

Proposal to Charter

Indiana Virtual May 2011

Indiana Virtual school shall accept students of any race, color, gender, national or ethnic origin, religion and ancestry. The School shall not discriminate on basis or race, color, gender, disability, national or ethnic origin, religion, or ancestry in the administration of its educational policies, admissions policies, scholarship and loan programs, or other School-administered programs.

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General Information Sheet

Name of Proposed School: Indiana Virtual

Organizer: BCI, Inc.

Office Address: 2206 E. 96th Street

Cit, State, Zip: Indianapolis, IN 46240

Telephone Number: Day:(317) 581-5355 Fax Number: (317) 581-5399

E-mail Address: info@indianavirtual.org

Contact Person: Thomas H. Stoughton

Address: 2206 E. 96th Street

City, State, Zip: Indianapolis, IN 46240

Telephone Number: Day: (317) 581-5355 Fax Number: (317) 581-5399

Brief description of Proposed School (for media distribution):

E-Learning in an exciting new environment

This 6-12 public school is a unique blend of educational and academic curriculum designed so it encourages a student's creativity. A student's skills, interests and passions become seamless with their customized learning portfolio.

The mission is to facilitate an education for student's talents and interests so their learning is engaging as they master skills that will provide them with the tools to be successful in their life. Our students will be equipped to succeed in their next challenge after they graduate.

The essence of a student's learning is a virtual based curriculum facilitated by a teacher. They communicate weekly one-on-one as the student needs on-line. Their individualized curriculum will be continually evaluated and adjusted based on regular assessments of academic standards as well as vocational interests. Parents and student will be equal partners along with the teacher in this continual process.

Every student will be able to communicate with their educational portfolio wherever they are located in the United States. It is anticipated some students will travel as they pursue their interests, careers and family obligations. A student's electronic portfolio will include

their personalized curriculum, tests and assessments, communications with their parents, teacher and other students.

Indiana Virtual will have several student focuses. Indiana Virtual, through BCI, has conducted an extensive assessment of what states are doing to extend educational opportunities to individuals who, for a variety of reasons, find it difficult to achieve success utilizing traditional public education. Some examples are students who are working out of family necessity, students wishing or needing to learn at their own pace (e.g.: gifted, ESL), students who have parents that often travel for work, students who are themselves parents and have scheduling constraints, students who are in schools with limited curriculum offerings, students who are homebound due to health problems, and students who are serious in equestrian, dance, hockey, martial arts, gymnastics, 4-H, and other activities who need a more flexible learning schedule.

The resources are currently available to meet the educational needs of each one of these individuals. Indiana Virtual is bringing these resources together in an “individual student focused” manner. The recent advent of distance education and post secondary involvement in the delivery of skill based instructional models, coupled with a traditional student-teacher relationship allows us to offer an education unique to Indiana students. Indiana Virtual offers assessment based, individualized curriculum designed for each student who enrolls. School is designed around the individual needs of each student, whether it is their schedule, the number of courses taken at any one time, the length of time it takes to achieve the mastery of an individual course or achieving the skills necessary to pass all state testing requirements and graduate. Student academic progress will be constantly monitored and each student will master the curriculum aligned to the Indiana Academic Standards.

Indiana Virtual is partnering with Pearson Virtual Learning powered by Florida Virtual School to provide Indiana students with the next generation of online learning. Combined, we offer the largest array of learning products and services in the world. The virtual online education service which Indiana Virtual will provide to Indiana students is currently being successfully provided to over 250,000 public education students in 49 U.S. States and 46 additional countries. Combined with the utilization of Power School Studio as our Learning Management Platform we are bringing to Indiana the best of current practices and future possibilities for Indiana online education

Virtual education gives the student options of taking post-secondary courses or graduating from high school in three years completing their first year of college or vocation skills training the fourth year.

Address of Proposed School: 2206 E. 96th Street, Indianapolis, IN 46240

Local School District (where school will be located): State Wide

Date School Plans to Begin Operations: Fall of 2011

Date School Plans to Have Students in Attendance: Fall of 2011

If the services of an Educational Management Organization (EMO) will be used, indicate which EMO: Indiana Virtual.

Have you/will you file a proposal to charter this school with another sponsor? N/A

If yes, please list sponsors:

Purpose

Indiana amended its charter school law to enable charter schools to deliver instructional services through the Internet or other online arrangements. This law change presents an exciting opportunity to introduce an innovative, research-based, and effective model of virtual education to Indiana's public education system. Virtual education leverages technology to connect students, parents, and teachers in a 21st century learning community focused on results. Virtual education offers every Indiana child, no matter where they live, access to a high quality public education- and helps to close the digital divide. But technology is only a means to an end, not an end in itself. The goal of providing the best possible education for our children will only be accomplished if we put children first and empower them with high expectations and constant support.

To that end, we have established Indiana Virtual. Our vision is to establish Indiana Virtual not only as a **virtual charter school** in Indiana but as one of the highest performing public schools in the nation, one that engages students, parents, and teachers through technology to provide young Hoosiers with the education and tools they will need to succeed in the 21st Century.

Our proposal is to launch Indiana Virtual immediately. Indiana Virtual will be open to all Indiana students, but will also attract special populations of students, such as gifted and talented students, homebound students, students who travel frequently due to personal and parental commitments, or those who are struggling academically and in need of a quality educational option. In its first year of operation, Indiana Virtual will serve students in grades 6-12, expanding to cover K-12 in succeeding years. The program will strive to serve approximately 500 students across the state in its first year of operation.

The mission of Indiana Virtual is to utilize technology to provide a new and innovative public school education option for students across the State of Indiana, built around a powerful educational model of meaningful parent/student/teacher involvement, provide high-quality, innovative, and individualized public school education to students who, for a variety of reasons, choose to be, or must be, educated in a virtual setting.

Indiana Virtual will increase educational options for all Indiana students by providing them with a comprehensive Indiana standards-based curriculum using state-of-the-art online instructional materials and effective individualized public school education.

Indiana Virtual is premised on the belief (and experience) that given a comprehensive and mastery-based curriculum, high expectations, technology, strong instructional support, guidance from experienced teachers, and a strong commitment from parents (or other responsible adults), a well-conceived virtual education program can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education.

Our Commitment:

The student is at the center of every decision we make.

We have built our school on these beliefs:

- The student is the driving force behind every decision we make.
- Every student is unique, so learning should be dynamic, flexible and engaging.
- We are an educational organization that maximizes learning.
- Studies should be integrated rather than isolated.
- Students, parents, community members, and schools share responsibility for learning.
- Students should have choices in how they learn and how they present what they know.
- Students should be provided guidance with school and career planning.
- Assessments should provide insights not only of student progress but also of instruction and curriculum.

The BCI Board of Trustees ("Board of Trustees") will assume ultimate responsibility for all of the operations and the budget of the school. Florida Virtual School was selected based on the proven effectiveness of its curriculum and learning program as demonstrated by state assessment results from the virtual public schools from across the nation that utilize the Pearson's Curriculum and virtual school model and because of Pearson's leadership in the operation and management of virtual public schools.

Indiana Virtual Curriculum is standards-and research-based, content-rich, and meets or exceeds the Indiana Academic Standards. The curriculum is based largely on the Core Knowledge sequence, a highly specific, rigorous sequence of knowledge and skills to guide schools in planning and development of a coherent curriculum. Overseeing the development of the entire curriculum is Pearson. Hundreds of public and private schools nationwide now use this sequence to great effect.

Indiana Virtual Curriculum utilizes research-backed methods with proven effectiveness to boost student achievement by delivering high quality content and regularly assessing mastery.

Indiana Virtual will use the complete Pearson Florida Virtual School Curriculum, which is based on achievement versus seat time. Students will move ahead or slow down as needed which proactively caters to students needs. The Florida Virtual School Curriculum is heralded by the US department of Education as the public online model to emulate. This winner of numerous national and international awards offers 100+ courses including AP, honors, core courses and world language. Electives and college prep. The list below is courses Indiana Virtual will be offering:

2011- 2012 Courses

Middle School

Art

Orientation to Art 2-D 0.5

Business Education

Keyboarding 0.5

World Language

Spanish Beginning 1.0

Spanish Intermediate 1.0

Health & Physical Education

Fitness – Grade 6 0.5

Comprehensive PE – Grades 6 & 7 0.5

Comprehensive PE – Grade s 7 & 8 0.5

Language Arts

Language Arts I/ L. A. I Advanced 1.0

Language Arts II/ L. A. II Advanced 1.0

Language Arts III/ L. A. III Advanced 1.0

Mathematics

Mathematics I/ Math I Advanced 1.0

Mathematics II/ Math II Advanced 1.0

Mathematics III. Math III Advanced 1.0

Science

Comprehensive Science I/ C. S. I Advanced 1.0

Comprehensive Science II/ C. S. II Advanced 1.0

Comprehensive Science III/ C. S. III Advanced 1.0

Social Studies

World Cultures/World Cultures Advanced 1.0

U.S. History/ U.S. History Advanced 1.0

World Geography 1.0

Study Skills

Critical Thinking, Problem Solving & Learning Strategies	0.5
Reading I	1.0

Middle School Learning Recovery Courses

Mathematics

- Mathematics I
- Mathematics II
- Mathematics III

High School

Business Technology

Computing for College & Careers	1.0
Web Design I	1.0
Web Design II	1.0

Computer Science

Computer Programming	1.0
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World Language

Chinese I	1.0
Chinese II	1.0
Chinese III	1.0
Latin I	1.0
Latin II	1.0
Latin III	1.0
Spanish I	1.0
Spanish II	1.0
Spanish III	1.0

Health & Physical Education

Adaptive Physical Education IEP or 504 Plan	0.5
Fitness Lifestyle Design	0.5
Health Opportunities through Physical Education	1.0
Life Management Skills	0.5
Personal Fitness	0.5

Language Arts

English I/ English I Honors	1.0
English II/ English II Honors	1.0
English III/English III Honors	1.0
English IV/English IV Honors	1.0
Intensive Reading ~ Conspiracy Code**	1.0
Reading for College Success	0.5

Mathematics

Algebra I A	1.0
Algebra I B	1.0
Algebra I/Algebra I Honors	1.0
Algebra II/Algebra II Honors	1.0
Calculus	1.0
Geometry/Geometry Honors	1.0
Liberal Arts Math	1.0
Pre-Calculus	1.0

Science

Biology/Biology Honors	1.0
Chemistry /Chemistry Honors	1.0
Earth Space Science/Earth Space Science Honors	1.0
Marine Science/Marine Science Honors	1.0
Physical Science/Physical Science Honors	1.0
Physics/Physics Honors	1.0

Social Studies

American Government/ American Government Honors	0.5
American History/American History Honors	1.0
American History – Conspiracy Code **	1.0
Economics/Economics Honors	0.5
Global Studies	1.0
Psychology I	0.5
World History/World History Honors	1.0

Study Skills

Thinking & Learning Strategies	0.5
SAT Prep	0.5

Advanced Placement Program*

Advanced Placement courses

AP Art History	1.0
AP Biology	1.0
AP Calculus AB	1.0
AP Calculus BC	1.0
AP Computer Science A	1.0
AP English Language & Composition	1.0
AP English Literature & Composition	1.0
AP Environmental Science	1.0
AP Macroeconomics	0.5
AP Microeconomics	0.5
AP Psychology	1.0
AP Spanish	1.0
AP Statistics	1.0
AP U.S. Government & Politics	0.5
AP U.S. History	1.0

Advanced Placements Exam Reviews

AP Art History
AP Biology
AP Calculus AB
AP English Language & Composition
AP English Literature & Composition
AP European History
AP Macroeconomics
AP Spanish Language
AP U.S. Government & Politics
AP U.S. History

* AP and Advanced Placement Program are registered trademarks of the College Board, which was not involved in the production of, and does not endorse, this product.

** Conspiracy Code courses will be available in spring 2011. Restrictions may apply.

High School Electives

The following high school elective courses are offered through Global School and EasyStart models only. Some software/materials may not be included for select courses.

