536)	12,482	(225,288)	-	4,362	-	-	(230)	34,097
Other financing sources (uses):										
Transfers in	634,343	-	-	-	-	-	-	-	-	-
Transfers out	(633,575)	-	-	-	-	-	-	-	-	-
Total other financing sources (uses)	768	-	-	-	-	-	-	-	-	-
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	31,235	(43,536)	12,482	(225,288)	-	4,362	-	-	(230)	34,097
Cash and investments - ending	\$ 62,804	\$ 59,044	\$ 12,482	\$ 18,064	\$ 4,542	\$ 11,231	\$ 5,000	\$ -	\$ 12,953	\$ 34,097

CHRISTEL HOUSE ACADEMY  
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
 REGULATORY BASIS  
 For the Year Ended June 30, 2011  
 (Continued)

	Title I 09/10	Title I 10/11	Serve America	Special Education 09/10	Special Education 10/11	Drug Free Schools	Team Nutrition Training Grants	National Science Foundation	Challenge Grant for Technology (Dir USDOE)	Improving Teaching Quality, No Child Left, Title II, Part A
Cash and investments - beginning	\$ 10,358	\$ -	\$ 253	\$ 4,370	\$ -	\$ 4,063	\$ -	\$ 4,206	\$ 1,046	\$ 150,758
Receipts:										
Local sources	-	-	-	-	-	-	-	-	-	-
Intermediate sources	-	-	-	-	-	-	-	-	-	-
State sources	-	-	-	-	-	-	-	-	-	-
Federal sources	36,638	338,146	-	10,000	70,206	-	2,500	147,427	-	48,766
Temporary loans	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total receipts	36,638	338,146	-	10,000	70,206	-	2,500	147,427	-	48,766
Disbursements:										
Current:										
Instruction	26,299	208,100	-	14,370	71,429	-	-	104,130	-	164,637
Support services	20,697	107,111	-	-	278	-	-	42,516	-	34,887
Noninstructional services	-	1,021	-	-	-	-	-	81	-	-
Facilities acquisition and construction	-	23,649	-	-	-	-	-	11,374	-	-
Debt services	-	-	-	-	-	-	-	-	-	-
Total disbursements	46,996	339,881	-	14,370	71,707	-	-	158,101	-	199,524
Excess (deficiency) of receipts over disbursements	(10,358)	(1,735)	-	(4,370)	(1,501)	-	2,500	(10,674)	-	(150,758)
Other financing sources (uses):										
Transfers in	-	-	-	-	-	-	-	-	-	-
Transfers out	-	-	-	-	-	-	-	-	-	-
Total other financing sources (uses)	-	-	-	-	-	-	-	-	-	-
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	(10,358)	(1,735)	-	(4,370)	(1,501)	-	2,500	(10,674)	-	(150,758)
Cash and investments - ending	\$ -	\$ (1,735)	\$ 253	\$ -	\$ (1,501)	\$ 4,063	\$ 2,500	\$ (6,468)	\$ 1,046	\$ -

CHRISTEL HOUSE ACADEMY  
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -  
 REGULATORY BASIS  
 For the Year Ended June 30, 2011  
 (Continued)

	ITQ, Enhanced Education Through Technology, Title II, Part D	Title III, Language Instruction	Charter Facilities Grant	TIF/TAP	Reading First, No Child Left Behind	Title I - Grants to LEAs	Special Education - Part B	Education Technology	Totals
Cash and investments - beginning	\$ -	\$ -	\$ -	\$ -	\$ 48,542	\$ 21,723	\$ 5,582	\$ -	\$ 657,996
Receipts:									
Local sources	-	-	-	-	-	-	-	-	331,816
Intermediate sources	-	-	-	-	-	-	-	-	113
State sources	-	-	-	-	-	-	-	-	3,772,895
Federal sources	74,707	15,681	193,880	3,001	4,949	56,442	59,281	3,250	1,375,375
Temporary loans	-	-	-	-	-	-	-	-	340,704
Other	-	-	-	-	-	-	-	-	6,602
Total receipts	74,707	15,681	193,880	3,001	4,949	56,442	59,281	3,250	5,827,505
Disbursements:									
Current:									
Instruction	-	12,041	-	-	20,738	72,400	64,605	-	2,675,553
Support services	17,386	3,640	-	2,766	1,118	14,729	-	-	1,825,021
Noninstructional services	-	-	-	235	271	86	-	-	321,212
Facilities acquisition and construction	61,427	-	193,880	-	-	5,162	258	3,250	1,092,358
Debt services	-	-	-	-	-	-	-	-	340,704
Total disbursements	78,813	15,681	193,880	3,001	22,127	92,377	64,863	3,250	6,254,848
Excess (deficiency) of receipts over disbursements	(4,106)	-	-	-	(17,178)	(35,935)	(5,582)	-	(427,343)
Other financing sources (uses):									
Transfers in	-	-	-	-	-	-	-	-	634,343
Transfers out	-	-	-	-	-	-	-	-	(633,575)
Total other financing sources (uses)	-	-	-	-	-	-	-	-	768
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	(4,106)	-	-	-	(17,178)	(35,935)	(5,582)	-	(426,575)
Cash and investments - ending	\$ (4,106)	\$ -	\$ -	\$ -	\$ 31,364	\$ (14,212)	\$ -	\$ -	\$ 231,421

CHRISTEL HOUSE ACADEMY  
SUPPLEMENTARY INFORMATION  
SCHEDULE OF CAPITAL ASSETS  
June 30, 2011

Capital assets are reported at actual or estimated historical cost based on appraisals or deflated current replacement cost. Contributed or donated assets are reported at estimated fair value at the time received.

	<u>Ending Balance</u>
Capital assets not being depreciated:	
Improvements other than buildings	\$ 68,209
Machinery and equipment	<u>1,560,816</u>
 Total capital assets not being depreciated	 <u>\$ 1,629,025</u>

CHRISTEL HOUSE ACADEMY  
AUDIT RESULTS AND COMMENTS

***INTERNAL CONTROLS OVER THE AUTHORIZATION OF SALARIES AND WAGES***

The controls over the authorization of salaries and wages were insufficient. Sufficient evidence was not provided to document proper approval of salaries and wages by the Board of Directors. The following deficiencies and errors were noted:

1. Payroll worksheets were prepared by the school's administration for each school year and used to develop a budget amount for salaries and wages. The total amount budgeted for salaries and wages was approved by the Board of Directors, but individual salaries and wages did not show any evidence of approval by the Board of Directors.
2. Employee contracts were prepared for employees using the "base" salary or wage amount from the payroll worksheet, but did not include stipends or other additional wages paid to employees and were not signed by the Board of Directors.
3. Employee contracts were not executed in a timely manner. Employee contracts for the 2009-2010 school year were not signed until May 2010.
4. Seven out of twelve employees reviewed for the 2010-2011 school year did not have current contracts in their personnel file. These contracts were not presented for audit. This included the Treasurer who did not have a contract for 2009-2010 or 2010-2011 school years.
5. Wages paid to the seven employees noted above did not agree with the amounts on the payroll worksheet. Differences between the amounts paid and amounts on the payroll worksheet were immaterial.
6. Information provided to the School's payroll servicing company regarding employee compensation, as well as any changes in compensation, was informal and did not provide adequate evidence of authorization from the Board of Directors.

Failure to maintain adequate controls over the authorization of salaries and wages could result in unauthorized compensation being paid to employees.

Governmental units should have internal controls in effect which provide reasonable assurance regarding the reliability of financial information and records, effectiveness and efficiency of operations, proper execution of management's objectives, and compliance with laws and regulations. Among other things, segregation of duties, safeguarding controls over cash and all other assets and all forms of information processing are necessary for proper internal control. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

CHRISTEL HOUSE ACADEMY  
AUDIT RESULTS AND COMMENTS  
(Continued)

Controls over the receipting, disbursing, recording, and accounting for the financial activities are necessary to avoid substantial risk of invalid transactions, inaccurate records and financial statements and incorrect decision making. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

All compensation and benefits paid to officials and employees must be included in the labor contract, salary ordinance, resolution, or salary schedule adopted by the governing body unless otherwise authorized by statute. Compensation should be made in a manner that will facilitate compliance with state and federal reporting requirements. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 13)

***AVERAGE DAILY MEMBERSHIP (ADM) - LACK OF DOCUMENTATION***

School records to support the ADM claimed by the School Corporation for the September 18, 2009, and September 17, 2010, count dates were not presented for audit. Therefore, ADM could not be verified.

Officials shall maintain records (enrollment cards, rosters, reporting forms, etc.) which substantiate the number of students claimed for ADM.

The building level official (Principal, Assistant Principal, etc.) is responsible for reporting ADM to the School Corporation Central Office, should provide a written certification of ADM to properly document responsibility. The certification should at a minimum include a statement detailing the names and location of the records used (these records must be retained for public inspection and audit) to substantiate ADM claimed. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 8)

CHRISTEL HOUSE ACADEMY  
AUDIT RESULTS AND COMMENTS  
(Continued)

Controls over the receipting, disbursing, recording, and accounting for the financial activities are necessary to avoid substantial risk of invalid transactions, inaccurate records and financial statements and incorrect decision making. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

All compensation and benefits paid to officials and employees must be included in the labor contract, salary ordinance, resolution, or salary schedule adopted by the governing body unless otherwise authorized by statute. Compensation should be made in a manner that will facilitate compliance with state and federal reporting requirements. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 13)

***AVERAGE DAILY MEMBERSHIP (ADM) - LACK OF DOCUMENTATION***

School records to support the ADM claimed by the School Corporation for the September 18, 2009, and September 17, 2010, count dates were not presented for audit. Therefore, ADM could not be verified.

Officials shall maintain records (enrollment cards, rosters, reporting forms, etc.) which substantiate the number of students claimed for ADM.

The building level official (Principal, Assistant Principal, etc.) is responsible for reporting ADM to the School Corporation Central Office, should provide a written certification of ADM to properly document responsibility. The certification should at a minimum include a statement detailing the names and location of the records used (these records must be retained for public inspection and audit) to substantiate ADM claimed. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 8)



**STATE OF INDIANA**  
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS  
302 WEST WASHINGTON STREET  
ROOM E418  
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513  
Fax: (317) 232-4711  
Web Site: [www.in.gov/sboa](http://www.in.gov/sboa)

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS  
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER  
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

TO: THE OFFICIALS OF THE CHRISTEL HOUSE ACADEMY, MARION COUNTY, INDIANA

Compliance

We have audited the compliance of the Christel House Academy (School Corporation) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the years ended June 30, 2010 and 2011. The School Corporation's major federal programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the School Corporation's management. Our responsibility is to express an opinion on the School Corporation's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School Corporation's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School Corporation's compliance with those requirements.

In our opinion, the School Corporation complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the years ended June 30, 2010 and 2011.

Internal Control Over Compliance

Management of the School Corporation is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the School Corporation's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School Corporation's internal control over compliance.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS  
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER  
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133  
(Continued)

A deficiency in internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

The School Corporation's response to the findings identified in our audit is described in the accompanying Official Response. We did not audit the School Corporation's response and, accordingly, we express no opinion on the response.

This report is intended solely for the information and use of the School Corporation's management, Board of Directors, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

January 23, 2012

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The Schedule of Expenditures of Federal Awards and accompanying notes presented were approved by management of the School Corporation. The schedule and notes are presented as intended by the School Corporation.

CHRISTEL HOUSE ACADEMY  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
For The Years Ended June 30, 2010 and 2011

Federal Grantor Agency/Pass-Through Entity Cluster Title/Program Title/Project Title	Federal CFDA Number	Pass-Through Entity (or Other) Identifying Number	Total Federal Awards Expended 06-30-10	Total Federal Awards Expended 06-30-11
<u>U.S. DEPARTMENT OF AGRICULTURE</u>				
Pass-Through Indiana Department of Education				
Child Nutrition Cluster				
School Breakfast Program				
	10.553	FY09	\$ 3,913	\$ -
		FY10	50,690	12,071
		FY11	-	51,761
Total for program			54,603	63,832
National School Lunch Program				
	10.555	FY09	14,932	-
		FY10	196,667	44,964
		FY11	-	182,613
Total for program			211,599	227,577
Summer Food Service Program for Children				
	10.559	FY09	13,091	-
		FY10	-	16,272
Total for program			13,091	16,272
Total for cluster			279,293	307,681
ARRA - Child Nutrition Discretionary Grants Limited Availability, Recovery Act				
	10.579	FY10	27,000	-
Fresh Fruit and Vegetable Program				
	10.582	FY10	-	3,204
		FY11	-	17,787
Total for program			-	20,991
Total for federal grantor agency			306,293	328,672
<u>U.S. DEPARTMENT OF EDUCATION</u>				
Pass-Through Indiana Department of Education				
Title I, Part A Cluster				
Title I Grants to Local Educational Agencies				
	84.010	09-9380	26,071	-
		10-9380	368,334	46,996
		11-9380	-	339,881
Total for program			394,405	386,877
ARRA - Title I Grants to Local Educational Agencies, Recovery Act				
	84.389	10-9380	219,136	92,377
Total for cluster			613,541	479,254
Special Education Cluster				
Special Education - Grants to States				
	84.027	FY10	62,364	14,370
		FY11	-	71,707
Total for program			62,364	86,077
ARRA - Special Education - Grants to States, Recovery Act				
	84.391	FY10	45,874	64,863
Total for cluster			108,238	150,940

The accompanying notes are an integral part of the Schedule of Expenditures of Federal Awards.

CHRISTEL HOUSE ACADEMY  
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
 For The Years Ended June 30, 2010 and 2011  
 (Continued)

Federal Grantor Agency/Pass-Through Entity Cluster Title/Program Title/Project Title	Federal CFDA Number	Pass-Through Entity (or Other) Identifying Number	Total Federal Awards Expended 06-30-10	Total Federal Awards Expended 06-30-11
<u>U.S. DEPARTMENT OF EDUCATION (continued)</u>				
Pass-Through Indiana Department of Education (continued)				
Educational Technology State Grants Cluster				
Educational Technology State Grants	84.318	FY10	-	78,813
ARRA - Education Technology State Grants, Recovery Act	84.386	FY10	94,750	3,250
Total for cluster			94,750	82,063
State Fiscal Stabilization Fund Cluster				
ARRA - State Fiscal Stabilization Fund (SFSF) - Education State Grants, Recovery Act				
	84.394	FY10	88,250	-
Total for cluster			88,250	-
Charter Schools				
Per Pupil Facilities Funding				
	84.282	FY10	173,280	-
		FY11	-	193,880
Total for program			173,280	193,880
Twenty-First Century Community Learning Centers				
	84.287	FY09	6,127	-
		FY10	91,574	4,206
		FY11	-	153,895
Total for program			97,701	158,101
State Grants for Innovative Programs				
	84.298	FY10	46,895	-
Early Reading First				
	84.359	FY09	36,232	-
		FY10	75,023	22,127
Total for program			111,255	22,127
English Language Acquisition Grants				
	84.365	FY10	-	13,183
		FY11	-	15,681
Total for program			-	28,864
Improving Teacher Quality State Grants				
	84.367	FY09	-	31,210
		FY10	-	119,548
		FY11	-	48,766
Total for program			-	199,524
Teacher Incentive Fund Cluster				
Teacher Incentive Fund				
	84.374	FY11	-	3,001
Total for federal grantor agency			1,333,910	1,317,754
Total federal awards expended			<u>\$ 1,640,203</u>	<u>\$ 1,646,426</u>

The accompanying notes are an integral part of the Schedule of Expenditures of Federal Awards.

CHRISTEL HOUSE ACADEMY  
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

**Note 1. Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the Christel House Academy (School Corporation) and is presented in accordance with the cash and investment basis of accounting used in the preparation of the financial statement. Accordingly, the amount of federal awards expended is based on when the disbursement related to the award occurs except when the federal award is received on a reimbursement basis. In these instances the federal awards are considered expended when the reimbursement is received.

Circular A-133 requires an annual audit of nonfederal entities expending a total amount of federal awards equal to or in excess of \$500,000 in any fiscal year unless by constitution or statute a less frequent audit is required. In accordance with Indiana Code (IC 5-11-1 et seq.), audits of school corporations shall be conducted biennially. Such audits shall include both years within the biennial period.

**Note 2. Noncash Assistance**

The School Corporation expended the following amount of noncash assistance for the years ending June 30, 2010 and 2011. This noncash assistance is also included in the federal expenditures presented in the schedule.

Program Title	Federal CFDA Number	2010	2011
School Breakfast Program	10.553	\$ 3,338	\$ 3,553
National School Lunch Program	10.555	12,021	14,618

CHRISTEL HOUSE ACADEMY  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS

**Section I – Summary of Auditor's Results**

Financial Statement:

Type of auditor's report issued:	Unqualified
Internal control over financial reporting:	
Material weaknesses identified?	no
Significant deficiencies identified?	none reported
Noncompliance material to financial statement noted?	no

Federal Awards:

Internal control over major programs:	
Material weaknesses identified?	no
Significant deficiencies identified?	none reported
Type of auditor's report issued on compliance for major programs:	Unqualified
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?	no

Identification of Major Programs:

CFDA Number	Name of Federal Program or Cluster
84.282	Child Nutrition Cluster Title I, Part A Cluster Charter Schools

Dollar threshold used to distinguish between Type A and Type B programs: \$300,000

Auditee qualified as low-risk auditee? no

**Section II – Financial Statement Findings**

No matters are reportable.

**Section III – Federal Award Findings and Questioned Costs**

No matters are reportable.

CHRISTEL HOUSE ACADEMY  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

No matters are reportable.

CHRISTEL HOUSE ACADEMY  
EXIT CONFERENCE

The contents of this report were discussed on January 23, 2012, with Carey Dahncke, Treasurer; Carlos Alexander, Business Manager; and Murvin Enders, Chairman of the Board of Directors. The Official Response has been made a part of this report and may be found on page 38.



Christel House®  
Academy

Tuesday, January 24, 2012

To Whom It May Concern:

This is a public response to the State Board of Accounts audit comments performed November 2011- January 2012.

*Comment #1: Internal Controls over the authorization of salaries and wages*

Christel House Academy will create an internal change to our salary approval process to include a schedule of annual salaries/wages by individual employee, to be approved by the Board in the same format as the Approval of Vouchers. Changes will be approved in quarterly Board meetings using the same process. In the past, the Board was provided with a range of salaries by position for approval as a part of the budgeting process. Additionally, internal changes to certain human resources processes will be made, in conjunction with additional utilization of our outside HR vendor software, to aid us in ensuring paperwork is properly documented in personnel files.

*Comment #2: Average Daily Membership (ADM) - lack of documentation*

It had been the school's past practice to use electronic records to verify the headcount for ADM. In order to comply with the State Board of Accounts' requirements in the area of ADM reporting, a new process will be established to first produce a paper record indicating the name of each student enrolled by class and grade, verified by the teacher and principal, prior to the creation of the official ADM record for the Indiana Department of Education.

Christel House Academy continues to strive to be a beacon of excellence in both our academic and operational practices. These changes will increase the internal accounting controls for the Academy and will ensure we are fully compliant with the State Board of Account expectations.

Respectfully yours,

Carey J. Dahncke, Principal and Director

Carlos Alexander, Business Manager

2717 South East Street, Indianapolis, IN 46225-2104  
Tel. 317.783.4690 - [www.cha.christelhouse.org](http://www.cha.christelhouse.org)

A PUBLIC CHARTER SCHOOL AUTHORIZED BY THE MAYOR OF INDIANAPOLIS

India - Mexico - South Africa - Serbia - Venezuela - USA

## Appendix B

### **Resolution authorizing the expansion of Christel House Academy's programming**

*On May 30<sup>th</sup>, the Board authorized an expansion using various strategies to expand the reach and scope of Christel House Academy.*

#### **Expansion - May 30 Exhibit 1a**

WHEREAS, Christel House Academy (hereinafter "CHA") is in the business of transforming education for inner-city and at-risk children in Indianapolis, Indiana; and

WHEREAS, CHA desires to expand its scope and reach even more children in the Indianapolis community; and

WHEREAS, the Department of Education for the State of Indiana has issued a Request for Proposals (hereinafter "RFP") to identify a Turnaround School Operator for John Marshall Community High School (hereinafter "Marshall"), and

WHEREAS, CHA believes that it possesses the skills, methodology and expertise to successfully turn around the academic performance at Marshall, and has demonstrated the success of its model through the academic results of CHA; IT IS NOW THEREFORE

RESOLVED, that CHA submit a Response to the RFP seeking to become the Turnaround School Operator for Marshall upon terms and conditions deemed acceptable in the business judgment of CHA's leadership team, and

FURTHER RESOLVED, that Carey Dahncke, CHA's Principal, is hereby authorized, directed and empowered to execute such documents as are required and to take any and all other actions needed to submit such Response to the RFP as in his best judgment are reasonably necessary and prudent

## **Mind trust - May 30 Exhibit 2a (Information Section)**

Information:

Ms. Wendling explained that Christel House International has applied for The Mind Trust Incubator grant. This grant gives one million dollars to recipients to start new Charter schools in Indianapolis.

### **July 11, 2012 (Board Comments)**

Board Comments:

Mr. Dahncke reported that the academy has received the Mind Trust Grant which will help with the expansion process. He stated that Ms. DeHaan's contributions and support with this process were invaluable and thanked her.

## Appendix C

### Christel House Academy Articles of Incorporation

**ARTICLES OF INCORPORATION  
OF  
CHRISTEL HOUSE ACADEMY, INC.**

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

**ARTICLE I**

**Name**

The name of the Corporation is Christel House Academy, Inc.

**ARTICLE II**

**Classification of Corporation**

The Corporation is a public benefit corporation.

**ARTICLE III**

**Purposes and Powers**

Section 3.1. Purposes. The purposes for which the Corporation is formed are:

(a) To support, promote, advocate and/or advance the education of children residing in the United States of America.

(b) To carry out the aforesaid purposes through a variety of charitable activities including, but not limited to, the following:

(i) Receiving and maintaining a fund or funds of real or personal property, or both, and using or applying the whole or any portion of the income therefrom and/or the principal thereof exclusively for the aforesaid purposes;

(ii) Raising and expending funds for the aforesaid purposes;

(iii) Implementing and carrying out programs and activities related to the aforesaid purposes, whether independently or through or with domestic and/or foreign organizations which are organized and operated for the aforesaid purposes;

(iv) Providing goods, services and/or other support, whether financial or otherwise, to domestic and foreign organizations which are organized and operated for the aforesaid purposes;

(v) Creating and owning (in whole or in part) domestic and foreign subsidiaries which are organized and operated for the aforesaid purposes, and appointing the directors of such subsidiaries; and,

(vi) Organizing charter schools or other similar institutions for the aforesaid purposes.

(c) In furtherance of the aforesaid purposes, to transact any and all lawful business for which corporations may be incorporated under the Act, provided such business is not inconsistent with the Corporation being organized and operated exclusively for aforesaid charitable purposes.

Notwithstanding any other provisions of these Articles of Incorporation, the Corporation is not and shall not be empowered to engage in activities which are not in furtherance of the aforesaid purposes.

Section 3.2. Nonprofit Purposes.

(a) The Corporation is organized and operated exclusively for charitable purposes and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, or officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 3.1.

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

(c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:

(i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii) By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

Section 3.3. Powers. Subject to any limitation or restriction imposed by the Act, any other law, or any other provisions of these Articles of Incorporation, the Corporation shall have the power:

(a) To do everything necessary, advisable, or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation and to do all of the things incidental thereto or connected therewith which are not forbidden by law, including but not limited to granting special powers of attorney to individuals to act as the Corporation's attorneys-in-fact to carry out any of its charitable purposes or exercise any of its corporate powers.

(b) To engage in transactions, financial or otherwise, with a class of nonprofit corporations exempt from federal taxation pursuant to Section 501(c) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws. Such transactions shall include, but not limited to, the transfer of assets, bargain sales, the borrowing or leasing of employees, the sharing of goods or services, the guarantee of the

payment of principal interest, or other payment in whatever form on obligations evidenced by any form of indebtedness, and the guarantee of performance of any obligation of any member of said class of nonprofit corporation. Each member of said class shall be affiliated with the Corporation by

(i) supporting the Corporation, being supported by the Corporation, or supporting or being supported by the same corporation or corporations as the Corporation pursuant to Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii) being described in Sections 510(c)(2) or 501(c)(25) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws by paying over its income, less expenses, to the Corporation or to an organization described in Section 3.3(b)(i).

In any event, the foregoing power or powers shall not be exercised or exercisable in a manner consistent with the Corporation's status under Section 501(c)(3) of the Internal Revenue code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws:

(c) To engage in transactions, financial or otherwise, with a class of foreign organizations which are described in Section 509(a)(1), (2) or (3) of the Internal Revenue code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws (whether or not such organizations have received determination letters from the Internal Revenue Service as to such status), provided that the foregoing power or powers shall not be exercised or exercisable in a manner inconsistent with the Corporation's status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, and

(d) To have, exercise and enjoy in furtherance of the purposes herein before set forth all the general rights, privileges, and powers granted to corporations by the Act, as now existing or hereinafter amended, and by the common law.

Section 3.4. Limitations on Powers. If the Corporation is or becomes a private foundation (as defined in Section 509(a) of the Internal Revenue Code of 1986, as amended or corresponding provisions of any subsequent Federal tax laws), the Corporation shall be subject to the following requirements:

(a) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, as amended or corresponding provisions of any subsequent Federal tax laws.

(b) The Corporation shall not engage in any act of self-dealing that would subject any person to the taxes imposed on acts of self-dealing by Section 4941 of the Internal Revenue Code of 1986, as amended or corresponding provisions of any subsequent Federal tax laws.

(c) The Corporation shall not retain any excess business holdings which would subject it to the tax on excess business holdings imposed by Section 4943 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(d) The Corporation shall not make any investments in such a manner as to subject it to the tax under Section 1944 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(e) The Corporation shall not make any expenditures which would subject it to the taxes on taxable expenditures imposed by Section 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

#### **ARTICLE IV**

##### **Distribution of Assets on Dissolution**

In the event of the complete liquidation, dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or, as the Board of Directors shall determine, to one or more organizations which are organized and operated for nonprofit educational purposes and which (i), in the case of domestic organizations, at the time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or (ii) in the case of foreign organizations, at the time are described in Section 509(a)(1), (2) or (3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws (whether or not such organizations have received determination letters from the Internal Revenue Service as to such status) provided, however, any assets received from a governmental agency shall be returned to that agency if required by state law. Any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, 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**

### **Term of Existence**

The Corporation shall have perpetual existence.