3D Art I – Modeling	0.5
3D Art II – Animation	0.5
Computer Aided Design	0.5
Audio Engineering	0.5
Computer Literacy	0.5
Digital Arts I	0.5
Digital Arts II	0.5
Digital Photography & Graphics	0.5
Digital Video Production	0.5
Flash Animation	0.5
Game Design	0.5
Green Design and Technology	0.5
Introduction to C++ Programming	0.5
Introduction to Entrepreneurship I	0.5
Introduction to Entrepreneurship II	0.5
Introduction to Marketing I	0.5
Introduction to Marketing II	0.5
Online Game Design	0.5

Learning Recovery Courses

High School

English
English I
English II
English III
English IV

Mathematics

Algebra I
Algebra II
Geometry

Science

Biology

Chemistry

Earth Space Science

Physical Science

Physics

Social Studies

American Government

American History

Economics

World History

The program itself entails parents (or other responsible adults) helping guide students through their daily coursework using the standards and research-based curriculum. Parents will be able to login to their student's portfolio by using Power School - Studio Edition Management System.

Teacher's direct students to achieve mastery of learning objectives, providing guidance, instruction, and support to students and parents via e-mail, telephone, in person, and during synchronous learning sessions using Power School – Studio Edition. Teachers will conference with parents and students on a regular basis (a minimum of once a week). Teachers will grade student work, and will be available daily via phone or e-mail when students (or adults) have questions. Indiana Virtual teachers will be located geographically around the state, situated close to their students, working from both Indiana Virtual's central facility as well as remote locations around the state.

Student achievement gains will be continuously measured and reported to students, parents, teachers, and administrators, and the Board of Trustees during the school year. Evaluations at the beginning of the year determine students' current level of competence and correct placement in curricula. Indiana Virtual students will take lesson, unit, and semester assessments built into the K12 program and accessible from the Power Studio as well as in paper form. Students are expected to obtain a mastery level of 80% or higher before they can advance to the next lesson or unit. Students will submit work samples to be included in their portfolios. Each semester, students will receive a report card. Students will fully participate in the Indiana Statewide Testing for Educational Progress-Plus (ISTEP) assessments at the appropriate age levels.

Indiana Virtual will combine flexibility and individualized instruction with high accountability. The school will serve as an innovative public school option, open to every student in the state regardless of where they reside, and, with teachers and parents, providing students with a high quality education to achieve the highest levels of success.

Educational Mission Goals

A. Indiana Virtual Mission Statement

Indiana Virtual, a highly effective public virtual charter school, provides an individualized standards-based education for students in the State of Indiana. Our team of hard working, highly qualified staff works as partners with parents to provide an innovative and challenging education that focuses on traditional instructional models to promote mastery of the Indiana Academic Standards. Indiana Virtual believes parents are integral in the acquisition of knowledge and works to increase student learning, promote character, and provide skill mastery through the use of technology and the Pearson Florida Virtual School curriculum.

B. Measurable Academic and Non-Academic Goals

The BCI Board of Trustees, administration, and teaching staff will share a common vision for student success that is measurable and meaningful. We view it as our responsibility to educate the whole child, and feel that the tools for success lie in a strong foundation in academic content. The following are goals the school will strive to accomplish in its initial five years of operation:

1. Academic Goals:

(a) Students will demonstrate mastery of a curriculum that meets or exceeds the Indiana's Academic Standards:

- In all grades, all students will master the Pearson Florida Virtual School Curriculum aligned to Indiana Academic Standards, attaining the knowledge and skills that Indiana has identified students should acquire in each subject area and at each grade level.

- All students in grades 6 through 8 will demonstrate their mastery in reading and math through participation in Indiana's state assessment program, the Indiana Statewide Testing for Educational Progress (ISTEP). On average, students will perform at or above the proficient level on the ISTEP. Grade 10 will fully participate in ECA's.

- All students will participate in state, sponsor, and school required assessments.

(b) ISTEP:

(1) For students in grades 6-8, Indiana Virtual expects to achieve at least the following percentages of students who will attain proficiency for every grade level assessed by the ISTEP in both English/Language Art and Math for Indiana Virtual's first five years of operation:

Fall Testing Year (School Year)	Percentage of Indiana Virtual Students Attaining Proficiency	
	English Language Arts	Math
Fall 2011 (SY 2011-12)	65.7%	64.3%
Fall 2012 (SY 2012-13)	72.6%	71.5%
Fall 2013 (SY 2013-14)	72.6%	71.5%
Fall 2014 (SY 2014-15)	72.6%	71.5%
Fall 2015 (SY 2015-16)	79.5%	78.7%

(2) For all students participating in the ISTEP, Indiana Virtual will attain a Participation Rate of 95 percent or greater.

(c) Requires one-on-one testing using trained teachers.

(d) Students in grades 6 - 12 will demonstrate proficiency in language arts:

Students will develop and use the conventions of successful composition: spelling, grammar, mechanics, and penmanship.

- Students will develop and use an advanced vocabulary in verbal and written communications.
- Students will grasp meaning, content, tone, and style from a variety of genres (i.e., fiction, poetry, essays, news articles).
- Students will gain exposure to as well as an appreciation for great works of literature. Students will master the skills of the writing process: researching, brainstorming, drafting, revising, editing, and publishing.
- Students will develop and use a variety of writing strategies appropriate for different audiences and purposes-persuasive, creative, descriptive, and research writing-by the end of eighth grade.
- Students will demonstrate their proficiency in language arts through participation in the state testing program. On average, students will perform at or above the proficient level on the ISTEP and ECA's.

(e) Students in grade 6 - 12 will demonstrate proficiency in mathematics:

- Students will understand and apply basic and advanced properties of numbers (ranging from the concept of whole numbers to the theorems of roots and exponents).
- Students will use basic and advanced procedures while performing computations (ranging from adding whole numbers to simplifying radical expressions).
- Students will understand and apply basic and advanced properties of the concept of measurement (ranging from determining length and width to the acceleration of the Space

Shuttle).

- Students will understand and apply the basic and advanced properties of algebra, geometry, statistics, and probability.
- Students will apply mathematical skills to solve real-world problems.
- Students will demonstrate their proficiency in mathematics through participation in the state testing program. On average, students will perform at or above the proficient level on the ISTEP and ECA's.

(f) Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines:

- Students will use this base of information to understand the important connections among these disciplines and their application in daily living.
- Students will be able to identify and draw on these interdisciplinary connections when faced with complex issues and problems, demonstrating an ability to approach them from multiple perspectives.

(g) Students will develop critical reasoning and higher-order thinking skills:

- Students will demonstrate the use of problem-solving and analytical techniques on open-ended questions.
- Students will demonstrate the ability to recognize alternative positions and evaluate their validity.
- Students will be able to analyze, synthesize, evaluate, and apply their knowledge.

(h) Students will acquire skills in both art and music as part of their aesthetic development:

- Students will understand and implement artistic and musical techniques.
- Students will know and be able to speak intelligently about great works of art and music.
- Students will develop a sense of the history of art and music and how ideas, movements, and trends from one era inform another.

2. Non-Academic Goals:

To create a powerful partnership between satisfied Indiana Virtual parents and teachers, combining forces to ensure that children receive individual attention and achieve academic excellence.

- This goal will be measured in two ways:
 - (1) Parental satisfaction: 70% or more of parents or other responsible adults in 20011-2012, 80% or more of parents or other responsible adults in 2012-2013, and 90% of parents or other primary adults in 2013-2014 will be satisfied with the academic progress their student is making while enrolled in Indiana Virtual; and
 - (2) Professional Development: 95% of Indiana Virtual teachers each year will participate in networking and professional development opportunities with the goal of improving student academic achievement in math and reading. This goal is measured by the percentage of Indiana Virtual teachers participating in professional development.

Parents and teachers will help us to continuously evaluate the operation and governance of the school online using Power School – Studio Edition. Indiana Virtual will interact with parents and teachers online continually to determine their satisfaction with the curriculum, instruction, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other students and parents. Parents and teachers will be offered the opportunity to give critiques and/or testimonials about the program.

(b) Students will be responsible for the improvement of their school and local community:

- All students will participate in assessments required by the school, including the ISTEP and ECA's. This goal is measured based on the percentage of students participating in required assessments.
- Students will participate in school activities and events (whether electronically or physically).
- Students will be encouraged to volunteer in their communities on civic projects.
- Students will learn about individuals who have contributed their talents and efforts to improve our country and our world.

(c) Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence:

- Students will take responsibility for their actions and will be asked and encouraged to Learn from their mistakes.
- Students will demonstrate an ability to work in teams and will work toward personal, team, and school goals.
- Students will understand and be able to explain the value of our country's vibrant Diversity and common civic heritage.
- Students will demonstrate respect for others in school, community, and extracurricular activities and an appreciation of differences among individuals and groups.

(d) Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government, and civic affairs:

- Students will learn to work effectively with technology and become proficient users of software, e-mail, and the Internet.
- Students will participate in regular conferences with teachers and parents. This goal is measured by actual student participation in weekly conferences.
- Students shall submit the required work. Indiana Virtual teachers shall provide
- feedback at least once a week on the samples provided. This goal is measured based on the work submitted.
- Students will develop an understanding of the dynamics and importance of entrepreneurship.
- Students will learn to collaborate effectively with other students.
- Students will be expected to meet deadlines and make clear and compelling multimedia presentations.

- (e) Students will rise to meet high expectations of performance:
- Students will be expected to give their best effort in their schoolwork.
 - Students will respect their parents, teachers, and fellow students and abide by the school's guidelines and rules.
 - Students will learn to interact maturely with peers and adults.
 - Students will conduct themselves with integrity at all times.
- (f) Students will learn habits of healthy living:
- Students will attend to their social, emotional, and physical well-being.
 - Students will learn to balance school responsibilities with the other demands of their lives (personal, family, social, athletic, artistic).
 - Students will engage in social activities to enrich their academic work with real-world experiences.

Governance Structure

A. Description of Organizing Group

The Board of Trustees reflects a broad diversity of expertise and interests from across the State of Indiana. The Board of Trustees are parents, community and civic organization members, entrepreneurs, teachers, businesspeople, and public sector leaders. The Board of Trustees is united in a commitment to help expand the range of quality educational opportunities that are available for all Indiana children and believes that it can achieve this vital objective by using the power of the Internet and the Pearson Florida Virtual School program.

The Board Members' individual track records demonstrate successful performance in education, business, and a commitment to our communities and the State of Indiana. Together with our shared commitment, vision, abilities, and records of accomplishment, the Board of Trustees believes it can successfully design, shape, and govern Indiana Virtual and establish it as one of the highest performing schools in the state, a school that engages students, parents, and teachers through technology to provide young Hoosiers with the education and tools they will need to succeed in life.

The Board of Trustees will serve as both the main organizer to establish Indiana Virtual as well as the school's founding Board of Trustees. The Board of Trustees' primary purpose, aside from these roles, will be to build knowledge, understanding, and support among Hoosiers for Indiana Virtual and virtual education. As the school and virtual education grow in Indiana, the Board of Trustees is committed to broadening the base of individuals committed to participating in the work of leading the school's vision and mission.

B. Role of Organizing Group

The Board of Trustees' major roles and responsibilities will include establishing and approving all major educational and operational policies as they relate to the school, approving all contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and monitoring Indiana Virtual's performance under and compliance with its contract with the school. The Board of Trustees will also be responsible for ensuring compliance with its charter agreement and oversee the evaluation and accountability process agreed to in the charter. BCI is established as a nonprofit corporation pursuant to Indiana law. A copy of the BCI's Certificate of Incorporation is contained in Attachment A. The school will be governed pursuant to the bylaws adopted by the Board of Trustees and subsequently amended pursuant to the amendment process specified in the bylaws.

The composition of the Board of Trustees will reflect the school's mission and vision. Consideration in the election will include:

- Commitment to the school's mission and vision
- A desire to help the children of Indiana improve their educational prospects and character development
- Professional educational and/or practical experience, including legal and financial expertise
- A diversity of backgrounds, interests, and expertise.

The Board of Trustees will assume ultimate responsibility for all of the operations and the budget of Indiana Virtual. The major roles and responsibilities of the Board of Trustees include:

- Financial development and management;
- Fiduciary;
- Academic program;
- Coordination of long-term planning;
- Setting a framework for the budget process and authorizing the annual budget; and
- Approving large resource expenditures, significant program changes, expansion into new program areas, and building and facility issues.

The Board of Trustees shall have the power and responsibility to engage in the following acts, by an affirmative vote of the majority of the members:

- Sign a written charter
- Establish and maintain all policies governing the operation of school;
- Adopt the school calendar;
- Adopt the school policy on evaluation and reporting of assessments;
- Adopt the annual budget and conduct an annual independent audit of school's finances;
- Create or increase indebtedness;
- Adopt courses of study;
- Designate depositories for school funds;
- Enter into contracts with and make appropriations to a school district, or area vocational/technical school for the school's proportionate share of the cost of services provided or to be provided by the foregoing entities;
- Enter into contracts with and make appropriations to organizations (both for-profit and non-profit) and appoint nonvoting members of the Board of Trustees;
- to hold hearings regarding recommendations of suspension or expulsion of students.
- Authorize a committee of the Board of Trustees or appoint a qualified hearing examiner to hold hearings regarding recommendations of suspension or dismissal of employees with or without cause. Specifically, the Board of Trustees shall, via the approved policies of the school, convene to hear the recommendations of Indiana Virtual. regarding any employee issue. Following the Head of School (HOS), the Board of Trustees shall 1) make a determination based on the information obtained at that meeting; or 2) authorize a committee to gather additional evidence, as needed and appropriate, for the Board of

Trustees' review of the issue. Thereafter, the Board of Trustees may render its final decision based on all evidence obtained and in conformity to the employee's Employment Agreement.

- Monitor the performance of the school based on a variety of information, including student performance and parent and staff satisfaction
- Serve as a board of appeals with respect to complaints arising out of the school's operation that cannot be resolved by the staff, the HOS, or other school administrators; and
- The Board of Trustees may exercise whatever other powers may be necessary to further The mission and operation of the school.

C. Organizational Chart: An organizational chart showing the relationship between all parties involved in the development and ongoing operation of the Indiana Virtual Charter School is contained in Attachment B.

D. Organizing Group and Board Members: The founding Board of Trustees of BCI and their towns of residence are as follows:

Chair, Jim E. Tilford, Carmel, Indiana
Thomas H. Stoughton, Carmel, Indiana
Dr. Linda Cheezum, Mooresville, Indiana
Jeffery Sparks, Indianapolis, Indiana
Chris King, Fuquay-Varina, South Carolina
Sue Richardson, Indianapolis, Indiana
Lou Moonshower, Bloomington, Indiana

E. Board Policy Development and Decision: Making Policy development is a combination of state, local, and authorizer requirements for the operation of the school. School administrative staff will recommend to the Board of Trustees policies that are required to be in place for the safe and legal operation of Indiana Virtual. Such policies may include health and safety, child abuse reporting, outing rules and regulations, internet safety, etc. Other policies will be developed through faculty committees functioning to assure that the instructional program remains of high quality and the work situation of staff is conducive to learning. The committees consist of the following, but not necessarily limited to: school environment, policy review, Parent/Student Handbook, grading, promotion etc.

In this context, the school administration is staff to the Board of Trustees. The staff responsibilities will be to assist in policy development as well as have the authority to carry out policies once they have been adopted by the Board of Trustees. It will be the Board of Trustees' responsibility and authority to approve the educational and operational policies of the school and to hold the administrative staff accountable for the proper implementation of policies.

Management Structure

A. School Management

The BCI Board of Trustees will assume ultimate responsibility for all of the operations and the budget of the school. The Board of Trustees intends to enter into a services agreement for educational, administrative, and technology services related to the operation of Indiana Virtual.

The Board of Trustees will be responsible for monitoring Indiana Virtual performance under and compliance with the terms of the services agreement. The Board of Trustees will identify an audit firm and will arrange for an independent audit of the school's financial condition on an annual basis.

All administrative staff will be employees of Indiana Virtual, including the Head of School (HOS) and other positions such as the Assistant Head of School, Director of Special Education, Director of Technology, and the Manager of Operations and Personnel Business Manager. All administrative hires will be the responsibility of Indiana Virtual.

Indiana Virtual administrative staff will manage the school, handling all day-to-day academic, operational, and management issues. These school leaders will be certified administrators with leadership experience as school principals or school leaders. Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration. Indiana Virtual administrative staff will be structured based on the school's education program and projected enrollment. The organizational chart reflecting the administrative structure of the school can be found in Attachment B. The staffing matrix showing employee positions for the school for years 1-5 is contained in Attachment M.

B. Administrator Qualifications and Roles

The Indiana Virtual administrative staff will manage the school and handle day-to-day academic and operational issues. The administrative staff will assist in the development of policies concerning educational and operational issues of the school for the Board of Trustees' consideration and adoption, but the Board of Trustees itself will retain ultimate responsibility for the adoption of school policies.

Indiana Virtual administrative staff will have leadership experience. They are expected to demonstrate expertise in curriculum, instruction, assessment, finance, business management, governance and administration. The administrative staff has been structured based on the school's education program and projected enrollment. The following are the administrative positions reflected in the Indiana Virtual Organizational Chart (see Attachment B.) with the qualifications and role of each administrator.

Head of School: The Head of School will serve as the chief liaison to the Board of Trustees. The HOS will be responsible for developing and implementing the school's mission, vision, and strategic planning. The HOS will oversee academic and operational aspects of school, including curriculum, assessment, instruction, special education, English Language Learners, technology and staff development. The HOS creates a school culture of achievement, and nurtures a strong relationship among all school staff, families, and students; the Board of Trustees, and the Office of Charter Schools.

Qualifications: Masters degree or equivalent work experience. School administration and school finance and business experience. Experience working with school boards. Experience working with local, state, and federal laws and reporting. Great organizational and time management skills. Flexible schedule. Proficient in MS Excel, MS Word, and Outlook. Experienced with Internet. Experience using a student information system or other database. Strong written and verbal communication skills.

Assistant Head of School: The Assistant Head of School (AHOS) will be the Head of School's true complement. The AHOS may be asked by the HOS to assist in every aspect of his/her job description and will be responsible for reporting to state and local authorities. The AHOS may be asked to help the HOS complete any or all of the following:

- Ensure that the academic and social programs of the school meet the vision and terms established in its charter agreements
- Create an environment where meeting and supporting the needs of students, families, and staff is the central focus of the administration
- Develop and implement the school's policies and oversee the writing of its handbooks
- Develop and maintain relationships with districts and the state
- Work with the Director of Operations and Personnel Business Manager to oversee all business operations including: budget development, cash flow reports, payroll, retirement plans, health benefit programs, and any other business or personnel issues
- Ensure that all reporting requirements are met in an accurate and timely manner (including school report cards and all district, state, and federal reports)
- Work with the Director of Special Education to ensure that the school is meeting the needs of our students and is following the requirements of all applicable local, state, and federal agencies
- Prepare the administration to meet the requirements of all internal and external audits
- Pursue accreditation procedures for the school
- Oversee the creation of grant proposals
- Be able to use the school's main software programs
- Organize and lead student recruitment events across the state
- Help develop all public relations, communications, and marketing plans
- Attend (and present at) professional conferences
- Delegate responsibilities from the list above to the appropriate members of the administration

Qualifications: The qualifications for the AHOS are the same as those for the HOS.

Business Manager: The Business Manager is responsible for day-to-day operational affairs of the school, including budget, bookkeeping, record keeping, cash collections and disbursements, vendor contracting, security, and other non-academic matters.

Director of Technology: The Director of Technology is responsible for the set-up and maintenance of the office technology systems and technology training of administrators, teachers, and parents. The Director of Technology monitors and tracks student information through the OLS and oversees moderation of school discussion boards. The Director of Technology is fluent with all school technology, databases, and software, and works directly with students as necessary.

Office Administrator: The Office Administrator will work to support the efficiency of the administrative office in a variety of ways. Among the position's responsibilities, the Office Administrator will:

- Assist in maintaining contacts with families, teachers, and other community members
- Assist in the preparation and publication of newsletters
- Assist in all aspects of the enrollment process
- Be trained to use the Power School – Studio Edition student information system
- Assist in the handling of all student information reporting
- Assist in the management of all employee benefits
- Manage all incoming calls
- Oversee the inventory and maintenance of all office equipment, supplies, and services
- Manage travel arrangements
- Copy, fax, mail, and scan materials for the school
- Coordinate special events
- Create and maintain contact database
- Create and maintain administrative calendars

C. Housing of Administrative Staff: The Indiana Virtual administrative staff will be housed at a central administrative office.

Contracting with an Education Management Organization

A. The BCI Board of Trustees will enter into a services agreement for educational, administrative, and technology services related to the operation of the school with Indiana Virtual.

B. The Board of Trustees selected Indiana Virtual and Pearson Florida Virtual School based on the proven effectiveness of the Florida Virtual School's Curriculum and learning program as demonstrated by state assessment results from the virtual public schools utilizing the curriculum across the country and because of Pearson's national leadership in the operation and management of virtual public schools.

BCI will be patterned after the virtual academy model created by **Florida Virtual School**.

C. Rights of the School

BCI does not plan to own any property, except perhaps office furniture, but instead plans to lease a facility from a third party to house its administrative staff. To ensure that the school can secure the lease, BCI will sign as a guarantor if the landlord requests. The facility will be used for the school's purpose of operating the school.

With regard to curriculum, Indiana Virtual will use the Florida Virtual School Curriculum and OLS. The school has the right to use the curriculum after paying a license fee that includes an up-front charge and monthly charges.

With regard to the selection and supervision of employees, under the school's services agreement with BCI, it is Indiana Virtual's responsibility to recruit, interview, and recommend the hiring of employees. BCI will contract with Indiana Virtual to supervise the day-to-day performance of the employees.

D. Contingency Plan

Absent a significant change in law, funding, or operating circumstances that might call into question the very existence of BCI charter and thus the termination of the relationship between BCI and Indiana Virtual, the services agreement between BCI and Indiana Virtual provides that either party may terminate the agreement upon 24 months written notice to the other.

In the event that Indiana Virtual services were terminated, the Board of Trustees would utilize the time it has under the termination provision of its contract with Indiana Virtual to either secure the services of another education management firm to provide management services to the school upon the expiration of Indiana Virtual services. In the alternative, the Board of Trustees would also have available the option to directly hire school administrators to operate the school under the direct supervision of the Board of Trustees.

E. Verification of Policy on Contracting with EMO: BCI and Indiana Virtual verify they will adhere to the requirements of the Office of Charter School's *Policy on Contracting with Educational Management Organizations*. A copy of the services agreement between BCI and Indiana Virtual identifying the provisions of the Office's policy as they related to the services agreement is contained in Attachment C.

Curriculum and Instructional Methods

A. Description of Educational Program

A description of the educational program that Indiana Virtual will utilize is contained in Attachment D. It will include the following course overview:

- **Accreditation-** Indiana Virtual core course curriculum has been approved by the NCAA. The NCAA only approves core area courses. Elective courses are not approved by NCAA as they are not part of college entrance requirements.
- **Teacher involvement** - Every Indiana Virtual course is taught by highly qualified instructors—experts in their subject matters. Teachers and students interact regularly through email, voice mail, telephone conversations, and instant messenger. Teachers are available daily, as well as during weekend hours. Students are encouraged to contact the teacher when there is a need of any kind. Teachers speak via telephone with students and their parents at least once per month.
- **Completing Assignments** - Upon entering the course, students have access to ALL assignments, but access to tests or quizzes may not be available until certain assignments have been completed. Students move sequentially through the course but may be allowed to move ahead or test out of certain areas, pending instructor approval.
- **The Grade Book** -Every graded assessment is recorded in the student's personal grade book, which is available to ALL parents who know the student's user name and password—something we highly recommend! Routinely monitoring grades allows you to see student progress over time. All graded assignments and current overall grade average are available for viewing.
- **Work Load Expectation** - Each student is required to submit a specific amount of work each week to maintain the appropriate pace decided on by teacher and student. The number of required weekly submissions depends on the course taken. Failure to maintain pace results in warnings, reduced grades and, if unheeded, withdrawal from the course.
- **Honors Credit-** If you like a challenge, we believe you should have the opportunity to try honors courses. To do so, simply alert your teacher of your goal, and then complete the honors assignments in the course. If the assignments prove to be above your skills, you may drop back to regular credit with no penalty. Just be sure to communicate with your teacher.
- **AP Courses** - The AP* courses are college level classes. Recommended minimum grade level to take AP courses is 11th grade. If a qualifying score is received on the spring

exam, participating colleges may offer credit or waive requirement for equivalent courses.