## **ARTICLE VI**

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

Section 6.1. Registered Office and Registered Agent. The street address of the Corporation's registered office is 1990 Market Tower, 10 West Market Street, Indianapolis, Indiana, 46204, and the name of the Corporation's registered agent at that office is Cheryl J. Wendling.

Section 6.2. Principal Office. The post office address of the principal office of the Corporation is 1990 Market Tower, 10 West Market Street, Indianapolis, Indiana, 46204.

## **ARTICLE VII**

### **Members**

The Corporation may have members.

## **ARTICLE VIII**

### **Board of Directors**

Section 8.1. Number and Term of Office. Upon incorporation, the initial Board of Directors shall consist of seven (7) directors. Thereafter, the number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation; provided, however, that the minimum number of directors shall be three (3). The term of office of a director shall be as specified in the Bylaws; provided, however, that the term of an elected director shall not exceed five (5) years. Directors may be elected for successive terms. Terms of office of directors may be staggered as specified in the Bylaws.

Section 8.2. Qualifications. Each director shall have such qualifications as may be specified from time to time in the Bylaws of the Corporation or required by law.

Section 8.3. Election of Board of Directors. Other than the initial Board of Directors, the directors shall be elected at the annual meeting of the Corporation as specified in the Bylaws.

Section 8.4. Initial Board of Directors. The names and addresses of the initial Board of Directors of the Corporation are:

<u>Names</u>	<u>Addresses</u>
Sandi Bittner	10 West Market Street, Suite 1990 Indianapolis, IN 46204
Christel DeHaan	10 West Market Street, Suite 1990 Indianapolis, IN 46204
Murv Enders	1220 Waterway Blvd. Indianapolis, IN 46202
Dr. Everette Freeman	1400 East Hanna Avenue Indianapolis, IN 46227
Bob Hasty	5627 Senour Road Indianapolis, IN 46239
Dr. Carol Israel	1400 East Hanna Avenue Indianapolis, IN 46227
Alan Levin	11 South Meridian Street Indianapolis, IN 46204

**Name and Address of Incorporator**

The name and address of the incorporator of the Corporation is Cheryl J. Wendling, 10 West Market Street, Suite 1990, Indianapolis, Indiana 46204.

## **ARTICLE IX**

### **Indemnification**

Section 9.1. Rights to Indemnification and Advancement of Expenses. The Corporation shall indemnify as a matter of right every person made a party to the proceeding because such person is or was

(a) a member of the Board of Directors of the Corporation

(b) an officer of the Corporation, or

(c) while a director or officer of the Corporation, serving at the Corporation's request as a director, officer, partner, trustee, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not, (each an "Indemnitee") against all liability incurred by such person in connection with the proceeding; provided that it is determined in the specific case that indemnification of such person is permissible in the circumstances because such person has met the standard of conduct for indemnification specified in the Act. The Corporation shall pay for or reimburse the reasonable expenses incurred by an Indemnitee in connection with any such proceeding in advance of final disposition thereof in accordance with the procedures and subject to the conditions specified in the Act. The Corporation shall indemnify as a matter of right an Indemnitee who is wholly successful, on the merits or otherwise, in the defense of any such proceeding against reasonable expenses incurred by the person in connection with the proceeding without the requirement of a determination as set forth in the first sentence of this paragraph.

Upon demand by a person for indemnification or advancement of expenses, as the case may be, the Corporation shall expeditiously determine whether the person is entitled thereto in accordance with this Article and the procedures specified in the Act.

The indemnification provided under this Article shall be applicable to any proceeding arising from acts or omissions occurring before or after the adoption of this Article.

Section 9.2. Other Rights Not Affected. It is the intent of this Article to provide indemnification to directors and officers to the fullest extent now or hereafter permitted by law consistent with the terms and conditions of this Article. Nothing contained in this Article shall limit or preclude the exercise of, or be deemed exclusive of, any right under the law, by contract or otherwise, relating to indemnification of or advancement of expenses to any person who is or was a director, officer, employee, or agent of the Corporation, or the ability of the Corporation to otherwise indemnify or advance expenses to any such individual.

Notwithstanding any other provision of this Article, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of net earnings of the Corporation "to the benefit of any private shareholder or individual," within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or similar provisions of any subsequent Federal tax laws. The provisions of, and the rights and obligations created by, this Article shall not give rise or be deemed to give rise to "compensation for personal services" as described in IC 34-4-11.5-1 et seq., as amended.

Section 9.3. Definitions. For purposes of this Article:

(a) A person is considered to be serving an employee benefit plan at the Corporation's request if the person's duties to the Corporation also impose duties on, or

otherwise involve services by, the person to the plan or to participants in or beneficiaries of the plan.

(b) The estate or personal representative of a person entitled to indemnification or advancement of expenses shall be entitled hereunder to indemnification and advancement of expenses to the same extent as the person.

(c) The term “expenses” includes all direct and indirect costs (including, without limitation, counsel fees, retainers, court costs, transcripts, fees of experts, witness fees, travel expenses, duplicating costs, printing and binding costs, telephone charges, postage, delivery service fees, and all other disbursements or out-of-pocket expenses) actually incurred in connection with the investigation, defense, settlement, or appeal of a proceeding or establishing or enforcing a right to indemnification under this Article, applicable law or otherwise.

(d) The term “liability” means the obligation to pay a judgment, settlement, penalty, fine, excise tax (including an excise tax assessed with respect to an employee benefit plan), or reasonable expenses incurred with respect to a proceeding

(e) The term “party” includes an individual who was, is or is threatened to be made a named defendant or respondent in a proceeding.

(f) The term “proceeding” means any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative and whether formal or informal.

IN WITNESS WHEREOF, the undersigned incorporator executes these Articles of Incorporation and verifies subject to penalties of perjury that the facts contained herein are true.

Dates this \_\_\_\_\_ day of October, 2001

---

Cheryl J. Wendling

## Appendix D

### Compensation / Merit Pay Policy

#### Overview and Objectives:

Christel House recognizes its best assets are its people. The organization has the following characteristics:

- Highly motivated, inspired, cohesive, committed and accountable staff
- Teamwork and collaboration
- Demonstration of values

The selection and management of staff should be undertaken in a formal, structured manner to ensure that the best staff is chosen for the available positions and thereafter, steps taken to develop and retain that staff and ensure the continued delivery of high quality results.

#### Features, Specifications and / or Minimum Expectations

- 1) Equal Opportunity Employer:
  - a) Christel House provides employment opportunities, professional development, and the possibility for career advancement without discrimination on the basis of race, color, religion, sex, sexual orientation, national origin, age or any other characteristic protected by law. In order to provide equal employment and advancement opportunities to all individuals, employment decisions will be based on merit, qualifications and abilities.

## 2) Hiring Process:

- a) When a candidate has been selected, a Letter of Appointment outlining information and job description, including a probationary period as permitted by law, is to be prepared. A duplicate copy of this letter should be given to the candidate for signature, which would confirm acceptance of the position offered.
- b) Prior to commencement of employment, the new employee provides certified copies of the identity document, the driver's license and all diplomas and qualifications.
- c) Once HR receives a signed, accepted letter of appointment, a Contract of Employment is prepared with benefit package and all employment forms as required by local law. On initial appointment, the contract would be of limited duration (e.g. terminating at the end of the current school year). Should Christel House wish to continue with the new employee in the following year, the Permanent Employee Contract would be prepared.
- d) All new employees will be taken through an induction process by their respective supervisors within their 1st week of employment. This process will explain the origin and mission of the school and the manner in which the employees will interact with the pupils. Details of the Policy and Operations Manual will also be reviewed and discussed.
- e) Christel House conducts reference checks and assures that no employee has a criminal record.

## 3) Compensation Policies:

- a) Compensation and benefits of the Executive Director/ Principal will be approved by CHI and reviewed with the local Board of Directors.
- b) In order to ensure that all staff are fairly remunerated, detailed job descriptions should be available for all positions. This will include the required level of qualification and the experience needed for each post.
- c) At least annually as part of the business planning process, the salaries of educational and other posts will be compared to relevant surveys published by the

national or regional departments of education or similar independent organizations with due regard to years of study and experience. Non-educational positions will be graded by way of a recognized grading system and salaries will be compared against a national or regional survey of graded positions.

d) CH strives to remunerate at the average of the relevant job grade. Being a charity school and accountable to external donors we cannot be seen to remunerate at the top end of the scale. Account must however be taken of additional hours or days worked compared to that of the comparable job grade.

e) All staff who have completed a minimum of 6 months service prior to the end of the previous financial year will qualify for a performance bonus to be paid at or near the end of the first month of the subsequent academic year. The amount of such bonus will be dependent on the measurement achieved in the performance review undertaken at the end of the previous year. The average of all such bonuses will be 8% of the annual base salary paid to staff in the prior year but limited to those who are still in the employ of CH at the time of payment. Individuals leaving the employment of Christel House prior to the end of the academic year are not eligible for bonus. Individuals leaving Christel House after the completion of the prior academic year or but before the start of the new academic year shall be eligible for 50% of the bonus earned in the prior year. Staff with less than 12 months service will only receive a pro rata share of their bonus.

f) Educational staff will take vacation on the days allocated in accordance with the approved school timetable as set out in the business plan. This will be confined to certain days within the school vacations. Non-educational staff will take the period of vacation in accordance to local law. Leave should be taken prior to the commencement of the new school year. A maximum of 5 days may be carried forward to a new year. Application for leave of two days or less requires one weeks notice. Application for leave in excess of 2 days must be made a minimum of two weeks in advance of the proposed leave. Should an employee fall ill during the requested leave period, application for conversion of such leave to sick leave may be made on production of a doctor's certificate evidencing actual ill health during the allocated leave period.

g) Absence from work, Sick leave, Study leave, Family responsibility leave, Maternity leave and unpaid leave will be handled as set out in the Contract of Employment based in local law.

## Measurements

1. New hires
2. Total number of staff
3. Number of staff terminated
4. Annual staff turnover ratio
5. Annual measurement of staffing costs as a percentage of total operating costs
6. Staff attendance record

## Reporting

1. Business Plan & Year-End Closeout Report
2. Monthly Report
3. All staff will complete the annual Franklin Covey xQ survey and the results thereof will be published by CHI.
4. All staff will be subject to a performance appraisal on at least an annual basis. The results of this appraisal will determine the performance bonus payable to individual staff.

## Appendix E

### Elementary Program

#### Math

##### Kindergarten

Students work in small instructional groups and centers while being introduced to formal Math education. They learn the value of numbers, to count, draw and write numbers symbolically and pictorially up to 20. They learn to add and subtract for numbers less than 10 and to explain their work. Students create, extend and give the rule for simple patterns with numbers and shapes. They identify, describe, sort, compare and classify objects by shape, size, number of vertices and other attributes. They make direct comparisons of the length and weight of objects and recognize which object is shorter, longer, taller, lighter or heavier. They tell time to the hour and learn to identify and add coins.

##### First

First Grade continues math skills learned in Kindergarten by counting, reading, writing and comparing whole numbers up to 100. They solve addition and subtraction problems up to 100 pictorially and symbolically and in story problems. They become fluent in with their addition and subtract facts, fact families and can solve equations. Students create, extend and give a rule for number patterns using addition. They solve problems using the identity principle for addition and subtraction. They learn to identify, describe, compare, sort and draw triangles, rectangles, squares and circles. They use estimate and measure objects using non-standard standard means of measuring and can measure to the nearest inch and centimeter. They tell time every quarter of an hour and add coins up to \$1.00.

## Second

Students understand the value, compare, identify, add and subtract numbers up to 1000. They understand and use the commutative, inverse, and associative property of addition and subtraction. They can solve and create single and multi-step addition and subtraction word problems. They recognize, create, extend and give a rule for number patterns using addition and subtraction. They recognize, identify and describe attributes of common shapes and solids. Second grade extends their first grade measures to include feet, yards, centimeters and meters and learns to select the correct measures

## Third

Students continue second grade learning and extend it to include number up to 10,000. They can represent and compare fractions with pictures, symbols and numbers, in addition to identifying them as part of a whole, group or on a number line. They understand the meaning of multiplication and division of whole numbers and show the relationship between them. They can also write and solve equations involving multiplication and division. They solve problems using the identity principle of multiplication. They can identify, describe and draw points, lines and line segments.

## Fourth

In addition to building on their third grade skills, fourth grade learns to interpret and model decimals as parts of a whole, parts of a group, and points and distances on a number line. They are fluency with basic multiplication and division facts. They can multiply numbers up to 3-digit numbers by two-digit numbers. Students will demonstrate, identify, addition and subtraction of simple fractions. They will

demonstrate and use the commutative, identity, associative, and distributive property for multiplication. Students enjoy identifying, describing and drawing parallel and perpendicular lines and right, acute, obtuse and straight angles and finding and using the perimeter and area of rectangles, including squares.

## Fifth

Fifth grade students continue to build on fourth grade skills by demonstrating an understanding of and using standard algorithms for multiplication and division of whole numbers. They learn to compare fractions and decimals and to convert between the two. With fractions they add and subtractive like, unlike denominators and mixed numbers. They relate addition and subtraction of decimals to money. Two – dimensional coordinate grids are introduced and students draw a line using given coordinates. They will measure angles; describe angles in degrees; and identify, classify and draw polygons and triangles. Additionally, they will find and use the perimeter and area of triangles, parallelograms and trapezoids, and the surface area and volume of rectangular prisms.