- **AP Exam Requirements:** - Indiana Virtual AP courses are designed for students to achieve college credit. Students are required to take May AP Exams as part of Indiana Virtual AP course requirements. AP course credit will not be issued to a student's high school transcript until verification of participation in an AP Exam. This occurs at the end of May each year.

B. Scope and Sequence and Curriculum

A list of the courses included in the Indiana Virtual educational program and a general scope and sequence of the courses for grades 6 - 12 are contained in Attachment E.

C. Increasing Student Achievement

Indiana Virtual will utilize the Florida Virtual School Curriculum and learning management system for its educational program. The Florida Virtual School Curriculum is standards-and research-based, content-rich, and meets or exceeds Indiana Academic Standards. The curriculum utilizes research-backed methods with proven effectiveness to boost student achievement by delivering high quality content and regularly assessing mastery. It is based largely on the Core Knowledge sequence, a highly specific, rigorous sequence of knowledge and skills to guide schools in planning and development of a coherent curriculum.

The educational program involves parents (or other responsible adults) who guide students through their daily coursework using the research-and standards-based curriculum developed by Florida Virtual School. Parents and students log in to the program via a specially designed Indiana Virtual website. Lessons have teaching components, practice components, assessments, and optional challenge programs. The self-paced nature of the program means that some students can dig deeply into the rich curriculum, while students having difficulty can spend more time attaining mastery. The Florida Virtual School-developed lesson plans and curriculum-based assessments guarantee consistent quality access for all students.

Indiana Virtual educational program will also utilize Indiana-certified teachers who will work closely with parents and oversee the learning of each child. Teachers will conference with parents and students on a regular basis (a minimum of once a month) to discuss their child's academic progress. Teachers will also plan and supervise monthly outings, including field trips, providing students with additional learning opportunities connected with their course of study.

As part of the program, student achievement gains will be continuously measured and reported to students, parents, teachers, and administrators during the school year. Diagnostic tests at the beginning of the year determine students' current level of competence and correct placement in the math and English/Language Arts curricula. Indiana Virtual students will take lesson, unit,

and semester assessments built into the program and accessible online. Students are expected to obtain a mastery level of 80% or higher before they can advance to the next lesson or unit.

The assessment component can generate detailed and ongoing data on academic achievement. Data from assessments are entered into the system, and are compiled to create a steady stream of data about student performance toward mastering specific learning objectives. A student will move on to more advanced work only after demonstrating mastery of the material in question. The system can notify parents and teachers that a child is beginning to fall behind, allowing teachers to intervene in a proactive, timely way. Together, Indiana Virtual educational program works to ensure student progress is continuous and that students make steady academic gains to keep them at or above grade level.

For those students entering Indiana Virtual performing below grade level, Indiana Virtual will employ learning strategies customized to individual student needs. Initial performance will be assessed using report cards, standardized tests, or placement tests for incoming students.

Academic Improvement Plans (AIPs) will be developed for each student entering Indiana Virtual performing below grade level. AIPs are agreements among the student, teacher and parents that set out individualized learning plans to provide students with additional supports so as to enable them to make additional learning gains that will bring them up to grade level. For example, below grade level students would not complete any optional lessons so they are on a faster track to master skills and move on. These students might also participate in teacher-led sessions of instruction and assessment where an Indiana Virtual teacher may combine several lessons in one session and the student will take multiple assessments after the session to make faster progress.

Indiana Virtual teachers will also have the discretion to determine whether students who have completed 80 percent of one year's math or language arts course can move on to the next year's course, accelerating their progress. For example, a 7th grade student who started the school year in 6th grade math, might be promoted to 7th grade math with the start of the second semester after completing 80 percent of the 6th grade math course and taking the end of course assessment in the first semester. This approach would allow the student to begin the next course in the spring and work through the summer, if necessary, to reach grade level in time for the 6th grade.

In the Florida Virtual School program that Indiana Virtual will utilize 100% of instruction to students will take place through virtual distance learning under the direction of Indiana certified and highly qualified teachers. Students will work from their home and be guided by parents (or another responsible adult) through their daily course work using a standards-and research-based curriculum developed by Florida Virtual School and aligned to Indiana Academic Standards. Students will logon the Internet and work through daily lessons.

The instructional program is led by Indiana certified teachers who will assist students to achieve mastery of learning objectives. Teachers will conference with parents and students a minimum of once a month. Teachers, parents and students will typically conference either by phone, but conferences will also include in-person meetings that take place outside the student's

residence, usually some place in the community convenient and accessible such as a library or community center, where teachers will review student progress and work samples directly with parents and students. Students will also take required criterion-referenced (ISTEP) assessments outside their homes in proctored setting around the state. In addition, students may also attend outings, including field trips or other learning opportunities, that are planned and supervised by their teachers and will bring students together with other students and families to allow for socialization and help build school community. Students will also have the opportunity to attend outings arranged by other Indiana Virtual teachers, providing multiple instructional opportunities outside the home as well as a chance to learn and socialize with students from other classes and their families.

D. Educational Program Delivery

As a virtual public charter school, Indiana Virtual will be open to all students throughout Indiana by law and design. The mission of Indiana Virtual will be to empower students throughout the state with an innovative and effective educational program that will help them develop into active, thoughtful, and responsible citizens. Indiana Virtual will ensure every student and family, no matter where they reside in Indiana, has equal access to a high quality educational program.

Upon enrollment, Indiana Virtual will conduct parent orientation sessions throughout the state and available to all families. Every parent and student will have the opportunity to meet Indiana Virtual administrative and teaching staff as well receive information about navigating the program, technical support, lesson delivery, effective communication, and school policies. Parents will receive a "Start-up Guide" that provides guidance on getting their child started with the Florida Virtual School program, including tips and advice about getting organized. Parents will also be taught how to be effective instructional coaches, under the guidance of highly qualified and certified teachers. Indiana Virtual will conduct parent information sessions throughout the school year.

Every student will also be assigned an Indiana-certified and highly qualified teacher to assist and guide students in achieving mastery of learning objectives. Teachers will be located geographically throughout the state. Teacher hiring will be done regionally so as to ensure that students will be served in the areas in which they reside. All students will have regular contact with their teachers, including bimonthly conferences that will include their parents, to review student progress through the program.

All students throughout the state will also have access to teacher-planned and -supervised monthly outings, including field trips or other learning opportunities.

E. Appropriateness of Education Program

The school will target students who can benefit most from a self-paced, individualized instruction that is delivered in a virtual setting via technology.

These students are members of the "millennial generation" (born between the years of 1976 - 2000) and have come of age along with the Internet. They represent 36% of the total U.S. population and are the largest generation at this time. They use the computer and Internet more than any other age group (90% of children between the ages of 5 and 17 use computers). They define community as a digital place of common interest, not just a shared physical space.

Students must have access to a responsible adult who is available on a daily basis to assist with the student's instruction for learning will take place individually or in a small group setting away from the traditional classroom.

F. Credit for Course Completion

The Florida Virtual School Curriculum is a challenging, mastery-based curriculum. This means that each lesson teaches important concepts and builds upon previous lessons. Florida Virtual School has identified the core lessons which need to be completed to ensure mastery of a course. The remaining lessons are designed for review and reinforcement of the concepts taught in the core lessons. It is in the student's best academic interest to master all of the core lessons in a course before moving on to the next course.

If a student completes a course mid-year they can work with their teacher to request that they advance to the next course level.

At the end of the school year, a teacher will request new courses for the following school year for those students who have 85% completion of the core lessons. In order to ensure that a student does not miss any significant concepts, it is encouraged that they complete the remaining 15% of the core lessons and reach 100% completion before beginning the new curriculum in the coming school year. This can be done during the summer.

In some cases a student may not be ready for the next curriculum level. This is acceptable as course level promotion does not affect the student's promotion to the next grade level at the end of the school year. In these cases, a student will begin the new school year by completing their previous year's curriculum. The extra time spent in the curriculum can help ensure your student's mastery of it and help ease the transition between the school years.

G. Level of Participation in Instructional Activities

Students will receive a mid-year progress report at the end of the first semester. Students will receive either a P for Progressing Adequately, or an N for Needs Improvement. Progress reports are a snapshot of a student's progress on a given day and will be part of the documentation maintained by the school. Through the OLS, parents, teachers and school administrators will have continuous access to a student's progress.

Indiana Virtual proposes to use the following grading scale to evaluate a student's progress at the end of the school year:

- A 100 - 90 Outstanding performance
- B 89 - 80 Above average performance
- C 79 - 70 Average performance
- D 69 - 60 Below average performance
- F 59 - 0 Failing
- W/N Withdrawn - No grade (No academic penalty)
- W/F Student withdrew with unsatisfactory performance

Students who enroll after the start of school or have special needs requiring an Individualized Education Plan will work with their teacher to determine appropriate progress expectations for the school year.

With respect to grade level promotion, Indiana Virtual starts with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year. Grade-level promotion is not based solely on percentages; numbers of lessons completed, or test scores. Rather, grade-level promotion is based on a more comprehensive view that includes satisfactory progress in skill development, acceptable attendance, prior school experience, and achievement on lesson assessments. As would be the case in a traditional classroom, students at Indiana Virtual will exhibit a significant range of achievement in a certain grade and most students in this range will move to the next grade.

Each student's report card will include a narrative in each core subjects (math, Language Arts, history, science, art, and physical education) of the student's progress in both academic and non-academic development. These narratives will draw upon evaluations of work samples, standardized test scores, individualized instruction sessions, and student group projects. Also included will be results, if available, of all standardized test scores, including the ISTEP wherever applicable. Parents will be trained to understand how to read the results of all standardized test scores.

H. Authenticity of Work

The Florida Virtual School program ensures the authenticity of student work through a variety of steps. As part of the educational program, student work is continuously monitored, measured, and reported to students, parents, teachers, and administrators during the school year. Students take lesson, unit, and semester assessments built into the Florida Virtual School program and

accessible from the Power School – Studio Edition. Data from both online and offline assessments are entered into the system, and compiled to create a steady stream of data about student performance toward mastering specific learning objectives. This data stream is reviewed and analyzed by the school's teachers on a regular basis. The system is designed to help the parent, teacher, and student see that the student is achieving important learning objectives, and flag areas in which the student might need extra work. It also provides accountability and built-in transparency to student work, allowing teachers to intervene in a proactive, timely way.

Coupled with the assessment system, the school will also employ a system of qualitative evaluation with its Power School – Studio Edition. Teachers will meet with parents and students in his/her class on a regular basis. Meetings will take place by phone and conference. Meetings will focus on the student's portfolio for that academic period and students will bring a work sample from designated subject areas to each meeting. The meetings allow teachers to work directly with students, to elicit feedback regarding the concepts covered in the previous learning period, and to collect original work samples for their learning portfolio. Students will share their work and evaluate their own progress, and teachers can use their record of observations and the collection of student work to validate academic progress or highlight learning concerns. Students will reflect on his/her work for that time period and the reflection will be captured on the portfolio record. Portfolios will be used to contextualize formal assessments, provide a comparison for standardized test results (student performance on such tests can show day-to-day variation) and demonstrate progress toward identified outcomes and state standards. These portfolios will be kept in the student's permanent file.

I. Final Exam Policy

The purpose of the final exam is to assist in validating that students have demonstrated mastery of key course concepts and standards. The final exam, unto itself, is not the sole determiner of student achievement; however, students are required to take and successfully pass a final exam in all Indiana Virtual courses. In order to maintain the integrity of all Indiana Virtual grades, instructors may choose to facilitate random oral assessments.

School Calendar and School Day

Indiana Virtual proposed school calendar for school year 2011-2012 is contained in Attachment F.

Indiana Virtual students will follow a self-paced schedule according to the instructional model of attending school a minimum of six hours per day for grades 6-12, five days per week, thirty-six weeks per year thereby providing at least 180 instructional days per year. Attendance records will be submitted to teachers by parents on a regular basis. Teachers will also be able to monitor daily student attendance through the Power School – Studio Edition. Teachers will be responsible for submitting attendance records to Indiana Virtual in accordance with Indiana Virtual rules.

Personnel Plan

A. Academic Integrity: The Indiana Virtual Non-Negotiable

Academic integrity, along with hiring the best and the brightest instructional staff, is one of our core values. It is one of the most important things we do as a learning organization and is the cornerstone of all learning at Indiana Virtual. Done well, students will make decisions based on ethics and values that will prepare them as productive, meaningful, and ethical citizens.

Academic Integrity: Focus for Staff

- An Academic Integrity Manager oversees all issues relating to questionable academic practices and is available to assist and coach teachers in academic integrity awareness.
- Each student and their parent/guardian signs an integrity agreement during the registration process, and receives academic integrity education and information.
- Rapport with students is established and maintained. Instructors are trained to get to know their students and the caliber of their work so discrepancies in student performance are recognized.
- Discussion-based assessments are conducted periodically throughout all courses.
- Indiana Virtual staff randomly proctor face-to-face exams. Any student may be assigned to a proctored exam at any time.

Academic Integrity: Focus on Technology

- Content specific to academic integrity is embedded in each course and discussed during the student's Welcome Call with the teacher.
- Indiana Virtual maintains an academic integrity database to track repeat offenders.
- All instructors use myriad technologies to check student work for authenticity.

Because of its preeminence in all of our instruction, there are a variety of tools that we use in ensuring the integrity of student work.

Among these tools are:

- Academic Integrity Database - Indiana Virtual maintains its own database of student integrity incidences. This database is used to monitor the number of student integrity issues.
- Teacher Expertise - Indiana Virtual instructors have extensive experience. Their expertise is often a guide in identifying the level of originality in student work.
- Discussion Based Assessments - Each teacher regularly conducts discussion based assessments with his or her students.

These conversations occur at specific intervals as well as randomly in a course and are included in the assessment component of each course. The teacher discusses individual student work and

extends the conversation to allow the student to demonstrate mastery of the content and to verify the authenticity of the student's work.

B. Teacher Employment

Indiana Virtual will employ teachers who are experienced educators, and meet state teacher certification requirements. Florida Virtual School will assist the school in supervising teachers, including master and lead teachers. Indiana Virtual teachers will have a Bachelor's or higher degree, state certification, and demonstrate competency in either elementary education or in a secondary subject area depending on the grade level or subject they will teach. Each teacher will also demonstrate technological competency via a technology skills test prior to employment. Depending on the students enrolled, teachers and other staff with bilingual skills will be recruited and hired. The faculty will include regular (master and lead) and special education teachers at the elementary, middle, and high school levels.

C. Coordination of Instructional Activities

Indiana Virtual certified and highly qualified teachers, who will work from both the Indiana Virtual central facility as well as remote locations across Indiana, will be located close to the students in their class. Teachers will oversee the learning of each child and work closely with parents in coordinating the child's educational program. Teachers will direct students to achieve mastery of learning objectives, providing guidance, instruction, and support to students and parents via email, telephone, and during synchronous sessions using Power School – Studio Edition.

Teachers will monitor and receive data from Power School – Studio Edition, including data from on and offline assessments entered into the system creating a steady stream of information about student performance toward mastering specific learning objectives. This data is reviewed and analyzed by teachers on a regular basis and shared with parents. Teachers will conference with parents and students on a regular basis (a minimum of once a month) to review academic progress. Meetings will take place by phone or web conference. Meetings will focus on the student's portfolio for that academic period. Students will bring a work sample from the designated subject areas to each meeting. Students will share their work and evaluate their own progress, and teachers can use their record of observations and the collection of student work to notice academic progress or highlight learning concerns. Teachers will be supported in their work by the Indiana Virtual administrative team and receive regular professional development at the Indiana Virtual central administrative facility as well as at other locations around the state.

D. Verification of State Certification and Highly Qualified Requirements

To ensure certification compliance, reference checks and background checks will be completed on each candidate. Candidates must comply with all state laws requiring fingerprinting and other documentation.

Indiana Virtual verifies that it will hire teachers who are experienced educators. They will have a Bachelor's or higher degree, state license for grades 6 - 12, and demonstrate competency in elementary or middle school education. Teachers will also demonstrate technological competency via a technology skills test prior to employment. Depending on the students enrolled, teachers and other staff with bilingual skills will be recruited and hired.

E. Student-Teacher Ratio

Student-teacher ratios will vary depending on enrollments and their distribution across grade levels.

F. Health and Safety of Students and Staff

Indiana Virtual does not anticipate providing health services to students, with the possible exception of wellness screenings. Screenings could be done in the students' school corporation of residence. No contracts have been entered into for the provision of health services. Student and teacher health emergencies will be handled by their respective families as both groups will mostly work away from the Indiana Virtual administrative offices.

G. Professional Staff

Indiana Virtual will collect immunization records as part of the enrollment process. Each year that a student enrolls or re-enrolls he/she will update his/her own records on the enrollment form. The school Administrative Assistant will be responsible for maintaining them. The records will be kept at Indiana Virtual administrative office.

Methods of Pupil Assessment

A. Participation in ISTEP

Indiana Virtual students will participate in ISTEP assessments and ensure student participation in the ISTEP through a variety of mechanisms. First, as part of the enrollment process, Indiana Virtual will make clear to parents and students that ISTEP participation is required as part of enrollment in the school. Parents will also be asked to sign an enrollment acceptance form acknowledging that enrollment includes participation in state testing. Second, a testing schedule, including ISTEP assessments, will be made available to parents and students as part of the school calendar, which will be available on the Indiana Virtual website as well as in the Indiana Virtual Parent/Student Handbook. The Handbook will also include a section on state standardized assessments and student participation in the ISTEP. Finally, prior to the scheduled ISTEP assessment dates, teachers will be in contact with parents and students about upcoming assessments, their required participation, and information on where students will take the assessments.

Indiana Virtual teachers and administrators will administer state assessments to students at facilities with classroom style settings (local libraries, local schools, school corporation offices of education, etc.) within easy driving distance of students' home, maximizing student accessibility to test sites. Throughout the state, students will report to these sites to have their tests administered/proctored. Parents will be responsible for getting students to and from testing sites. Students will not be permitted to take the ISTEP in their homes.

Indiana Virtual will follow the guidelines established in the Indiana Department of Education's ISTEP Program Manual with respect to proper test administration and security. Testing site coordinators, proctors, and other staff involved in test administration will receive training in proper test handling procedures so that test security is not compromised. Indiana Virtual will ensure that all appropriate staff have knowledge of "*The Indiana Code of Ethical Testing Practices and Procedures*," and understand how to secure, administer, and handle the ISTEP tests while in their possession. All students will be proctored using the state guidelines to ensure no testing irregularities occur.

B. Other Required Assessments

The Indiana Virtual assessment system consists of the following:

1. Placement Tests

The assessment team has developed a series of assessments designed to discover each student's current level of competence and correct placement in mathematics and Language Arts/English curricula.

2. Lesson Assessments

In Math, Science, Art, and History, every lesson is followed by a brief assessment. In Language Arts/English, there are assessments after grammar, usage, mechanics, and composition lessons. "Check your reading" mini-assessments occur throughout the study of a novel, with a final assessment typically at the end of the novel. Guided reading has lesson assessments every few days, and spelling and phonics offer assessments after every fifth lesson. These assessments show whether the student has achieved the objectives for that lesson, or whether a review of some, or all, of the lesson is advisable. A student is expected to obtain a mastery level of 80% or higher before they advance to the next lesson.

3. Unit and Semester Assessments in Language Arts, mathematics, science, history, and art, the student takes an assessment at the end of a unit. These assessments show whether or not the student has retained key learning objectives for the unit. There are similar semester assessments, with equivalent purposes, in the middle and at the end of a year's worth of content for many subjects. Parents and teachers can use the results of the semester and unit assessments to guide review or additional practice.

These assessments are presented in different ways. Some are assessment sheets to be printed (the results of which are entered into the online system by the parent), others are online questions for the parent to answer about the student's work, and still others (for students in grades 3 and up) are questions to be answered directly online. Within these assessment types, the individual items take a variety of forms. In the early grades, many items are short, open-ended questions, to which the student responds with a word or number, a phrase, or a sentence or two. Other items require longer responses, and still others are selected response. Using multiple item formats allows students to demonstrate what they have learned in a variety of ways.

C. Increasing Student Achievement

The academic progress of all Indiana Virtual students, including those in at-risk situations, students with disabilities, English Language Learners, homeless students, and gifted/ talented students will be monitored against expectations for mastery and meeting academic standards. Indiana Virtual expectation is that every student will make achievement gains, regardless of the level of their performance upon entering Indiana Virtual. For all students performing below grade level, Indiana Virtual expectation is that these students will need to make even greater gains in order for them to reach grade level.

While the HOS is directly responsible to the Board of Trustees for seeing that the school and students attain achievement goals, the HOS, the Director of Operations and Personnel Business Manager, and Teachers all have day-to-day responsibility to lead and monitor the school's progress towards meeting its goals.

As the primary coordinators of instruction, Indiana Virtual teachers will play a critical role in ensuring student achievement gains. Teachers will direct students to achieve mastery of learning objectives, provide guidance, instruction, and support to students and parents. Teachers will monitor student progress through the curriculum from the Power School – Studio

Edition, including data from on and offline assessments. Teachers will regularly conference with parents and students over the phone and by email, where they will review student work and assess academic progress. These and other steps are centered on student progress through the educational program.

As part of the program, student achievement gains will be continuously measured and reported to students, parents, teachers, and administrators during the school year. Data from several types of assessments (and potentially multiple years of assessment data) will be used to monitor student progress throughout the school year. In addition to data from the ISTEP assessments, the school will have data from the following instruments:

- **Benchmark tests:** Indiana Virtual students will take lesson, unit, and semester assessments built into the Florida Virtual School program and accessible from the Power School – Studio Edition. Every lesson ends in an assessment. Students are taking a mid-unit or unit test in Language Arts/English, math, history, and/or science on a frequent basis. Students are expected to obtain a mastery level of 80% or higher before they can advance to the next lesson or unit. By utilizing these tests on a regular basis, teachers and staff can better understand how grades, classes, or individual students are doing on a regular basis.
- **Power School – Studio Edition’s online progress tools:** these tools help teachers and administrators view the progress each student is making in the curriculum. The tools are simply markers of progress, but can often help a teacher and/or administrator see when a lessons or units are taking longer than they should. In some cases, it may be that a student needs to review material before making progress. In that case, the expectation for what will be taught and when simply needs to be adjusted.

Use of IEPs: Individualized Education Plans (IEP) should seek to set measurable goals for special needs students (including identified gifted students). If the goals are not measurable, it is difficult to know if each team is making progress.

The assessment component of the Power School – Studio Edition is unique in its ability to generate detailed and ongoing data on academic achievement. Data from both on and offline assessments are entered into the system, and are compiled to create a steady stream of data about student performance toward mastering specific learning objectives. This data stream will be reviewed and analyzed by Indiana Virtual teachers on a regular basis. The system is designed so that a student who is not mastering lessons on a particular topic is redirected to alternate or additional instruction in the same topic. A student will move on to more advanced work only after demonstrating mastery of the material in question. With this kind of accountability and built-in transparency, there will be no surprises about student work. The system can notify parents and teachers that a child is beginning to fall behind, allowing teachers to intervene in a proactive, timely way. The program works to ensure student progress is continuous and that students make steady academic gains to keep them at or above grade level.

For those students entering Indiana Virtual performing below grade level, Indiana Virtual will employ learning strategies customized to individual student needs and a variety of educational

tools to help students make greater learning gains to bring them grade level. Initial performance will be assessed using report cards, standardized tests, and placement tests for incoming students.

D. Attaining Proficiency on the ISTEP

Indiana Virtual expects to achieve at least 80% of Indiana Virtual students who will attain proficiency in reading and math at every grade level (grades 6-8) assessed by the ISTEP in both English/Language Art and Math for Indiana Virtual first five years of operation. (changed the percent as well as the grade levels.)

E. Expected Levels of Performance on Other Assessments

Lesson Assessments: In Math, Science, Art, and History, every lesson is followed by a brief assessment. In Language Arts/English, there are assessments after grammar, usage, mechanics, and composition lessons. These assessments show whether the student has achieved the objectives for that lesson, or whether a review of some, or all, of the lesson is advisable. A student is expected to obtain a mastery level of 80% or higher before they advance to the next lesson.