## Sixth

Sixth grade students develop and understanding of and apply the concept of positive and negative numbers. They become proficient at adding, subtracting, multiplying and dividing positive and negative integers, decimals, and fractions. They will plot positive and negative numbers, fractions and decimals on a number line. Students will create and solve word problems involving percents, decimals, and fractions and convert between the 3 forms. Represent numbers as fractions, decimals and percents. Write and solve one-step equations and inequalities in one variable. Finding and using the circumference and area of circles and the surface area of right prisms and cylinders is introduced, as well as constructing, analyzing, and justifying the use of different ways to plot data. Students find and compare the mean, median and mode for a set of data and explain which measure is most appropriate in a given context. They enjoy the activities that explore probability.

## Seventh

Seventh grade uses proportions and percents to solve application problems involving the increase of a quantity and the decrease of a quantity. They will solve problems involving percents, ratios, rates and similar triangles. They will evaluate numerical expressions and simplify algebraic expressions involving rational and irrational numbers, write and solve two-step equations and inequalities in one variable, and find the slope of a line from its graph and relate the slope of a line to similar triangles. Students identify and use transformations. They begin to understand that when all outcomes are equally likely, the theoretical probability of an event is the fraction of outcomes in which the event may occur, and use theoretical probability and proportions to make predictions.

## Eighth

Eighth grade uses the laws of integer exponents and evaluate expressions with negative integer exponents. Students are comfortable calculating square roots, and using the inverse relationship between squares and square roots. They will write and solve multi-step equations and inequalities in one variable. Students translate among tables, equations, verbal expressions and graphs. Students demonstrate competency with a basic compass and straightedge constructions, and justify the constructions. They identify properties of geometric objects. Eighth grades use the Pythagorean Theorem and its converse to calculate lengths of line segments. They solve simple problems involving rates and derived measurements like speed and density. Students will analyze the strengths and weaknesses of each method and the possible bias in samples or displays. They will use mean, median, mode, upper and lower quartiles, and range of data to compare data sets. They can organize and display data to analyze central tendencies of data, investigate effects of change in data values on the measures of the central tendency of the set of data, display data in scatter plots and informally find lines of best fit.

## Algebra I

Algebra I student will translate among tables, graphs, words and equations. They will write a linear function in slope-intercept form, determine the equation of a line given sufficient information, solve pairs of linear equations in two variables by graphing, substitution or elimination, and solve problems that can be modeled using pairs of linear equations in two variables. Algebra I students solve quadratic equations by graphing, factoring and using the quadratic formula .They graph quadratic functions and understand the relationship between its zeros and the x-intercepts of its graph and solve problems that can be modeled using quadratic equations. They demonstrate competency solving equations involving rational expressions, simplify radical expressions involving square roots, and solve equations that contain radical expressions on only one side of the equation and identify extraneous roots when they occur. They will distinguish between random and non-random sampling methods identify possible sources of bias in sampling, describe how such bias can be controlled and reduced, evaluate the characteristics of a good survey and well-designed experiment, design simple experiments or investigations to collect data to answer questions of interest, and make inferences from sample results.

## Reading Instruction

Teachers facilitate learning by utilizing a variety of classroom formats to differentiate instruction. These include but are not limited to whole group, small group and one to one instruction; pairs and partners; learning teams and learning stations. To maximize learning, teachers and interventionists collaborate, using student data from formal and informal assessments and observations, to organize student groupings.

Scaffold support is provided throughout the lesson. During whole group instruction the teacher explains the lesson objective, introduces and models the skill or strategy and provides teacher supported student practice. This portion of the lesson has a high degree of teacher support. Small groups and learning stations occur simultaneously following whole group instruction. In small group instruction the teacher and

interventionist work with a homogeneous group of four to six students. The instruction is focused specifically to the needs of the group and the level of teacher support is high. While the teacher is working with small groups the rest of the class is engaged in Learning Stations. Learning stations provide opportunities for practice of skills and strategies that have already been taught but not yet mastered. Students in learning station are grouped heterogeneously. This grouping provides a natural support by including students of all abilities. To meet individual needs, teachers differentiate the activity in the learning stations based on need. The teacher chooses the skill or strategy for each station based on assessment data, state standards and best practices. Students are expected to work independently or as a member of a learning team to complete activities or tasks. Sharing is an important culminating activity. The sharing time is an opportunity for the teacher to receive feedback from the students regarding the implementation and engagement of the activity. Although the level of teacher support is low, student accountability is demonstrated through discussions during sharing time, presentations and finished products.

Christel House Academy has adopted the Macmillan/McGraw-Hill Treasures reading curriculum for K-5 classrooms. 6-8 classrooms use the Glencoe series for reading instruction. There many different supplemental materials that are used for small group instruction and interventions. These include Read Naturally, Read Well, Trophies, and the Sundance Comprehension Strategies Kit fro 1<sup>st</sup>-3<sup>rd</sup> Grade and text sets.

Interventionists are employed to provide additional instruction outside of the 90 minute reading block to students who are identified as struggling readers through testing data including DIBELS, TRC, Acuity and ISTEP, as well as teacher observations and recommendations. Each student who has been identified as being in need of Tier 2 support receives 20 additional minutes of reading instruction by the interventionist daily, and students identified as needing Tier 3 support are provided with 30 additional minutes of reading instruction. Students are also offered bi-weekly opportunities for Waterford after school based on teacher recommendation in grades K-2.

## **Writing Instruction at Christel House**

The school is working closely with the Indian Partnership for Young Writers in developing an inquiry based writing program. The structure of the Writers Workshop is as follows:

- 1. Mini lesson**
  - 1) Making a Connection (access prior knowledge and introduce the teaching point or goal of the mindless)
  - 2) Teaching (the actual lesson)
  - 3) Active Engagement (practice through discussions and partner talking)
  - 4) Link (putting the mini lesson into the larger context of what the writers will be doing)
- 2. Time to Write and Confer** (The 'meat' of the lesson students are writing as teachers are rotating the room to confer with individuals and in small groups. This is the time when teachers are learning the needs and strengths in her classroom and can use the information from conferences to drive the study forward.)
- 3. After-the Workshop Share** (Reflects on the lessons and celebrates student writing)

Units of study in the writer's workshop include: Personal Narrative, Poetry, Memoir, Literary Nonfiction, Memoir, Commentary, Punctuation, Test Taking (Writing to a Prompt), Essays, Brochures, How to Books, List Books etc...

## Social Studies K-8

### *Kindergarten*

*Social Studies Alive! Me and My World* explores the relationships in students' lives with their families, friends, teachers, and neighbors. Students explore ways to get along with others and how to solve problems. They learn that people live differently in different places and that they can help care for the world. Students practice the lessons they learn in activities such as creating "Who Am I?" books and identifying ways to help reduce waste in the environment.

### 1<sup>st</sup>

*Social Studies Alive! My School and Family* introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school. They learn about family traditions and the ways in which family members interact and change. They apply their learning in hands-on activities such as categorizing photographs of family members and acting out the roles of school staff.

### 2<sup>nd</sup>

*Social Studies Alive! My Community* teaches students the basics of geography, economics, and citizenship in the context of learning about their local community. Readings are reinforced by activities that develop a wide range of skills. These skills include designing a community within the classroom, making a simple toy using assembly-line techniques, and acting out people's experiences in different time periods.

### 3<sup>rd</sup>

*Social Studies Alive! Our Community and Beyond* broadens students' awareness about the local and global communities in which they live. They learn the basics of geography in order to locate communities on a globe. They learn about different cultures and public service roles. Through activities such as forming human monuments to commemorate contributions of community members, students solidify their grasp of the responsibilities within communities.

### 4<sup>th</sup>

4th grade students focus on Indiana History. Students will understand the development of Indiana and how it became a state. Students will learn how the constitution plays into the structure of Indiana's government. Students will

understand the climate of Indiana and discover the characteristics of Indiana's economy.

5<sup>th</sup>

*Social Studies Alive! America's Past* covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. History.

6<sup>th</sup>

*History Alive! The Ancient World* introduces students to the beginnings of the human story as they explore the great early civilizations of Greece, and Rome. Students discover the secrets of these ancient cultures that continue to influence the modern world. They also use *History Alive! The Medieval World* from the decline of feudalism to the revolutions in science, exploration, and thoughts that are the foundations of our modern world. Students will discover rich connections to the past.

7<sup>th</sup>

InspireEd curriculum for Australia, Asia, Africa, and the Middle East. They also supplement with variety of resources such as: student workbooks, atlases, globes, etc. They study the geography of Australia, Asia, Africa, and the Middle East. They also study the history, government, and economics from ancient to modern times in Australia, Asia, Africa, and the Middle East.

8<sup>th</sup>

*History Alive! The United States* immerses students in a powerful journey through the history of the United States from its earliest foundations to the twentieth century. Students examine the philosophies, conflicts, and cultures around which the early nation developed through the Civil War.

## **SCIENCE**

K-5 utilizes the FOSS program that is correlated to human cognitive development. The activities are matched to the way students think at different times in their lives. The research that guides the FOSS developers indicates that humans proceed systematically through predictable, describable years, and that students learn science best from direct experiences in which they describe, sort, and organize observations about objects and organisms. Upper elementary students construct more advanced concepts by classifying, testing, experimenting, and determining cause and effect relationships among objects, organisms, and systems.

FOSS investigations are carefully crafted to guarantee that the cognitive demands placed on students are appropriate for their cognitive abilities. Developmental appropriateness and in-depth exposure to the subject matter with multiple experiences give FOSS its "horizontal curriculum" characters (numerous activities that provide a great variety of experiences at a cognitive level) as opposed to a "vertical curriculum" design (activities that attempt to take students to inappropriately complex and abstract levels of understanding). A horizontal curriculum provides challenges for all students and results in a much deeper understanding of the subject.

This is a list of kits that the K-5 students use. This correlates to the standards that they have for Science. The FOSS program uses many different strategies to incorporate science in our school. It uses inquiry, hands on and active learning, multisensory methods, student to student learning, and discourse and reflective learning.

### **SCIENTIFIC THINKING PROCESSES**

FOSS uses thinking processes AND it has organized them into a developmental sequence specifically related to cognitive stages.

- b. OBSERVING-using the senses to get information
- c. COMMUNICATING-talking, drawing, acting

- d. COMPARING-pairing, one-to-one correspondence
- e. ORGANIZING-grouping, serializing, sequencing
- f. RELATING-cause and effect, classification
- g. INFERRING-super ordinate/subordinate classification, if/then reasoning, developing scientific laws
- h. APPLYING-developing strategic plans, inventing

The academic sources emphasize that:

1. Learning moves from experience to abstractions. FOSS modules begin with hands-on investigations, then move students toward abstract ideas related to those investigations using simulations, models and readings.
2. A child's ability to reason changes over time. FOSS designs investigations to enhance their reasoning abilities.
3. Fewer topics experienced in depth enhance learning better than many topics briefly visited. FOSS provides long-term (8-10 weeks) topical modules for each grade level, and the modules build upon each other within and across each strand, progressively moving students toward the grand ideas of science. The grand ideas of science are never learned in one lesson or in one class year

This is a list of kits that the K-5 students use. This correlates to the standards that they have for Science.

### **Grade level Breakdown:**

#### **Kindergarten**

Animals Two by Two

Wood and Paper

Trees

Fabric

Properties

**1st**

Solids and Liquids

Observing an Aquarium

Solids and Liquids

Balance & Motion

Air & Weather

New Plants

Investigating Water

Finding the Moon

**2<sup>nd</sup> Grade**

Insects

Pebbles, Sand, Silt

Amazing Air

Force of Motion

Weather Watching

Classroom Plants

States of Matter

Length & Capacity

Butterflies & Moths

**3<sup>rd</sup>**

Investigating Water

Human Body

Sound

Structures of Life

Ideas and Inventions

Solar System

Dinosaur & Fossils

Weather Instruments

Looking at Liquids

#### **4<sup>th</sup> Grade**

Earth Materials

Measuring

Plant & Animal Life Cycles

Small Things & Microscopes

Magnetism & Electricity

Pond Life

Oceans

Food Chains and Webs

#### **5<sup>th</sup>**

Solar Energy

You and your body

Simple Machines

Environments

Models & Designs

Mixture & Solutions

Flight & Rocketry

Variables

## **6<sup>th</sup>-8<sup>th</sup>**

Students 6-8<sup>th</sup> uses The SciencePlus Technology and Society Program which helps student drive science in the way students learn best: by thinking, talking, and writing about what they do and discover.

Students will:

- Recognize the impact of science and technology on everyday life by doing an array of experiments, lab and group work, some lecture, dissections, and use of current events to learn about new developments in science.

- Participate in activity and inquiry-based learning both hands-on and minds-on

- Devote 30-40% of class time to laboratory-type activities

- Remaining time used for a variety of other learning experiences

This program is engaging and real world experience based while emphasizing concept and skill development over memorization of facts. It is relevant to the students' world and challenges students' thinking skills with the introduction of realistic methods of science.

Grade Level Breakdown:

## **6<sup>th</sup>**

Science and Technology

Patterns of Living Things

Microorganisms

Matter and Physical Properties

Chemicals

Energy

Temperature and Heat

Earth and its changes

## **7<sup>th</sup>**

Biosphere, Biomes, Environment

Modern Life, Evolution of Diversity

Solutions

Force and Motion

Architecture in Cultures

Earth and its layers

Universe

Plants

## **8<sup>th</sup>**

Chemistry

Particles

Machines, Work, and Energy

Oceans and Climates

Electromagnetic Systems

Sound

Light

Heredity, Genes, Chromosomes

We have a school wide science fair in February for K-8 participation. The winners from each grade level also have a chance to attend the regional science fair in which they will compete against other schools.

## **High School Program**

Christel House High School will follow an instructional calendar that mirrors Christel House Academy's K-8 program (mid-August through late-June). Hours of operation will be 8:00 a.m.-4:00p.m. with extracurricular opportunities (including basketball, soccer, golf and orchestra) from 4:00-6:00 p.m. Additionally, distance learning opportunities which may extend the regular school day or school year are under consideration.

Christel House students will be expected to show mastery in all subject areas. In addition to attaining passing scores on class work, students will be expected to meet minimum expectations on standardized assessments. Acuity testing will be used to assess student progress in meeting state standards relative to graduation requirements-- while currently only available in mathematics, we expect other subjects to come online shortly. Locally created assessments will track student progress in meeting the adopted curriculum. PSAT scores will further be monitored to track growth.

Analysis of formal and informal data points will drive teacher assessment in key areas. Teachers will modify lesson plans to address areas in need of improvement.

For students performing below standard, Christel House High School will follow a 'response to intervention' plan using the same strategies that have proven successful in grades K-8.

Christel House High School will follow an Expeditionary Learning approach that will reflect state and international standards in the key learning areas described below.

## **Foreign Language Program**

A key element of the global culture curriculum is a commitment to second language proficiency. Because every indicator of population trends suggests that Spanish will become a more widely spoken language in this country during our students' lifetimes, CHA has chosen to emphasize Spanish language instruction, beginning at kindergarten. CHHS will continue to emphasize Spanish instruction though the use of a language lab. Graduating students will take qualifying tests at the end of high school to allow them to enter into advanced Spanish level classes at the post high school level.

For linguistically talented students, third language acquisition instruction will be provided via distance learning and computer aided learning using the language lab.

## **Language Arts**

Because strong reading and writing skills must exist within the context of all other academic subjects, Language Arts will be the most integrated subject. Unlike other high schools that allow for poor language skills outside of the English classroom, CHHS's focus will be to develop literacy within the context of science, humanities and social studies.

Organized in a combination of intensive, supportive and expedition classes, students will spend all four years working to become successful readers, writers, listeners, speakers and thinkers. The emphasis is on language skills that aid students in understanding and responding to what they hear, read and experience. It encourages students to use relevant vocabulary, correct grammar, spelling and punctuation, and to demonstrate a sense of style and an awareness of audience.

Exposure to culturally-rich literature will be emphasized. Exploring texts beyond surface meanings to show deeper awareness of ideas and attitudes will be a key feature of CHHS's reading programming.

During a ten-day program that opens the school year for the ninth graders, students will be immersed in writing, preparing them to respond personally and carefully to the literature they study. This intensive program sets the stage for the quality of integrated writing that is expected within other subjects.

In the students' second year, we will ask them to read more precisely, think more independently and write more formally. However, much emphasis will still be placed on developing these skills to ensure students can respond in a variety of media.

During the third and fourth years, language arts instruction will be highly integrated into other academic disciplines, ensuring students can apply reading and writing

## **Science**

Yearly science expeditions will work to teach scientific principles and motivate students to explore the application, relevancy and importance of science in the 21st Century.

Learning expeditions in Biology will offer first year students a combination of theoretical and practical studies leading to an understanding of the concerns and

basic principles of biology, with an emphasis on human biology. Using Indiana's wealth of Life Sciences resources, students will be connected to contemporary issues both locally and internationally.

Learning expeditions in Chemistry will offer a practical study and understanding of the basic principles of chemistry. Students will develop scientific skills relevant to the study of applied chemistry using a lab and field based approach.

Learning expeditions in Physics will offer a combination of theoretical and practical studies. Students will understand the basic principles of Thermal Physics, Electricity and Magnetism, Light and Sound and Atomic Physics in real world applications.

During senior year, students will engage in a Twenty-First Century Science class emphasizing scientific literacy – the knowledge and understanding which graduating students need to engage, as informed citizens, with science-based issues around the world. This class will use contemporary and relevant issues of interest to students which can be approached through a range of teaching and learning activities.

Students will:

1. Recognize the impact of science and technology on everyday life;
2. Make informed personal decisions about issues and questions that involve science;
3. Understand and reflect on the information included in (or omitted from) media reports and other sources of information in a local and international context.

## **Mathematics**

High school students will focus on International Mathematics during all four years. This approach is two pronged.

First, students will follow the Singapore Model Method for Learning Mathematics (or similar) for problem solving during their intensive classes. Singapore is widely considered to be a global leader in mathematics and this model provides a structured pedagogical strategy focusing on the development of mathematical thinking for problem solving.

Math expeditions will focus on the interconnectedness of math in the outside world. Key components will be based on Cambridge IGCSE International Mathematics assessment objectives. Solving problems by applying combinations of mathematical skills and techniques, students will:

1. Use investigation, analysis, and deduction to develop an appropriate strategy;
2. Recognize patterns and structures and form generalizations;
3. Draw logical conclusions from information and understand the significance of statistical results;
4. Use the concepts of mathematical modeling to describe a real-life situation and draw conclusions;
5. Organize, interpret and present information in written, tabular, graphical and diagrammatic forms, using the correct notation and terminology;
6. Use statistical techniques to explore relationships in the real world;
7. Make effective use of technology.

Integrated into the math program, special emphasis will be placed on the development of financial literacy and computational skills. Programs such as Junior Achievement's Finance Park will provide opportunities to apply these skills in real world simulations.

### **Humanities and Social Sciences (Global Studies)**

With a focus on the global processes of change from the eighteenth to the twentieth centuries, students will spend the first two years developing a broad understanding of the kinds of critical issues facing the world today. Development of a strong sense of geography and cultural understanding will be key traits that differentiate CHHS's programming from other traditional high school curricula.

Junior level students will focus on domestic issues facing the United States. Developing a keen understanding of the United States government and political activism will be central to the expeditions at this level.

In their senior year, expeditions will focus on the political, economic, social and cultural dimensions of global conflict and cooperation. Final senior projects will demonstrate students' economic and geographical awareness and understanding

of the inequalities and complex processes that shape current events in the modern world in light of de-colonization and nationalism.

Special emphasis will be placed on weaving in opportunities to discuss and learn about the social and economic issues of students at other Christel House locations around the world.

## **Technology**

Technology is considered to be a key tool in communicating and demonstrating knowledge in CHHS. Students will receive instruction in technical skills required to make original digital work. This line of technical study, much of which will use industry-standard technologies, will assist students in creating digital portfolios, which will help students gain admission to college programs.

## **Fine Arts**

Having established a solid foundation of skills and knowledge in the fine arts during the elementary years, high school students will have many opportunities to develop and refine artistic passions.

Using community based resources from Butler University, the University of Indianapolis, the Indianapolis Civic Theater and other local organizations, CHHS will become the coordinating hub for talented artists to share their craft with students. Taking a specialist approach, students will have opportunities to learn about visual and performing arts, as well as the logistical and technical skills needed to manage and produce artistic programs. Performances and culminating displays of art will be the center piece of CHHS's complementary Fine Arts programming.

## **Student Apprenticeships & Internships**

At the 11th and 12th grade levels, students will participate in field experiences where they receive practical training and experience. It is envisioned that a special relationship will be established with the City of Indianapolis to offer opportunities for students to participate in a wide variety of jobs, representing all facets of city government and administration.

Students will select to enter into an Internship Program or Apprenticeship Program.

In the Internship Program, students will receive opportunities to establish solid work related skills and habits. Internship placements will focus on professional positions within city government.

In the Apprenticeship Program, students will participate in industry-driven education and career training programs with the City of Indianapolis. This program may enable students to gain a vocational and technical qualification while completing school studies.

In addition to participating in work experiences, students will receive direct instruction in comportment and business etiquette that they will be expected to apply during these internships or apprenticeships.

### **Special Education**

All students require support in order to thrive and to gain full benefit from their school experience. Some students have special needs that require support beyond those ordinarily received in the school setting. At the Academy, students who have behavioral, communicational, cognitive, and physical or multiple exceptionalities may have educational needs that cannot be met through regular school practices. These needs may be met through accommodations, and/or an educational programming that is modified by using a formal Individual Education Program Plan. These students are formally identified as special education pupils through a Case Conference procedure, as specified in Indiana Article & and the Individuals with Disabilities Education Improvement Act.

Christel House Academy employs special education teachers and contracts with local providers to meet the needs of students with an Individual Education Program Plan (IEP), enrolled at Christel House Academy.

The Academy is committed to following all state and national laws pertaining to special education students.

### **English as a Second Language (ESL)**

The Academy works to accommodate English Language Learners (ELL) through specialized ESL programming. All students who speak a first language, other than English, at home are assessed using LAS-Links. From this test, an instructional recommendation level is applied to each student.

All students participate in the core Language Arts program and instructional modifications are made as necessary. Students with a high level of ESL needs are taught in a separate pull out class. Students with minimal ESL needs receive

push-in services. Much like Special Education philosophy, staff aims for a least restrictive environment to deliver instruction.

## **Health & Wellness**

Being healthy physically and mentally is a basic pre-requisite to learning and quality of life. Christel House Academy provides a solid foundation for nutrition by offering a healthy breakfast, lunch and afternoon snack.

The Academy participates in the USDA National School Lunch Program (NSLP), a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

The school meals are provide by a selected food management company that must employ registered dietitians who are able to meet the Dietary Guidelines for Americans.

Students have access to an onsite nurse from Community Hospitals, as part of a Learning Well grant, who works on getting students back to class or helps parents when children need medical care. Vision and hearing screenings are provided by the Marion County Health Department and the school nurse. Immunizations, as governed by state law, are monitored and facilitated by the school nurse.

The Academy follows a coordinated school health program (CSHP) model.

## **Health & Wellness Education:**

A planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health. The program is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The program includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse.

**Physical Education:**

A planned, sequential K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills; physical fitness; rhythms and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics.

## Appendix G

### Bio for Board Members

Murvin S. Enders

509 Kessler Boulevard West Drive

Indianapolis, IN 46228

Home (317) 251-2591

Work (317) 921-1268

[menders2@comcast.net](mailto:menders2@comcast.net)

### Summary

Dynamic, goal-oriented professional with more than thirty years of experience in a broad range of management positions including the not-for-profit sector. Excellent reputation as a strong leader and team builder with the proven ability to deliver results. Experiential assets include:

- Not-For-Profit Leadership
- CEO, Large Manufacturing Plant
- Management of Modest to Multi-Million Dollar Budgets
  
- Diverse Department Leadership
- Human Resources Experience
- Strong Community Involvement

### Work Experience

January 2005 – July, 2012, **Executive Director, 100 Black Men of Indianapolis.**

I am responsible for the day to day operation of the "100" where my primary goal is to improve the long term sustainability of the 100 Black Men of Indianapolis and our youth development programs through continuous improvement of planning, policies & procedures, membership, fund development, administration, communication, and facilities.

With the support of the board, officers and the community, key staff additions were made in fund and program development, six quality mentoring based educational programs (African-American History, Beutillion, Financial Literacy, Scholastic Sports, Summer Academy and Team

Mentoring) are provided for more than 700 Indianapolis and central Indiana children annually, received national awards in financial literacy, education and mentoring and community awareness has been significantly improved.

January 1997 – December 2004 (volunteer) **President, 100 Black Men of Indianapolis.** With teams of committed officers and committee chairs, I lead the "100" from fifty or sixty members to more than one hundred men serving approximately 1000 youth annually for seven years. We won two chapter of the year awards, city-county council recognition, African American History championships, and the Dollars & \$ense financial literacy championship. Our team initiated strategic planning, continuous improvement of programs, a web site, a fund development committee and was involved in developing a model for assessment and outcome measurement of our programs.

May 1998 – March 2003 **Vice-President Human Resources, Indianapolis Water Company.** I was responsible for all human resources activities including labor relations, employment, safety, training & career planning, benefits, security, food service, and compensation. Working with the management team and the unions, we improved union / management relations, reduced grievances and successfully negotiated bargaining agreements prior to expiration deadlines.

October 1995 – May 1998 **Vice-President Administrative Affairs, IWC Resources Corporation.** I was responsible for corporate senior management human resource support, coordination of human resource initiatives with subsidiary personnel, and marketing, community involvement and other team assignments as required by the chairman.

The following is a synopsis of my career with the **Chrysler Corporation.** I experienced a continuous increase of responsibility to include my former position as **Plant Manager** (October 1993 - December 1994) of the Toledo Machining Plant. I was responsible for the management of **1,200,000 square feet** of manufacturing space, **1,700 employees**, and average annual sales of **\$360 million** in the production of torque converters, steering columns, brake cylinders, calipers, flywheels, etc.

Prior to the Toledo assignment (3/89 - 10/93), I was **Plant Manager** of the Indianapolis Foundry where I was responsible for the management of **500,000 square feet** of manufacturing space, **950 employees**, and average sales of **\$225 million** in the production of gray iron cylinder block castings.

As **Production Manager** (3/86 - 2/89), I was responsible for all production and production control functions effectively meeting production requirements while maintaining budget and quality standards. As **Manager of Manufacturing Engineering** (4/84 - 3/86), I was responsible for the management of Facility and Environmental Engineering. Tool and Process Engineering, the Pattern Shop and Maintenance Departments. I also served on Productivity Improvement Committees.