F. Corrective Actions

The Board of Trustees will meet with Indiana Virtual. During these meetings, the Board of Trustees will receive status reports on progress in meeting the terms of the school's accountability plan and charter school agreement, including budget, disciplinary actions, and indicators of student achievement. As with Indiana Virtual teachers and administrative staff, the Board works on behalf of the parents and students of the school.

Corrective actions the school will take when not meeting expected levels of student achievement include:

- Provide reports to the Board of Trustees on a monthly basis.
- Address current major issues in the School Annual Improvement Plan.
- Make personnel changes if necessary. This could mean reassignments, bringing on new talent, or even in some cases replacing administrators.

G. Adequate Yearly Progress

A major objective for Indiana Virtual will be to meet AYP goals of proficiency in reading and math as required by NCLB each school year. Achieving the goals will enable Indiana Virtual to make AYP. In addition to meeting the outright proficiency targets outlined above, Indiana Virtual can also make AYP by meeting participation, attendance and graduation requirements, and employing one or both of the follow provisions of NCLB:

- Safe Harbor: AYP proficiency targets are considered met if subgroup that doesn't meet

outright proficiency targets in a particular year reduces the percentage of non-proficient students by 10% from the previous year.

- Confidence Intervals: AYP proficiency targets are considered met if the percent of proficient students falls within a 99% confidence interval (75% for Safe Harbor) of the outright proficiency target.

Indiana Virtual will achieve these goals through consistent delivery and monitoring of its educational program for every child enrolled in the school. Through the delivery of its educational program, the work of teachers and staff with parents and students, and the tools and strategies to monitor student work, and the methods to increase student achievement. Indiana Virtual will meet the AYP requirements of NCLB each year. If for any reason, Indiana Virtual does not meet AYP, corrective actions such as those outlined above.

Admission Policy and Criteria

A. Grades and Enrollment

A list of the grades and enrollment Indiana Virtual will serve in its first five years of operation is contained in Attachment G. Indiana Virtual believes its projections are reasonable, particularly when compared to enrollment trends for virtual public schools in other states. While the Board of Trustees appreciates virtual education is new to Indiana when compared to other states, the level of technology penetration and sophistication of Indiana's young people gives us every expectation that Indiana will see comparable demand in our own state. Further, the Board of Trustees fully expects to be able to demonstrate to the Office of Charter Schools both the demand for virtual schools among Indiana families as well as Indiana Virtual ability to satisfactorily handle and serve that demand. The Board aims to grow Indiana Virtual enrollments with the Office of Charter School's full confidence of its ability to do so with a high level of performance.

B. Recruitment and Enrollment Procedures

The Board of Trustees intends to contract with Indiana Virtual to provide student recruiting plans. Several recruitment strategies will be used by Indiana Virtual to recruit students from across the State of Indiana.

- Indiana Virtual representatives will meet with neighborhood leaders, including those in minority and low income areas, to recruit students.
- Information sessions will be held in communities throughout the state open to interested families and the general public. These sessions will provide the opportunity to interact with the Florida Virtual School Curriculum. Information sessions will be advertised in various print and electronic media as well as through public school channels.
- The school will establish a website to provide information to interested families.
- The school, through its contract with Indiana Virtual will produce recruiting materials about its mission, curriculum, leadership, and the application process which will be available in public places such as libraries.
- Indiana Virtual staff will participate in television, radio and newspaper interviews.
- The school will distribute information in English and Spanish to local papers.
- Indiana Virtual's high expectations for the success of its students. We are committed to meeting the needs of all students and will work tirelessly to facilitate student success. To maintain instructional momentum, students are required to submit assignments in their course on a Weekly Basis and to maintain regular contact with their instructors.
- Students shall be considered Indiana Virtual students and thus qualify for free access
- Any student who does not make progress in the course for a period of 14 days and has not made prior arrangements with his/her instructor will be required to reconnect the student with the course instructor.
- The student and parent with the course instructor will create a Success Plan for the student.

- Failure to respond or failure to adhere to the Success Plan created by the student and family may result in Administrative Removal from the course with an F grade.

Enrollment applications for Indiana Virtual will be available online as well as at Indiana Virtual administrative office. A draft of an enrollment form is contained in Attachment H. Parents must fully complete the enrollment packet and submit all required documentation, including placement test information, before enrollment is approved.

All applicants offered enrollment shall be required to affirmatively respond to an offer of enrollment by submitting a complete enrollment packet.

C. Identification of Desegregation Orders

As a practical (and legal) matter, Indiana Virtual is not a party to any existing desegregation order. However, our preliminary review of the existing orders suggests that Indiana Virtual will not adversely impact those orders. As Indiana Virtual enrolls new students, Indiana Virtual will make a good faith effort to contact the relevant school corporation for each enrolling student to verify the existence or nonexistence of an effective desegregation order and where applicable make a good faith effort to comply with the spirit of that order. We do not anticipate that Indiana Virtual will adversely impact any existing order nor do we anticipate the composition of the Indiana Virtual student enrollment to be inconsistent with the objectives of various desegregation orders.

Discipline Program

A. Student Discipline Policies

There are several ways a parent or student could be considered to be non-compliant with school policies and, therefore, subject to discipline. Examples are failure to respond to teacher/administrator phone calls and/or email; failure to participate in scheduled parent/student/teacher conferences; failure to submit required work samples; failure to participate in state-mandated assessments; and failure to follow Individual Education Plan (IEP) or Academic Improvement Plan (AIP) requirements. Indiana Virtual will establish procedures to deal with non-compliance which will also be discussed with students and at parent training meetings as well as being published in the Indiana Virtual Parent/Student Handbook.

Indiana Virtual reserves the right to expel students who are in violation of the rules laid out in the Handbook. The HOS will make the expulsion or suspension decision, and will be responsible for notifying the parent and student, and for providing an explanation for the action. Suspensions will involve the removal of students from participation in the larger community of learners by removing their access to communications technology that allows them to participate electronically in that community. The Code of Conduct contains rules and consequences leading to (1) short-or long-term suspensions; and (2) expulsion.

Internet access is required for all Indiana Virtual students, but access must be used in a responsible, safe, efficient, ethical, and legal manner. With expanded access to electronic information, availability of inappropriate material is not uncommon. Some sites contain illegal, defamatory, inaccurate, or offensive information. Although it is impossible to control such misuses, we believe that with responsible use, the benefits of the Internet as an educational tool outweigh the negatives. We especially appreciate partnering with parents to teach responsible Internet use. Please review the following **netiquette rules and Indiana Virtual expectations** carefully:

- **Students are responsible for good behavior** on the Indiana Virtual network, just as they are in a traditional school building. Always use a computer in a way that shows consideration and respect. It is illegal to use obscene, profane, threatening, or disrespectful language. (f.s. 847.001 Obscene Literature; Profanity).
- We take **integrity and authenticity of student work** very seriously at Indiana Virtual. Do not cut, copy, or plagiarize Internet content or the work of your online classmates. Indiana Virtual instructors do utilize technologies to check for authenticity. Copying, knowingly allowing others to copy from you, and/or misusing Internet content could result in removal from our courses.
- **Security is a high priority**, especially when the system involves many users. If you can identify a security problem in the school's computers, network, or Internet connection, notify a system administrator.
- **It is illegal to create harmful computer viruses.** (f.s. 815 Computer-Related Crimes).
- **Email is not private.** Never say anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper.

- **Beware of emails from anyone, particularly adults you don't know**, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Alert your teacher or other Indiana Virtual employee of any message you receive that is inappropriate or makes you feel uncomfortable.
- **Email with your online classmates should be course-related.** It is prohibited to send unsolicited email to your online classmates.
- **Email addresses that use profanity or may be construed as offensive, shall not be permitted for Indiana Virtual correspondence.** Indiana Virtual administration reserves the right to determine if student email addresses are inappropriate. When necessary, students will be asked to use an alternative email address or be refused for participation in Indiana Virtual courses.
- **Protect your password.** Keep it secret from anyone except your parents.
- Indiana Virtual assumes no responsibility for any phone charges, line costs or usage fees for connectivity to the Internet.

Indiana Virtual administrators will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through Internet access. In the event there is a claim that you have violated this policy, you will be provided with notice of the suspected violation and have an opportunity to present an explanation. Any violations may result in removal from Indiana Virtual course(s), as well as other disciplinary or legal action.

1. **Discipline Procedures:** A student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and his or her parent or guardians have the responsibility to follow the procedures set forth herein in a respectful and timely fashion. A student who is accused of misbehavior or a breach of this Code of Student Conduct will be presented to the Head of School or designee by the person having knowledge of the misbehavior or breach of conduct.

(a) **Written referral:** Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.

(b) **Student notification:** The student will be placed on notice of the violation by the Head of School or designee and afforded an opportunity to explain.

(c) **Initial conference:** An initial conference (in person or by tele- or video-conference) shall be conducted by the Head of School or designee at each level of discipline.

1. **Charges and Evidence:** The HOS, or designee, shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.
2. **Parental Assistance:** A good faith effort shall be made by the HOS, or designee, to employ parental assistance or other alternative measures prior to suspension, except in the case of

emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.

(d) Parental notification:

1. By Telephone or Email: The HOS, or designee, shall make a good faith effort to notify the parent by telephone or email of the student's misconduct and the proposed disciplinary action.
2. By Written Notice: Regardless of whether there has been communication with the student's parent by telephone, the HOS, or designee, shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reasons action was taken.

2. Violations Leading to Suspension

The following violations will lead to short-term suspension or other low-level disciplinary action, following the due-process procedures noted above. Multiple violations at this level may lead to a long-term suspension or expulsion. [Note: We take the below violations very seriously but in a virtual environment we expect that many of these violations will be significantly less likely to occur.]

- **Abusive Language or Conduct:** A student who uses or engages in abusive, profane, obscene, vulgar language or conduct, in the presence of another person, whether in person or electronically, is guilty of unacceptable conduct.
- **Cheating:** A student who participates in using, copying, or providing another student with any test answers or answer keys or another person's work, representing it to be their own work, is guilty of unacceptable conduct.
- **Disruptive Behavior and/or Minor Infractions:** A student who engages in unacceptable behavior or conduct that is disruptive to the educational process, but is not considered a serious breach of conduct, or who violates school rules and policies determined by the HOS to be minor in nature, is guilty of unacceptable conduct.
- **Unauthorized Access:** A student who enters part of the Indiana Virtual website that has been denied to them by administrators will be in violation of the School's Acceptable Use Policy.
- **False Information:** A student who knowingly and intentionally reports or gives false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school is guilty of a serious breach of conduct.
- **Interference with the Educational Process:** A student who is guilty of willful disobedience, open defiance of the authority of the HOS or any member of the School staff, violence against persons or property, or any other act that substantially disrupts the orderly conduct of the School is guilty of a serious breach of conduct.
- **Vandalism:** A student who intentionally destroys, damages, or defaces records or property (whether physical or electronic) owned by or in the possession of the Board or other members of the staff is guilty of a serious breach of conduct.
- **Theft:** A student who takes from another person money or other property (whether

physical or electronic) belonging to the other person with the intent to permanently deprive the victim of such property is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

- **Robbery:** A student who takes money or other property (whether physical or electronic) belonging to another person from another person by the use of force, violence, assault, or threatened use of force or violence is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.
- **Sexual Harassment:** A student who subjects another student to unwelcome sexual advances, verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual or demeaning implications, unwelcome or inappropriate touching, or suggestions or demands for sexual involvement accompanied by implied or explicit threats-either in person or online-is guilty of a serious breach of conduct. This also includes transmission of sexually inappropriate or explicit material.
- **Indecent Exposure or Conduct:** A student who exposes or exhibits his or her sexual organs in the presence of others in a lewd or indecent manner, or who intentionally and willingly engages in behavior that is considered lewd, indecent, or obscene, either in person or online, is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.
- **Burglary:** A student who enters or remains in a building or property owned or maintained by the Board with the intent to commit theft, vandalism, or some other criminal offense therein, is guilty of burglary unless the premises are at the time open to the public or the student is legally authorized to enter or remain. However, the fact that the premises may be open to the public or that the student may be authorized to enter or remain will not excuse any other offense, violation, or other breach of conduct committed by that student while therein. Burglary is a serious breach of conduct that may be reported to the proper law enforcement agency.
- **Abusive Language or Conduct Directed at a School Employee or Trustee:** A student who uses or engages in abusive, profane, obscene, or vulgar language or conduct directed at a school employee or trustee is guilty of a serious breach of conduct.