As **Shift Superintendent**, I managed the second shift production operations and the support activities of Quality Control, Production Control, and Maintenance. I was responsible for core making (isocure and furan), molding, melting, and cleaning operations. During a two and a half year period, I held the position of **Production and Facilities Engineering Manager**.

## ***Biography***

### **Tom Kegley**

#### **President, Home Health Monitoring Services**

Tom Kegley formed Home Health Monitoring Services utilizing licensed Intellectual Property from Roche Diagnostics in 2009. This software was developed in the Roche Venture Office which operated from 2003-2005. The focus of this business is to maintain a healthier and better lifestyle as well as reducing medical events such as hospitalizations for patients suffering from Chronic Diseases such as CHF, COPD, Diabetes and Coronary Artery Disease. Since his retirement from Roche in 2007 he has been involved in helping companies in developing strategy for IT and addressing healthcare security and privacy issues. Tom visualized the potential to utilize this Roche technology to impact the healthcare marketplace and reduce the total cost of dealing with these diseases. His focus today is to deliver services for the monitoring and reporting of healthcare information from the home.

Tom Kegley was named Vice President of Information Technology at Roche in 1992. During his fifteen years as Head of IT for North America, he focused on leading development of overall e-Business strategy for Roche Diagnostics Corporation and integrating all Roche Diagnostics systems and infrastructure for North America into a single IT environment by 2004. While at Roche Diagnostics, formerly Boehringer Mannheim Corporation, Kegley achieved numerous breakthroughs including the creation of the first international IT function to develop worldwide standards, global infrastructure, and global strategies for the integrated business systems of SAP, CRM, desktop and e-mail. Under his United States IT leadership, Kegley created the architecture for the restructuring and integration of disparate IT functions, delivering new SAP-based ERP systems, SFA/CRM Systems and new data warehousing ability to enhance information delivery. He initiated the first official company Internet site in 1997, which subsequently led to the Intranet and e-Commerce becoming fully rolled out within the region. Kegley focused on achieving the company's total business transformation on new business, e-enabling business processes and e-Health opportunities. His organization was recognized by Information Week Magazine as one of the most Innovative (#54 on IW 500 List 2005) and was cited as Top 25 Competency Centers in the Americas by SAP. While at Roche, Kegley was a member of various internal associations such as the Roche Diagnostics Informatics Operating Committee and the Roche Diagnostics North America Operating Committee.

Prior to joining Roche Diagnostics in 1992, Kegley spent 22 years leading IT at Beecham Pharmaceuticals and SmithKline Beecham Corporate Headquarters for the Americas. He also held the role of an independent consultant for Glaxo, Schering Plough and Hoechst.

Tom was a Director of the Pharmaceutical Information Systems Association. He also chaired the Community Hospitals of Indiana IT Advisory Committee, served as President for the Society of Information Management (SIM) for Indianapolis. He is a member of the Indianapolis CIO Roundtable, is a Board Member of the Indiana Health Information Management Systems Society (HIMSS) and the IU Health Informatics Advisory Board. Tom serves as Secretary to the Board of Christel House Academy.



**CE Solutions, Inc.**  
*Structural Engineers*

**EDUCATION**

Purdue University  
West Lafayette, Indiana  
Bachelor of Science  
in Civil Engineering 1978

**REGISTRATION**

Registered/Licensed Professional  
Engineer: Indiana, Kentucky, Ohio,  
W Virginia, Michigan, Mississippi,  
North Carolina, Washington,  
Pennsylvania  
Licensed Structural Engineer:  
Illinois, Utah (pending)

**ACCOLADES**

U.S. Jaycees Outstanding Young  
Men of America  
  
Theta Chi Fraternity  
Citation of Honor  
  
Stanley K. Lacy Executive  
Leadership Program  
  
National Multiple Sclerosis Society  
Indiana State Chapter Leadership  
Circle Award

Graduate Dr. Stephen R. Covey's  
"Seven Habits of Highly Effective  
People" Workshop

Kiwanis International Foundation  
2001 George F. Hixon  
Fellowship Award Recipient;  
Kiwanian of the Month

**PUBLICATIONS**

*Engineering Ethics &  
Professionalism, Indianapolis  
Business Journal* 1990

*Relationships 101,  
Carmel Business Leader*, 2009

**Steven P. Osborn, P.E., S.E., CPSM, FSMPS**  
**President, CE Solutions**

In his first two decades as a structural engineer with large, multi-disciplined firms, Steve gained a wealth of experience managing large-scale, noteworthy projects like downtown Indianapolis' \$300 million Circle Centre Mall. In the years since he founded CE Solutions in 1998, Steve has capably applied the skills he derived working on complex, large-scale projects toward developing creative solutions to unique, one-of-a-kind projects, both large and small. Several award winning engineering projects illustrate his talent. Steve actively contributes his talents toward enhancing the profession. Through leadership positions in professional organizations, he has assisted the State of Indiana with building code provisions and professional service selection procedures. He has delivered the speech, "Seismic Restraint Design of Mechanical, Electrical and Fire Sprinkler Systems" to the Indiana Fire Sprinkler Association, Indiana Subcontractors Association, Mechanical Contractors Association of Indiana, Indiana Construction Specification Institute and Illinois State University School of Construction Management. Steve routinely consults on the same subject. Since the 1986 inception of the Civil Engineering Professional Development Seminar cosponsored by Purdue University's School of Civil Engineering and the Indiana Section of ASCE, Steve has actively participated in the planning and has frequently served as session moderator at this popular continuing education program.

**COMMUNITY ORGANIZATIONS**

- Stanley K. Lacy Leadership Association, Current Board Member
- Lacy Society, Charter member
- Multiple Sclerosis Society, Indiana Chapter, Current Board of Trustees Member
- Boy Scouts of America Crossroads of America Council, Past Properties Committee
- Indianapolis Kiwanis Northwest Club, Past Fountain Square Revitalization Committee, Past Chairman; Community Needs Analysis 2000 Committee, Past Chairman
- Theta Chi Fraternity

**PROFESSIONAL INDUSTRY ORGANIZATIONS**

- Indiana Civil Engineering Professional Development Seminar, Advisory Committee Member since 1986, Past Co-Chair
- American Council of Engineering Companies of Indiana, Committee leadership positions
- Indiana Qualifications Based Selection Coalition, Past Chairman
- American Society of Civil Engineers, Local, state and national leadership positions
- Metropolitan Indianapolis Branch, Structural Engineering Institute, Founder/Past Chairman
- American Concrete Institute
- Society for Marketing Professional Services, Fellow, Certified Professional Services Marketer, Indiana Chapter Past President, National Practice Analysis Committee

## BIOGRAPHY



### Alan A. Levin

**Partner**

11 South Meridian Street | Indianapolis, Indiana 46204-3535

ph: 317-231-7259 fax: 317-231-7433

e-mail: alan.levin@btlaw.com

Alan A. Levin is a partner in Barnes & Thornburg LLP, resident in the Indianapolis, Indiana office, where he is a member of the Business Department. He currently is the Managing Partner of Barnes & Thornburg and has served in that capacity since 1997. He concentrates his practice on the many legal issues surrounding employee benefits. His practice encompasses a broad spectrum of activities, including drafting and design of both qualified and non-qualified retirement plans, consulting, and an extensive administrative practice with governmental agencies. In addition, he has been involved in all phases of the establishment and operation of ESOPs and, on occasion, has been involved in implementing retirement plans in foreign countries. His practice also includes counseling clients with respect to executive compensation issues, including stock option plans, phantom stock plans and split dollar insurance. As part of his administrative practice, he is closely involved with governmental agencies, including the U.S. Department of Labor and the Internal Revenue Service.

Mr. Levin has been a frequent participant in employee benefit seminars on topics including qualified retirement plans, executive compensation, and ESOPs. He serves on several boards, including as a trustee of The Indianapolis Foundation and the Central Indiana Community Foundation.

Mr. Levin received a B.A. degree *summa cum laude* from Mercyhurst College in Erie, Pennsylvania, in 1976. He received his J.D. *magna cum laude* from Indiana University School of Law-Bloomington in 1982, where he was a member of the Order of the Coif. He joined Barnes & Thornburg in 1982 and became a partner in 1990. Mr. Levin is admitted to practice in the state of Indiana.

## Cheryl J. Wendling

2622 Faust Court Carmel, IN 46033 317-413-3485 [cwendling@christelhouse.org](mailto:cwendling@christelhouse.org)

### Education

Indiana University Indianapolis, IN

Juris Doctorate 1984

Butler University Indianapolis, IN

M.A. English 1974

B.A. English 1972

### Experience

#### ***Christel House International*** **1998-** ***present***

Senior Vice President

- Serve as part of four-person senior leadership team that directs and manages the worldwide organization
- Provide in-house legal counsel
- Oversee the organization's US Development Department and provide leadership and guidance for development personnel in Europe, India, Mexico and South Africa
- Liaise and manage Board of Director relationships and projects
- Coordinate and manage special organization projects

#### **Christel DeHaan Family Foundation** **1997-1998**

Vice President

- Provided counsel for distribution of funds to support the arts, education and human needs in Indiana
- *This role changed in 1998 when the concept of Christel House was conceived.*

#### **RCI** **1991-1997**

Senior Corporate Counsel

- Established and lead in-house legal department to manage all corporate legal affairs of multinational company

#### **Mayflower Corporation** **1985-1991**

Senior Attorney

- Integral member of legal team charged with managing all corporate legal affairs including mergers and acquisitions

## **Christel DeHaan**

*Founder, Christel House International*

*Co-Founder, Resort Condominiums International*

Christel DeHaan is the founder of Christel House International, an Indianapolis-based public charity that works to break the cycle of poverty for some of the world's poorest children.

Education is the cornerstone of the Christel House program. The organization also provides children with nutritious meals and medical care, instills universal values, encourages personal accountability, and empowers families and communities. It teaches the importance of helping others and giving back. Through this holistic approach, Christel House permanently transforms lives and communities, replacing poverty and dependence with dignity and self-sufficiency.

In 1998, DeHaan opened the first Christel House learning center in Mexico City. By 2002, she had started four more schools—in India, South Africa, Venezuela and the United States. In June 2010, Christel House opened its sixth school—and second in India—in the hill city of Lavasa. In August 2010, DeHaan welcomed the first freshman class to the new Christel House–Watanabe High School in Indianapolis.

DeHaan is the former C.E.O. of Resort Condominiums International (RCI), an entrepreneurial business venture she co-founded in 1974. Under DeHaan's leadership, RCI became the world's largest vacation exchange provider. After selling RCI in 1996, DeHaan focused on expanding her philanthropic work. In addition to providing substantial funding for Christel House, she supports artistic, cultural and educational initiatives in Central Indiana through the Christel DeHaan Family Foundation.

DeHaan is widely recognized for her accomplishments in the business, educational and philanthropic sectors. In 1995, President Bill Clinton appointed DeHaan to serve on the White House Conference Task Force on Travel and Tourism. For her leadership in helping to reform public education in Indiana, DeHaan was named Education Leader of the Year (2003) by the Greater Educational Opportunities Foundation. She has twice received the Sagamore of the Wabash, one of the most prestigious awards presented by the state of Indiana.

DeHaan serves on several boards of directors, including the American Pianists Association, OneAmerica, The Woodrow Wilson National Fellowship Foundation, Spoleto Festival USA and the Ethics Committee of the United Nations World Tourism Organization. She is a member of Indiana's Education Roundtable.

DeHaan holds honorary doctorate degrees from the University of Indianapolis, Marian College (now Marian University) and the University of Nottingham, England. A resident of Indianapolis, DeHaan has three children and five grandchildren.



Anaclim

## management biographies

---



**Alfonso J. Alanis, M.D.**

Dr. Alanis, is a majority founding partner, Chief Executive Officer and Chairman of the Board of Anaclim LLC, where he is responsible for the overall strategy and the performance of the company with a sharp focus on meeting customer needs.

Dr. Alanis retired from Eli Lilly and Company in December of 2007, after 21 years of service in different R&D, managerial and executive positions. From 1994 to 2000 Dr. Alanis was Chief Medical Officer and Vice President of Global Clinical Research of Eli Lilly and Company and had responsibility for all of Lilly's clinical development activities around the world. In addition, during his career at Lilly, Dr. Alanis was directly involved with the development and the support of several key products including Arxxant ®, Byetta ®, Humatrope ®, Reopro ® and Xigris.

Dr. Alanis is recognized worldwide as an expert and a leader in global clinical drug development. According to the independent think-tank CenterWatch ®, during Dr. Alanis' tenure as Lilly's Chief Medical Officer, Lilly's Medical Department was consistently ranked number one in the Pharmaceutical Industry in the United States and in Europe.

A U.S. citizen, Dr. Alanis was born in Mexico City where he attended Medical School and graduated *Magna Cum Laude* from the National Autonomous University of Mexico (UNAM) in 1977. He obtained his Internal Medicine, Infectious Disease and Clinical Microbiology training at the Cleveland Clinic in Cleveland, Ohio from 1978 to 1983.

Dr. Alanis has been the recipient of several academic and research awards and honors, and a number of licenses and certifications including certification by the American Board of Internal Medicine and the Mexican Board of Internal Medicine. He has authored many scientific publications and chapters in peer-reviewed medical journals and textbooks of medicine.