3. Violations leading to Expulsion

The following violations will lead to expulsion, following the due process procedures noted above.

- **Weapons:** A student who displays or is in possession of an object normally considered a weapon other than a firearm), such as a knife or club, while attending a school sponsored activity away from home is guilty of a serious breach of conduct.
- **Firearms:** A firearm is any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive or compressed or forced air. It is the expressed policy of the Board that, with the exception of law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on a school campus, other property owned or maintained by the Board, or property designated for school activities.
- **Battery:** A student who intentionally strikes another person against the will of the other person or intentionally causes bodily harm to another person is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.
- **Bomb and Explosive:** A student who is in possession of a bomb, explosive device, or substance or materials intended for use in a bomb or explosive device or substance while at a school-sponsored activity, on Board property, or a chartered bus (unless the material or device is being used as part of a legitimate school-related activity or science project conducted under the supervision of an instructor with the knowledge and consent of the HOS) is guilty of a serious breach of conduct.
- **Arson:** A student who willfully, by fire or explosion, damages or attempts to damage any building, structure, vehicle, or other property owned or maintained by the Board is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.
- **Threat:** A student who intentionally threatens, by word or act, to strike or cause bodily harm to another person, has the apparent ability to carry out such threat, and causes the other person to have a well-founded fear that he or she is about to be struck or about to suffer such bodily harm is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

B. Monitoring Student Behavior

Indiana Virtual certified teachers will utilize a number of tools and strategies to monitor student behavior during instructional and non-instructional activities. Though listed separately below, these tools and strategies will be utilized as part of an inextricably linked process. Among these tools and strategies are:

- **Online School:** The OLS allows certified teachers to review daily lessons, assessments, time logged online, and attendance hours and minutes. Teachers will use the OLS as a first step in seeking to validate both mastery and time-on-task in instructional activities.
- **Elluminate:** Elluminate is a synchronous online teaching tool that allows teachers to conduct one-on-one or small group sessions for students. Teachers and students can see each others work live and can speak throughout. These small group sessions help teachers

better understand whether or not a student is both completing his/her own work and mastering it. An Elluminate session will be one of the key ways teachers are able to understand whether or not their students are grasping what is being studied.

- **Work Samples:** Students will submit regular work samples and assignments to their certified teachers. Teachers are able to select which assignments to focus on so that for the purposes of compliance and learning they can guarantee that students are doing their own work. If a student has either not completed an assignment, or can not explain the basis of his/her assignment, the student will not receive attendance credit for this work.
- **Email:** Student will email written work to their certified teachers regularly (especially above grade three). This work will be reviewed similar to work completed for their portfolio as well as the work evaluated during Elluminate sessions.
- **Assessments:** Students will take regular, proctored unit and benchmark assessments tied directly to the work they are completing. Certified teachers will proctor these sessions, review these assessments, and ensure that performance on web-based daily assessments mirror student performance in the proctored setting.
- **School Outings:** All Indiana Virtual outings will be led by an Indiana Virtual teacher who will supervise the behavior of students during the outings.

C. School Intervention for Inappropriate Behavior

The school's disciplinary procedures are outlined above. Students who have been suspended or expelled due to inappropriate behavior will have been removed from the school community and therefore will not have access to electronic message boards, chat functionality, and other web-based or in-person community activities. The HOS will consult with the teacher and adult supervisor to develop a plan to ensure that instruction continues without further disruption or incident at home. Such a plan would include more frequent parent-teacher conference calls and regular reporting of student behavior and academic progress to the HOS.

If a student is "repeatedly substantially disruptive of the educational process or substantially interferes with the teacher's authority," the HOS, in consultation with the parent and teacher, may suggest that a virtual school environment is not a viable educational solution for the student. Other options within the student's district would then be pursued according to the local district's code of conduct.

D. Bullying & Harassment

It is an expectation that all Indiana Virtual students and employees shall use all equipment and programs for the intended educational purpose. Indiana Virtual is committed to protecting its students and employees from bullying, harassment or inappropriate uses of Indiana Virtual computers or programs to participate in bullying behavior. Bullying and Harassment will not be tolerated and shall be just cause for disciplinary action.

Conduct that constitutes bullying or harassment, as defined herein, is prohibited.

Bullying, harassment, cyber stalking is defined as inflicting physical or psychological distress, communicating words, images or language using electronic mail that causes emotional distress and for which there is no legitimate purpose.

Any action by a student or parent deemed inappropriate will be fully investigated by the appropriate school administrator.

Consequences for students for actions that violate the policy on bullying and harassment shall be determined by the administrative staff of Indiana Virtual and may include:

- Student/teacher/parent conference
- Suspension of email privileges
- Isolation of student in a separate shell where there is no access to other students
- Removal from access to Indiana Virtual courses

E. Role of Parents in School's Discipline Policies

A School Leadership Council will be established to involve parents and other school stakeholders in the decision making process of the school. Also, this body will meet federal guidelines for parent involvement in the decision making process under NCLB. The leadership council will be utilized by the Board of Trustees and staff to help guide the decisions regarding the direction of the school and establishing a school climate that is reflective of the needs of the students and families served.

F. School Actions for Inauthentic Work

Work A student submitting school work that is not authentic is considered to be cheating and guilty of unacceptable conduct and, therefore, subject to disciplinary action under the discipline policies of the school. A violation of the school's policy on cheating will lead to a short-term suspension or other low-level disciplinary action, following the due-process procedures noted above. Multiple violations at this level may lead to expulsion.

G. Student Suspension or Expulsion

Indiana Virtual will establish a student study team and due process protocol for student discipline. Infractions that are serious enough for suspension or expulsion will be noted In Parent and Student Handbook as adopted by the Board of Trustees. In some instances a no-tolerance policy will be adopted. Expulsion from school will follow the guidelines established by the State of Indiana and will have appropriate due process remedies available for parent/student appeal. Suspension will be dealt with on an individual basis. However, the need rarely exists for a suspension in a virtual school setting. Anything of this type is typically handled through a contract of behavior developed through the Student Study Team process and agreed to by the parent and teacher. If a student is unable to abide by the conditions of the contract more serious actions can be taken, such as expulsion. No Later than 1ten (10) days after a student is expelled from active enrollment, Indiana Virtual shall conduct a conference concerning the reasons for

expulsion with the student's parents, appropriate personnel from Indiana Virtual, and the appropriate educational staff.

Expulsion

If a student has been expelled from a public school, the superintendent of the district may request that said student be enrolled in Indiana Virtual. Only requests from the Superintendent or his/her designee will be considered.

Students who have been expelled from a Indiana public school and who subsequently attempt to enroll in Indiana Virtual as either a home school student or through enrollment in a private school program may be denied access to Indiana Virtual.

Indiana Virtual reserves the right to deny enrollment depending on the nature of the misconduct that resulted in the student being expelled. All placements will be made on a space available basis.

G. School Policies for Truancy, Absence and Withdrawal

Consistent with its own school calendar and Indiana's compulsory attendance laws, Indiana Virtual expects that attendance will be recorded at the end of each school day using the Attendance Screen that is part of the OLS. Attendance is to be recorded daily by a parent. The Florida Virtual School program provides a default time for each lesson. Only parents, not students, can log attendance, though teachers can enter or change attendance once it is submitted by parents.

Both Indiana Virtual teachers and administrators will have access to student attendance records, and will regularly monitor and approve daily attendance logs. Every day, before teachers approve student attendance, they view an excel spreadsheet that lets them see their entire class and the hours entered for each subject. Teachers will be able to monitor the correlation between lessons completed and hours entered by viewing the individual screens of the individual students, reviewing the snapshot tool which gives information in a one screen view, or by viewing the class view. Teachers will make a note of any student that has more than 6 hours of attendance or more than 2 hours in any subject for a particular day. The next morning, the teacher reviews the lessons completed, contacts the parent by phone, and the teacher makes any necessary adjustments. Teachers will also verify attendance and continued progress through the educational program through regular conferences with parents.

While there are acceptable reasons for not logging daily attendance in the Power School – Studio Edition (e.g., student illness, hospitalization, family emergency, etc.), if a student does not log attendance in the Power School – Studio Edition, Indiana Virtual will follow a standard procedure to ensure the best interests of the student are served. Teachers will call families to check in where a student has 5 or more consecutive days of missing attendance. Ten or more consecutive days of missing attendance will result in a telephone conference with the parent and

teacher and a corrective action plan where appropriate. This intervention will be documented, with details of the meeting and plan mailed to the student's home as well as placed in the student's file. Fifteen or more days of consecutive missing attendance will result in a conference with the parent, teacher, and school administration where the appropriateness of the student's participation in the program will be discussed. This intervention will also be documented. Where absences are excessive, the HOS may deem that enrollment in Indiana Virtual is not in the best interest of a student.

Students may withdraw from the Indiana Virtual voluntarily or involuntarily due to disciplinary action, lack of attendance/progress, failure to participate in state-mandated assessments, or failure to comply with school policies. Parents who wish to remove their student from the school must contact their teacher and notify them of their desire to leave the program. The school administration will then contact parents to schedule an exit interview and arrange for the return of school equipment and materials.

H. Monitoring Student Work

Indiana Virtual certified teachers will utilize a number of tools and strategies to determine whether or not a student has met daily attendance requirements and is engaged in instructional activities for sufficient time to complete high quality work and meet expected achievement goals. Though listed separately below, these tools and strategies will be utilized as part of an inextricably linked process. From an accountability perspective, the primary goal is to validate the validity of student work and the hours of attendance certified by each teacher. Among these tools and strategies are:

- The Power School – Studio Edition allows certified teachers to review daily lessons, assessments, time logged online, and attendance hours and minutes. Teacher use the Power School – Studio Edition as a first step in seeking to validate both mastery and time-on-task. Florida Virtual School lessons each have an estimated time for completion as well as an assessment tied to the lesson. Students will only be awarded attendance hours if they can both reasonably complete the proper number of lessons each day, and demonstrate they have spent an appropriate time on each lesson.
- Elluminate is a synchronous online teaching tool that allows teachers to conduct one-on-one or small group sessions for students. Teachers and students can see each others work live and can speak throughout. These small group sessions help teachers better understand whether or not a student is both completing his/her own work and mastering it. Students whose work during Elluminate sessions does not show mastery of their work will not be awarded full attendance credit.
- Students will submit and discuss regular work samples and assignments with their teachers at regular conferences. Teachers are able to select which assignments to focus on so that for the purposes of compliance and learning they can guarantee that students are doing their own work. If a student has either not completed an assignment, or can not explain the basis of his/her assignment, the student will not receive attendance credit for this work;
- Student will email written work to their certified teachers regularly (especially above

grade three). This work will be reviewed similar to work completed for their portfolio as well as the work evaluated during Elluminate sessions. If student work is either incomplete, does not reflect the recorded time-value, or does not show mastery teachers will not award full attendance credit.

- Students will take all state mandated tests at each grade level in proctored settings. In the first year, since many of these tests are taken in the spring, the results of these tests will be used as a gauge for how effective all of our other strategies for measuring academic gains and daily attendance have been.
- School Outings: All Indiana Virtual outings will be led by an Indiana Virtual teacher who will supervise the behavior of students during the outings.

Using all of these strategies, teachers will be able to complete and certify attendance and achievement records. Students whose work does not reflect either their own work or an accurate measure of the recorded attendance time may have to provide their teachers with even more regular feedback. The Board of Trustees understands that students can only achieve a full day's academic credit if they have spent at least five hours per day on instruction. Cheating will be handled according to the Indiana Virtual disciplinary process.