Dr Alanis is an active member of the American College of Physicians, the Infectious Disease Society of America and the American Society for Microbiology. Dr. Alanis is a member of the Board of Directors of different organizations including The Greater Indianapolis Chamber of Commerce, The Fairbanks Institute Science and Policy Committee, La Plaza, The International School of Indiana, The Mexican Scholarship Fund and The Timmy Foundation.

Dr. Alanis lives in Zionsville, Indiana with his wife Maria del Carmen and his four sons.

HOPE Y. HAMPTON  
8811 BERGESON DR. INDPLS., IN 46278  
(646)-464-2993 HOPEHAMPTON@YMAIL.COM

**EDUCATION PROFESSIONAL – COMMUNITY BUILDER–COUNSELOR**

Ten Years' Experience Working with Students Ages Two to Twenty-One in a Multitude of Settings and Twenty Years' Administrative Experience in Academic, Community and Corporate Settings

**PROFILE**

Accomplished Education Professional and Administrator with a successful track record in the academic, corporate and non-profit arenas. Skilled communicator experienced with diverse communities and groups. Candidate is experienced as both administrator and program developer. Practical experience as both a classroom educator and education administrator with a strong background in adult and child counseling.

**SKILLS AND STRENGTHS**

**Areas of Proficiency:**

- Program planning and development
- Assessing the Needs of and Motivating Students
- Managing and hiring staff in educational and non-profit settings
- Conducting Faculty, Administrative Staff Meetings and Family Conferences
- Self-Motivated or Team-Oriented Working in both Academic and Corporate Settings

**Positive Characteristics:**

- Promotes Diversity through Example
- Effective Written and Verbal Communicator
- Positive Leader with Excellent Rapport
- Able to Enhance Student Self-Esteem

**ADMINISTRATIVE EXPERIENCE**

**Co-founder, Bedford Prep Charter School, NY**

2010

*Bedford Prep will be the first blended learning charter school in New York City. The model is an integration of face-to-face classroom time with online learning. Our model is based on New York City's iSchool public high school model. Bedford Prep will be a college preparatory high school. The Charter has been accepted and Bedford Prep will open in the fall of 2011. As a co-founder of the school I was motivated by a desire for an underserved Brooklyn community to have access to quality options for college preparatory education.*

- Defended the application with board for a DOE panel
- Responsible for gaining community support for the school

**Human Resources Manager, Senex Services, IN**

2000 – 2001

*Senex Services, founded in 2000, is currently a leader in healthcare bad debt purchasing and servicing.*

- Managed all aspects of human resources in this start-up company, including:
  - Recruiting and hiring of all management and non-management employees
  - Ensuring the appropriate training of new hires
  - Planning and organizing all company events

CURRICULUM VITAE

NAME: Watanabe, Margaret Reese

EDUCATION:

UNDERGRADUATE: Wheaton College, Wheaton, Illinois  
B.S. with High Honors, Zoology, 1963

GRADUATE: Indiana University School of Medicine  
Indianapolis, Indiana  
M.S., Immunology-Microbiology, 1963

Indiana University School of Medicine  
Indianapolis, Indiana  
Ph.D., Immunology-Microbiology, 1980

Indiana University School of Medicine  
Indianapolis, Indiana  
M.D., 1986

POSTDOCTORAL: Indiana University School of Medicine  
Department of Internal Medicine  
Division of Rheumatology  
Research Fellow, 1980-1982

Indiana University School of Medicine  
Department of Obstetrics and Gynecology  
Resident, 1986-1990

Diplomate, American Board Obstetrics and Gynecology,  
1992

FELLOWSHIPS: National Science Foundation Fellowship, 1963-1965  
  
Graduate Fellowship, Danforth Foundation, 1974-1980  
  
Postdoctoral Fellowship, National Arthritis Foundation,  
1980-1982

ACADEMIC APPOINTMENTS:

Indiana University School of Medicine  
Department of Obstetrics and Gynecology  
Clinical Instructor, 1990-1992  
Clinical Assistant Professor, 1992-2003

## Heather H. Willey

Partner

11 South Meridian Street  
Indianapolis, Indiana 46204-3535  
United States of America

Heather H. Willey is a partner in Barnes & Thornburg LLP's Indianapolis, Indiana office. She is a member of the Governmental Services & Finance and Healthcare Departments. Ms. Willey concentrates her practice on a variety of legislative issues, including policy development, analysis and negotiations on local, state and federal levels.

Prior to her law firm career, Ms. Willey served in Indiana Gov. Frank O'Bannon's Administration, working in the Office of the Governor from 1997 until 2003. She served as Special Assistant to the Governor and later as Executive Assistant for Education.

She is a member of the Indianapolis, Indiana, District of Columbia and American Bar associations, as well as the American Health Lawyers Association and the Indiana Municipal Lawyers Association.

Ms. Willey is also involved in the community, serving as President of the Governmental Affairs Society of Indiana and on the boards of the Youth Enhancement Training Initiative, Inc. and Christel House Academy. She is the Co-Chair of the Steering Committee for the William S. and Christina S. Hall, Center for Law and Health at Indiana University School of Law at Indianapolis. She is a member of Executive Women in Healthcare and the Indianapolis Symphony Orchestra's FORTE. She is a graduate of the Stanley K. Lacy Executive Leadership Series, Class XXX (2006). She is a member of the Lacy Leadership Association. She is also a graduate of the Indianapolis Bar Association Bar Leader Series and a current member of the Steering Committee for the Bar Leader Series. In addition, she is the Chair-Elect of the Indianapolis Bar Association's Government Practice Section. Most recently, Ms. Willey became a member of the Healthcare Businesswomen's Association (HBA). She also was named a Distinguished Fellow of the Indianapolis Bar Foundation.

She received her B.A. from Indiana University in 1996 and her J.D. from the Indiana University Robert H. McKinney School of Law in 2004. She also earned the Health Law Certificate at the William S. Hall and Christine S. Hall Center for Law and Health.

Ms. Willey is admitted to practice before all Indiana courts and the U.S. District Courts for the Southern and Northern Districts of Indiana, and the U.S. Court of Appeals for the 7th Circuit. She also is admitted to practice in the District of Columbia.

# Appendix H

## Mind Trust Award

NEWSLETTER SIGNUP



- WHO WE ARE
- WHAT WE DO
- NEWS
- GIVE
- RESOURCES
- CONTACT US

### WHAT WE DO

Charter School Incubator

### Christel House

Education Entrepreneur Fellowship

Part of what makes Christel House Academy so effective is the way school staff members get deeply involved in students' lives and provide students with layers of social support.



Programs We've Recruited

CEE-Trust National Network

In the process, Christel House families learn to trust those teachers, school leaders and social workers, who often are the first people parents call when they have a problem. And Christel House staffers get to know their students' families and better understand the barriers that keep so many of them in poverty.

Creating Opportunity Schools

### Success Stories

JuDonne Hemingway

Sheila Akinleye

Lawrence Hemphill

Spencer Lloyd

Tamika Bennett

Tyler McClure

George and Veronica Phalen Leadership Academies

Christel House

It was by forging strong relationships with Christel House families that leaders of the school recognized a need many parents shared: an accessible way to attain a high-school diploma and prepare for college and career. The more this need became apparent, the more Christel House leaders felt compelled to do something about it.

"Our mission wasn't to create a good school; it was to help students break the cycle of poverty," said Carey Dahncke, principal at Christel House Academy. "By getting to know the families, we realized we had an opportunity to help the generation above our students break that cycle, too."

That's why they decided to launch Dropout Recovery Schools, or DORS, which will help adults who dropped out of school obtain a path to success and upward mobility.

At the same time, demand for the K-12 Christel House school was huge because of its success in helping all kids - regardless of circumstances - excel. Some 94 percent of Christel House students receive free and reduced-price lunch, yet 83 percent of students pass the math portion of the ISTEP+ and 80 percent pass the English portion. The school has a 300-person waiting list that discourages many families from even getting in line for a spot.

School leaders wanted to serve more students, but they also needed to be careful about growing the size of the existing school so they could maintain the personal connection with students and families.

So, in addition to launching the DORS, they decided opening another Christel House also was critical.

The key challenge: finding the resources to hire and train leaders at the new schools. The Mind Trust's \$1 million Charter School Incubator award, Dahncke said, provides the critical funding needed to make the new schools possible.

The first DORS school will open in Fall 2012, and another three schools - both DORS and Christel House Academies - will be added to the network by 2017.

"We're incredibly thankful that The Mind Trust is enabling us to help thousands more people change their life trajectories," Dahncke said. "Being awarded \$1 million through the Charter School Incubator made a tremendous difference to us and, in turn, will make a tremendous difference for people in this community."

« BACK TO SUCCESS STORIES

**94 percent**  
of Christel House Academy students receive free and reduced-price lunch, yet

**83 percent**  
pass the math portion of ISTEP+ and 80 percent pass the English portion.

We're incredibly thankful that The Mind Trust is enabling us to help thousands more people change their life trajectories. Being awarded \$1 million through the Charter School Incubator made a tremendous difference to us and, in turn, will make a tremendous difference for people in the community.

-Carey Dahncke, principal, Christel House Academy



## Mind Trust awards \$1M to two charters to expand school models

J.K. Wall June 23, 2012

In its first attempt to fund the growth of successful charter schools, The Mind Trust stayed fairly close to home.

The Indianapolis-based education reform group will announce June 25 that it is awarding \$1 million apiece to Indianapolis-based Christel House Academy and Boston-based Phalen Leadership Academies to launch new charter schools in Indianapolis.

Christel House, one of the first charter schools in Indiana, also has generated one of the best records in the state at helping low-income students show consistent growth on standardized tests. The school, which is backed by Indianapolis philanthropist Christel DeHaan, plans to open a second K-12 charter school by 2014, then launch multiple dropout recovery schools for adults.

Phalen Leadership Academies plans to create a full-year version of the five-week Summer Advantage program founded in Indianapolis by Boston-based education entrepreneur Earl Martin Phalen. He developed Summer Advantage during a two-year fellowship with The Mind Trust. Phalen hopes to launch six schools in Indianapolis by 2019.

"What we really wanted was the country's best talent," said Mind Trust CEO David Harris. He added that



First-grader I'zayah Anderson listens to his teacher at

DeHaan and Phalen, as well as their teams, certainly fit the bill: “These are two people who have extraordinary records of accomplishment in the education reform space.”

*Christel House Academy charter school. (IBJ photo/Perry Reichanadter)*

---

The two grants are the highest-profile part of a charter school incubator The Mind Trust launched in October 2011 with \$4.85 million in financial support from the Eli Lilly and Company Foundation, the Richard M. Fairbanks Foundation, the Walton Family Foundation, Indianapolis native Jane Pauley and the city of Indianapolis.

Supporting The Mind Trust’s charter school incubator is a key part of Indianapolis Mayor Greg Ballard’s goal of launching 20 charter schools in Indianapolis over the next five years.

The Mind Trust received 35 applications, which it narrowed to five finalists. In addition to the two winners, those finalists were the San Francisco-based KIPP Foundation, Arizona-based Carpe Diem Schools and Los Angeles-based Citizens of the World.

The Mind Trust plans to accept more applications through early November and award two or three more \$1 million grants in February 2013.

KIPP, which hopes to expand from one Indianapolis charter school to five in the next few years, said it would apply for the second round of grants.

“It’s both disappointing and encouraging,” Emily Pelino, KIPP’s executive director for the Indianapolis region, said of missing out on the first Mind Trust grants. “We were all super-excited about making it that far.”

In addition, California-based Rocketship Education, which did not apply for the first round, said it would in the second round. It plans to launch five charter schools in Indianapolis beginning in 2015.

Carpe Diem, which has been approved to open six charter schools in Indianapolis, said it would not apply for that second round.

Kevin Hall, president of the Colorado-based Charter School Growth Fund, said he would not expect the local ties of Christel House and Phalen Leadership to cause charter school operators from other locales to conclude the city is closed to outsiders.

He said strong local support for home-grown charter schools is often key to attracting outside operators—because outsiders want to see an “ecosystem” of charter schools they can plug in to. Helping outsiders do exactly that is one of the goals of Mind Trust’s charter school incubator.



*DeHaan*

---

“How are the guys who are pretty good here, how are they being treated? Those kinds of things are pretty good indicators for people [from outside the city],” Hall said.

### **Overcoming obstacles**

Christel House is one of the first four charter schools that opened in Indiana after the Legislature approved the concept in 2001.

Its founder, DeHaan, helped start Resort Condominiums International, which she sold in 1996 for a personal gain of \$550 million.

Since the school opened behind an old Kmart on the south side of Indianapolis, its 560 students have shown significant growth on state standardized tests every year. And that's even with 90 percent of the students qualifying for free or reduced-price lunches—the measure of poverty used in Indiana schools.

Carey Dahncke, Christel House's principal, said one key to Christel House's success has been having its teachers, administrators and two full-time social workers engage with students' parents.

Christel House staff receive calls from parents to figure out how to get their child to school even after moving to a new apartment or a hotel. Parents call who have trouble buying food or even during domestic disputes.

Dahncke said Christel House staff have to strike a balance between helping real needs and enabling poor choices, but that helping bring stability into students' home lives helps them at school.

"A traditional educator would typically think that's outside their control," Dahncke said, also noting that Christel House teachers try each year to make a personal visit to 40 percent of their students' homes. Dahncke himself also makes one-on-one home visits.

That personal involvement has helped Christel House keep its student turnover low—a key factor in helping students show learning growth from year to year.

Christel House's reputation has helped it build up a waiting list of 300 students, which prompted it to consider starting a new school. It will use the Mind Trust grant initially to start a training program for a new school principal. The money also will help it buy or build a new school.

"We had been bouncing around ideas of expansion. We knew we really ought to be doing something. But our hang-up has been facilities and leadership," Dahncke said.

### **Making summer count**

Phalen Leadership has no record running schools. But Summer Advantage has put up impressive results, showing that its students gain two months of learning each summer, compared with a three-month loss of knowledge for their peers.

Phalen's first foray into education came in 1992 when he co-founded an after-school program in Boston called BELL, or Building Educated Leaders for Life. It has grown from 20 students in its first year to more than 15,000 now coast to coast.

In 2008, Phalen stepped down as BELL's CEO, but the next year took over as CEO of Reach Out and Read, a national reading program in hospitals. That same year, he started Summer Advantage in Indianapolis and has since expanded it to 15 school districts here, serving 5,000 students.

Phalen's "great strength is his ability to bring a team of people around him," said Patrick Herrel, Mind Trust's vice president of education initiatives.

And his team is spread all over. While Phalen lives in Boston, his chief operating officer, Terra Smith, lives in Washington, D.C., and his national development director, Johnny Jin, lives in Los Angeles.



Phalen

“These are mission-driven people. These aren’t people you have to look over your shoulder and say, ‘Hey, are you watching Dr. Phil?’” Phalen said. “In that environment, and with that type of wiring, it’s a really successful model.”

Having a few staff people organize an army of parents and partnerships with other organizations has been key to making Summer Advantage successful. Now, Phalen plans to use the same strategy in his charter schools. And he expects Mind Trust’s charter school incubator will help make those connections.

“Poverty, joblessness, violence will never be addressed by one organization,” Phalen said. But with his network approach, Phalen is determined to address the challenges. “The notion that a child’s family income is correlated to their intelligence and their ability to perform is one we don’t accept.”•

## The Mind Trust Names Two \$1-Million Charter Incubator Grant Winners

### News Details

Posted: June 26, 2012

Focus Areas: [Finance and Fundraising \(/category/focus-areas/finance-and-fundraising\)](#), [Charter Operations \(/category/focus-areas/charter-operations\)](#)

States: [Indiana \(/category/states/Indiana\)](#)

Two charter school projects in Indianapolis, Indiana, will each receive \$1 million for start-up as the first recipients of Charter School Incubator grants from [The Mind Trust](http://www.themindtrust.org/).

The Mind Trust, a nonprofit education reform organization in Indianapolis, [announced](http://www.themindtrust.org/news/2012/june/the-mind-trust-investing-2-million-in-first-charter-school-incubator-winners) June 25, 2012, that the grants will go to the George and Veronica Phalen Leadership Academies and Christel House International.

The Phalen Leadership Academies will start five K-8 schools that will incorporate traditional instruction and online learning, and Christel House will start a five-school network that includes a K-12 model replicating its school focused on low-income students in the city and another model focused on preparing former highschool dropouts for college and careers.

Thirty-five teams from 18 states applied for the first round of awards, according to the organization. The [application](http://www.themindtrust.org/charter-school-incubator-apply-now) deadline for the next round of awards is November 2, 2012.

***Budget Forms***

First Fiscal Year Cash Flow Analysis Christel House Academy II	Fiscal Year 2014-2015	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		2014	2014	2014	2014	2014	2014	2014	2015	2015	2015	2015	2015
	Projected Enrollment												
	Per Pupil Payment												
<b>I. Income</b>													
Basic Grant	150												
<b>State Basic Support</b>		\$139,583	\$139,583	\$139,583	\$139,583	\$139,583	\$139,583	\$139,583	\$139,583	\$139,583	\$139,583	\$139,583	\$139,583
Common School Loan													
<b>Common School Loan</b>													
<b>Student Lunch Revenue</b>			\$7,140	\$7,140	\$7,140	\$7,140	\$7,140	\$7,140	\$7,140	\$7,140	\$7,140	\$7,140	\$7,140
Committed Donations													
<b>Contribution Income</b>													
<b>Prof Dev / Federal Grants</b>			\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Interest Income													
<b>Interest Income</b>													
Other income		\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Other local income		\$45,833	\$45,833	\$45,833	\$45,833	\$45,833	\$45,833	\$45,833	\$45,833	\$45,833	\$45,833	\$45,833	\$45,833
<b>Other</b>													
<b>Income</b>													
	<b>Total Income</b>	<b>\$200,417</b>	<b>\$237,557</b>	<b>\$ 230,417</b>									
<b>II. Expenses</b>													
<b>Instructional Expenses</b>													
<b>Salaries &amp; Wages</b>		\$40,731	\$85,165	\$85,165	\$85,165	\$85,165	\$85,165	\$85,165	\$85,165	\$85,165	\$85,165	\$85,165	\$85,165
<b>Payroll Taxes &amp; Benefits</b>		\$18,509	\$38,700	\$38,700	\$38,700	\$38,700	\$38,700	\$38,700	\$38,700	\$38,700	\$38,700	\$38,700	\$38,700
<b>Supplies/Materials/Equipment</b>													
Substitute Teachers			\$882	\$882	\$882	\$882	\$882	\$882	\$882	\$882	\$882	\$882	\$882
<b>Professional Services</b>													
<b>Training Expenses</b>													
<b>Supplies/Materials/Equip</b>		\$5,667	\$ 11,848	\$ 11,848	\$ 11,848	\$ 11,848	\$ 11,848	\$ 11,848	\$ 11,848	\$ 11,848	\$ 11,848	\$ 11,848	\$ 11,848
	<b>Total Facilities Expenses</b>	<b>\$61,476</b>	<b>\$61,476</b>	<b>\$61,476</b>	<b>\$61,476</b>	<b>\$61,476</b>	<b>\$61,476</b>	<b>\$61,476</b>	<b>\$61,476</b>	<b>\$61,476</b>	<b>\$61,476</b>	<b>\$61,476</b>	<b>\$61,476</b>
<b>Technology Expenses</b>													
	<b>Total Other Expenses</b>	<b>\$ 18,635</b>	<b>\$ 38,965</b>										
<b>Total Expense</b>		<b>\$ 145,018</b>	<b>\$237,037</b>	<b>\$ 236,155</b>									

**Five-Year Budget Template**  
**Proposed Charter School: Christel House Academy II**

	<b>Pre-Opening</b> <i>From approval to opening</i>	<b>Fiscal Year</b> 2014-15	<b>Fiscal Year</b> 2015-16	<b>Fiscal Year</b> 2016-17	<b>Fiscal Year</b> 2017-18	<b>Fiscal Year</b> 2018-19
<b>Projected Enrollment</b>	150	150	200	250	300	350

<b>I. Revenues</b>						
Carry-over from previous period	\$0	\$0	\$0	\$0	\$0	\$0
State Grants <i>[list individually]</i>	\$100,000	\$1,746,400	\$2,335,324	\$2,852,867	\$3,477,465	\$4,121,111
Federal Grants <i>[list individually]</i>	\$0	\$330,000	\$383,300	\$434,312	\$483,074	\$529,625
Private Funds <i>[list individually]</i>	\$350,000	\$550,000	\$300,000	\$200,000	\$200,000	\$150,000
Other <i>[list individually]</i>	\$8,800,000	\$180,000	\$203,000	\$206,090	\$209,273	\$212,551
<b>Total Revenues</b>	<b>\$9,250,000</b>	<b>\$2,806,400</b>	<b>\$3,221,624</b>	<b>\$3,693,269</b>	<b>\$4,369,812</b>	<b>\$5,013,287</b>
<b>II. Expenditures</b>						
<b>Human Resources</b>						
Director/Principal Salary <i>[list individually]</i>	\$85,000	\$87,550	\$90,177	\$92,882	\$95,668	\$98,538
Administrators Salaries <i>[list individually]</i>	\$22,500	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
Teachers (FT) Salaries <i>[list # of positions included in total]</i>	\$72,240	\$762,000	\$948,630	\$1,237,009	\$1,447,863	\$1,718,652
Clerical Salaries (IT)	\$0	\$35,000	\$36,050	\$37,132	\$38,245	\$78,786
Custodial Salaries						
Consultants Salaries/Contracts <i>[list individually]</i>						
Other Salaries	\$0	\$18,000	\$18,540	\$35,000	\$36,050	\$37,132
Payroll Taxes	\$14,379	\$81,868	\$98,474	\$125,260	\$144,029	\$171,396
Benefits & Performance Bonus	\$75,033	\$362,343	\$435,461	\$553,622	\$636,292	\$757,007
Professional Development	\$10,000	\$15,000	\$20,000	\$23,000	\$26,157	\$30,667
Substitute Teachers	\$0	\$8,820	\$8,820	\$8,820	\$8,820	\$8,820
Board Recruitment						
Board Development	\$2,000	\$0	\$0	\$0	\$0	\$0
Other Human Resources Expenses	\$3,000	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
<b>Total Human Resources</b>	<b>\$284,152</b>	<b>\$1,430,581</b>	<b>\$1,717,952</b>	<b>\$2,176,378</b>	<b>\$2,498,689</b>	<b>\$2,968,528</b>
<b>Facility</b>						
Rent						
Mortgage (CHI repayment)	\$0	\$0	\$200,000	\$100,000	\$100,000	\$100,000

This page left blank

## School Specific Goal for Christel House Academy Expansion Schools

### **Mission:**

The Academy II will be recognized as a provider of outstanding education to an underserved population and will maintain high standards of academic rigor, efficiency and accountability. It will provide students with the academic proficiency necessary for higher education and prepare them to be self-sufficient, contributing members of society.

### **Performance Goal:**

The school will recruit and retain low income students from the Indianapolis community.

### **Performance Indicator:**

The free and reduced lunch rate will be above the countywide average, as measured by the IDOE free and reduced lunch data collection periods.

### **Assessment Tool:**

Data will be collected using the published IDOE Free and Reduced Lunch rates.

### **Attachments:**

<http://compass.doe.in.gov/dashboard>

### **Rationale for Goal:**

Historically and statistically, students who come from low income backgrounds do not perform at the same rate as affluent students. In reviewing the free and reduced lunch data, cross referenced with achievement data, there is a persistent achievement gap. It is the Academy's desire to work specifically with this population.

### **Assessment Reliability:**

Accurate data is collected by the Indiana Department of Education and the US Department of Education. The Academy will utilize this data, understanding that it is data that has been approved and verified by State and Federal government.

**Baseline:**

None

**3<sup>rd</sup> year target:**

The free and reduced lunch rate will match or exceed the County Average (rounded to the nearest whole numbers).

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

The free and reduced lunch rate will exceed the County Average (rounded to the nearest whole number).

**Performance Goal:**

The school will reach the annual enrollment goal set during the each year of expansion.

**Performance Indicator:**

During expansion, the school will accept a new class of students each year. This enrollment target will be established during the budgeting process annually.

**Assessment Tool:**

Data will be collected the IDOE ME and PE reports.

**Attachments:**

<http://compass.doe.in.gov/dashboard>

**Rationale for Goal:**

The ability to attract and retain students is critical to the fiscal stability of the school.

**Assessment Reliability:**

Accurate data is collected by the Indiana Department of Education. The Academy will utilize this data, understanding that it is the basis for funding.

**Baseline:**

Within 10% of established goal for year 1.

**3<sup>rd</sup> year target:**

Within 5% of goal (averaged) each of the 3 years.

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

Within 2% of goal (averaged) over the last three years.

**Performance Goal:**

The school will produce students who are literate at the end of 3<sup>rd</sup> grade.

**Performance Indicator:**

Students in Indiana are administered IREAD. This is a test of basic reading skills, based on Indiana State Standards. A passing score indicates the student has achieved the expected reading targets.

**Assessment Tool:**

Data will be collected from the IDOE's IREAD assessment data.

**Attachments:**

<http://compass.doe.in.gov/dashboard>

**Rationale for Goal:**

The ability to read by the end of 3<sup>rd</sup> grade is a key indicator to future school success. Additionally, the lack of effective reading skills exiting primary grades is a primary indicator to adult social concerns that have significant and lasting implications.

**Assessment Reliability:**

Data is collected by the Indiana Department of Education. Additionally, the Department works with the assessment's publisher to ensure the assessment meets the criteria established by the Indiana General Assembly for assessing early reading skills.

**Baseline:**

Achievement data will meet or exceed Indianapolis Public Schools averages.

**3<sup>rd</sup> year target:**

Achievement data will meet or exceed Marion County averages.

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

Achievement data will exceed statewide averages.

**Performance Goal:**

The student assessment data show that students are acquiring the necessary skills needed to be successful in secondary school.

**Performance Indicator:**

During expansion, the school will have limited grades. During the first six years, ISTEP will be the primary measure of attainment.

**Assessment Tool:**

Data will be collected using the ISTEP+ assessment results.

**Attachments:**

<http://compass.doe.in.gov/dashboard>

**Rationale for Goal:**

To fulfill our mission, students must be ready to enter high school with strong foundational skills and knowledge. Using ISTEP, the state's assessment on meeting grade level standards, ensures students are progressing toward high school readiness.

**Assessment Reliability:**

Data is collected by the Indiana Department of Education. The Academy will utilize this data.

**Baseline:**

none

**3<sup>rd</sup> year target:**

Achievement data will meet or exceed Indianapolis Public Schools (Title I schools only) averages.

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

Achievement data (averaged) will demonstrate achievement above the statewide averages in Math and English Language Arts.