Budget and Financial Plan

A. Board Oversight

The Board of Trustees will hold direct responsibility for all financial matters, with the Treasurer assigned regular oversight responsibilities. The Board of Trustees will receive financial updates as part of its regularly quarterly meetings, including an accounting of monthly disbursements. Added to the Board of Trustees' oversight, the Treasurer will convene regular monthly meetings with the school's Business Manager to review revenues and expenditures against established plans and address any ongoing financial concerns. The Treasurer's meetings will also serve as any early warning system should any financial issues arise in between regularly scheduled board meetings. The attached annual budgets, cash-flows, and start-up expenses present the Board of Trustees' best insights into the revenues, expenses, and timing of expenses for the school. BCI will seek start-up funding to ensure the school can operate without deficits on both a monthly and an annual basis.

With approval in February 2007 and enrollment outreach planned to begin in March, the school has ample time to recruit students and meet enrollment and budget targets. The Board of Trustees will receive periodic enrollment updates leading up to the opening of school and will provide the same to the Office of Charter Schools. By opening day, the school will be ready to open at any level of enrollment, though the Board of Trustees fully expects to meet its enrollment targets.

The virtual nature of the school is an asset to its financial planning and coping with any failure to achieve expected enrollments. Except for rent for an administrative office, the school bears few fixed costs. The school's major costs are variable, that is, they are matched with student enrollments. And while the school will begin initially with a core administrative team, other administrative and teacher positions will be staffed only as enrollments dictate. This enables the school's budget to be properly sized consistent with its enrollments as well as to minimize budget expenditures until enrollments actually materialize. In this sense, the Board of Trustees is well positioned to address any financial implications that might arise should its enrollment assumptions not be met.

A description of the risk management philosophy and approach to minimizing liability of the charter school and its governing board members and employees is contained in Attachment I. A specific statement indemnifying related entities and their respective officers, employees, and agents is contained in Attachment J.

B. Competency of Financial Management Team

The competencies of BCI Board Members that will be brought to bear in providing direct responsibility and oversight of the school's finances.

Both Mr. Moonshower's and Mr. Tilford's operational skills include establishing chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, insurance management, financial reporting, and day-to-day business operations. The Board of Trustees will also hire an Indiana auditing firm to audit the school's internal controls, procedures, financial records and reporting annually.

C. Knowledge of State Funding

The Members of the Board of Trustees have varying degrees of familiarity and expertise with the state funding formula and federal grants. As a whole, the Board of Trustees recognizes that state funding for public schools is essential to the financial viability of this public school. .

D. Budget Forms

The required budget forms are contained in Attachment K. In addition to the required budget forms, the Board of Trustees has also provided supplementary budget forms. These forms are: 1) BCI Budget Addendum which provides explanatory detail regarding certain line items in the BCI budget; and 2) BCI Key Assumptions on which the school budget was based.

Physical Plant

A. Location of Administration

Indiana Virtual is currently located at 2206 East 96th Street, Indianapolis, IN 46240. The building will provide sufficient wiring and communication capabilities to support the high-tech nature and infrastructure of the school. The building will also provide adequate heating, ventilation, lighting, sanitary conditions, and water supply to support the school's staff.

Administration of the ISTEP for Indiana Virtual students will take place in proctored settings at facilities located regionally across the state. In many cases, we expect to contract with schools and/or districts to have our students take the state tests during regular testing days in their districts of residence. Those school buildings must be in compliance with applicable building codes, health and safety laws and regulations including the federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA). In other cases, the school administration will find other suitable locations which also are in compliance with those laws and regulations.

B. Privacy Policy

Indiana Virtual will abide by the student privacy guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). The following persons have access to student records:

- BCI Board of Trustee members
- President and CEO, administrative team, and professional staff of the school (teachers, guidance counselor, the General Counsel)
- Appropriate administrative support staff members and other professionals who have a legitimate educational or legal interest in student records as designated by the President and CEO.

Indiana Virtual provides an academic transcript upon any request of the student's legal guardian. In accordance with state and federal privacy laws, students who attain the age of 18 may transfer certain rights related to their academic records. To learn more about this please contact your guidance counselor. No member of the Indiana Virtual staff is authorized to release student information without the written permission of the student's legal guardian or without approval of the Indiana Virtual President and CEO. Names, images, and/or course work of Indiana Virtual students will not be published in print, video/film, or on our website without written student and guardian consent.

All Indiana Virtual students are provided a unique password to access online courses. It is the student's responsibility to keep his/her password in confidence.

C. Statistical Information

We use web statistic software to track visitors to our site, but this data does not include any personally identifying information such as name or email address. Individual identifying information is not provided to any other party without your consent, or as otherwise required by law. However, aggregated and anonymous data about groups of members may be collected and shared with participating agencies and/or companies. An example of such information might include, "X% of visitors come to our site between the hours of 7:00 and 9:00 p.m."

D. Security Information

All the data you provide to us is protected to ensure both the privacy and security of your data. We use state-of-the art technology to keep your personal information as secure as possible to ensure that no one will be able to tamper with, intercept or access your data. Remember to keep your account information private and secure; do not share your password with anyone!

E. Cookies

We may, from time to time, use cookies when you log in to your account. These cookies allow us to remember you when you visit our site. Although one cookie would reside on your computer so that we can recognize you each time you visit our site, any session-specific cookies will expire once you shut down your browser.

F. Hardware/Software Requirements

Internet Access and Speed

As long as you have Internet access, you can take courses with Indiana Virtual. While it is possible to take courses with dial-up connectivity, it will take a little longer for pages to load. You might want to print a few lessons and work offline. You can then save and upload work when you are finished.

Browser Plug-ins

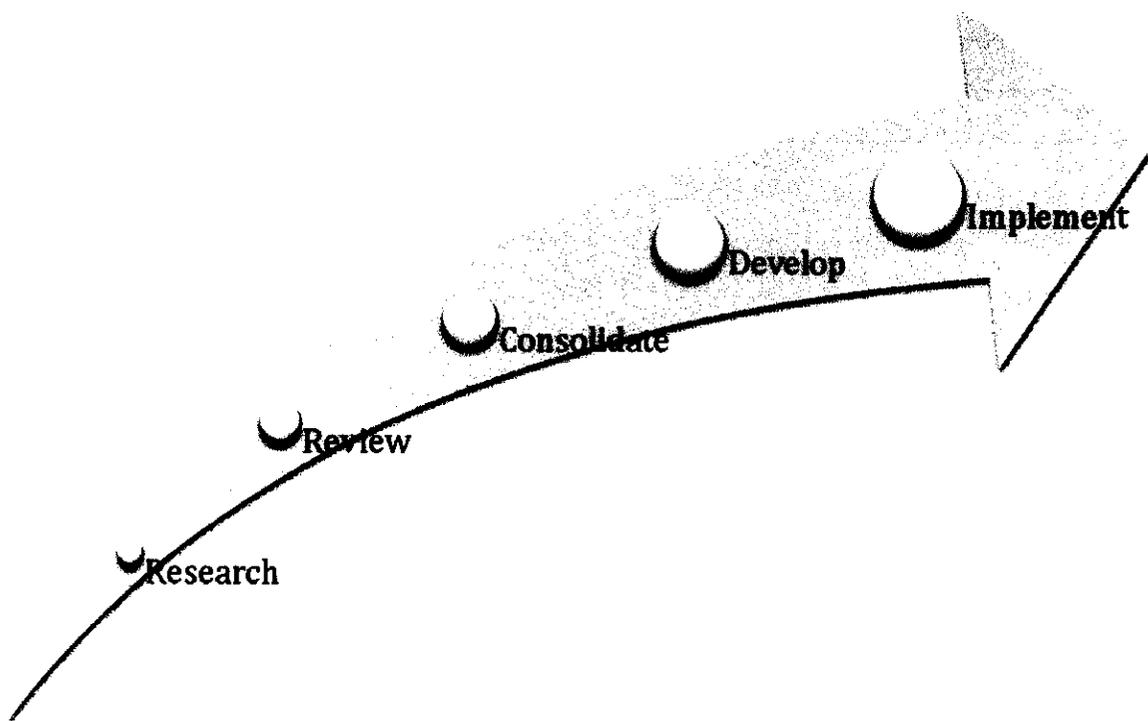
- Sun Java 1.4.2 JRE or higher
- Sun Java 3D 1.3 or higher - Required in some courses
- Flash 9.0 or higher
- Shockwave (Operating System Dependant)
- Acrobat Reader 7.0.9 or higher

PC Requirements

- Pentium III (500 MHz minimum, higher recommended)
- Minimum of 10 gigabytes free HDD space
- 128k internet connection. A broadband connection is strongly recommended.
- Windows XP, or Vista
- Microsoft Office, Open Office or Google Docs (Some Business courses require Microsoft Office which will be notated within course registration)
- 512 MB Ram
- 12x CD-ROM (CD/DVD Recommended – Some courses require CD/DVD which will be notated within course registration)
- Display setting 1024x768 resolution
- Printer required
- Internet Explorer version 7.0 or higher or Firefox version 2.0 or higher
- Students need a method to save work to a portable medium (Floppy, Zip, CD, USB)
- Audio: Sound card with speakers, microphone or headset
- America Online and KOL are not recommended

Macintosh Requirements

- Power Mac G3 (350 MHz)
- OSX
- Microsoft Office, Open Office or Google Docs (Some Business courses require Microsoft Office which will be notated within course registration)
- Students need a method to save work to a portable medium (Floppy, Zip, CD, Flash)
- 256 MB Ram
- Minimum of 10 gigabytes free HDD space
- 12x CD ROM (CD/DVD Recommended)
- 128k internet connection. A broadband connection is strongly recommended.
- Display setting 1024x768 resolution
- Printer required
- Safari browser or Firefox version 2.0 or higher
- Audio: Speakers and microphone or headset
- America Online and KOL are not recommended



**List of Attachments Indiana Virtual
Charter School Proposal to Charter**

Attachment A: BCI's Certificate of Incorporation

Attachment B: Indiana Virtual Organizational Chart

Attachment C: BCI Service Agreement

Attachment D: Description of Education Program

Attachment E: List of Courses

Attachment F: School Calendar for 2011 - 2012

Attachment G: List of Grades and Enrollment

Attachment H: Enrollment Form

Attachment I: Risk Management Philosophy

Attachment J: Statement of Indemnify

Attachment K: Budget

Attachment L: Staff Resumes

Attachment M: Staffing Matrix

Attachment N: Education Management Organization Information

Attachments

Attachment A: BCI's Certificate of Incorporation

STATE OF INDIANA
OFFICE OF THE SECRETARY OF STATE
SECRETARY OF STATE

To Whom These Presents Come, Greeting:

CERTIFICATE OF INCORPORATION

2604-112
49

BUSINESS COUNSELING, INCORPORATED

I, LARRY A. CONRAD, Secretary of State of the State of Indiana, hereby certify that Articles of Incorporation of the above not-for-profit Corporation, in the form prescribed by the office, prepared and signed in duplicate by the Incorporator (s) and acknowledged and verified by the same before a Notary Public, have been presented to me at this office accompanied by the fees prescribed by law; that I have found such Articles conform to law; that I have endorsed my approval upon the duplicate copies of such Articles; that all fees have been paid as required by law; that one copy of such Articles has been filed in this office; and that the remaining copy of such Articles bearing the endorsement of my approval and filing has been returned by me to the incorporator (s) or his (their) representatives; all as prescribed by the Indiana Not-For-Profit Corporation Act of 1971.

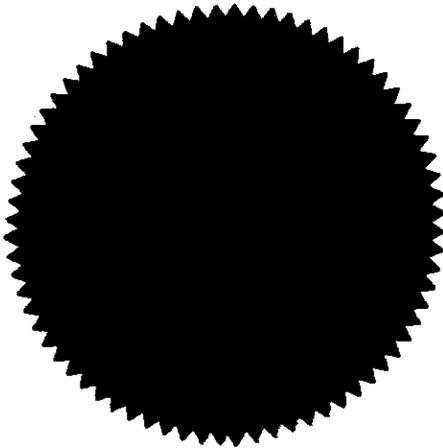
NOW, THEREFORE, I hereby issue to such Corporation this Certificate of Incorporation, and further certify that its corporate existence has begun.

In Witness Whereof, I have hereunto set my hand and affixed
the seal of the State of Indiana, at the City of Indianapolis,
this _____ 5th _____ day of

April, 19 76

LARRY A. CONRAD, Secretary of State

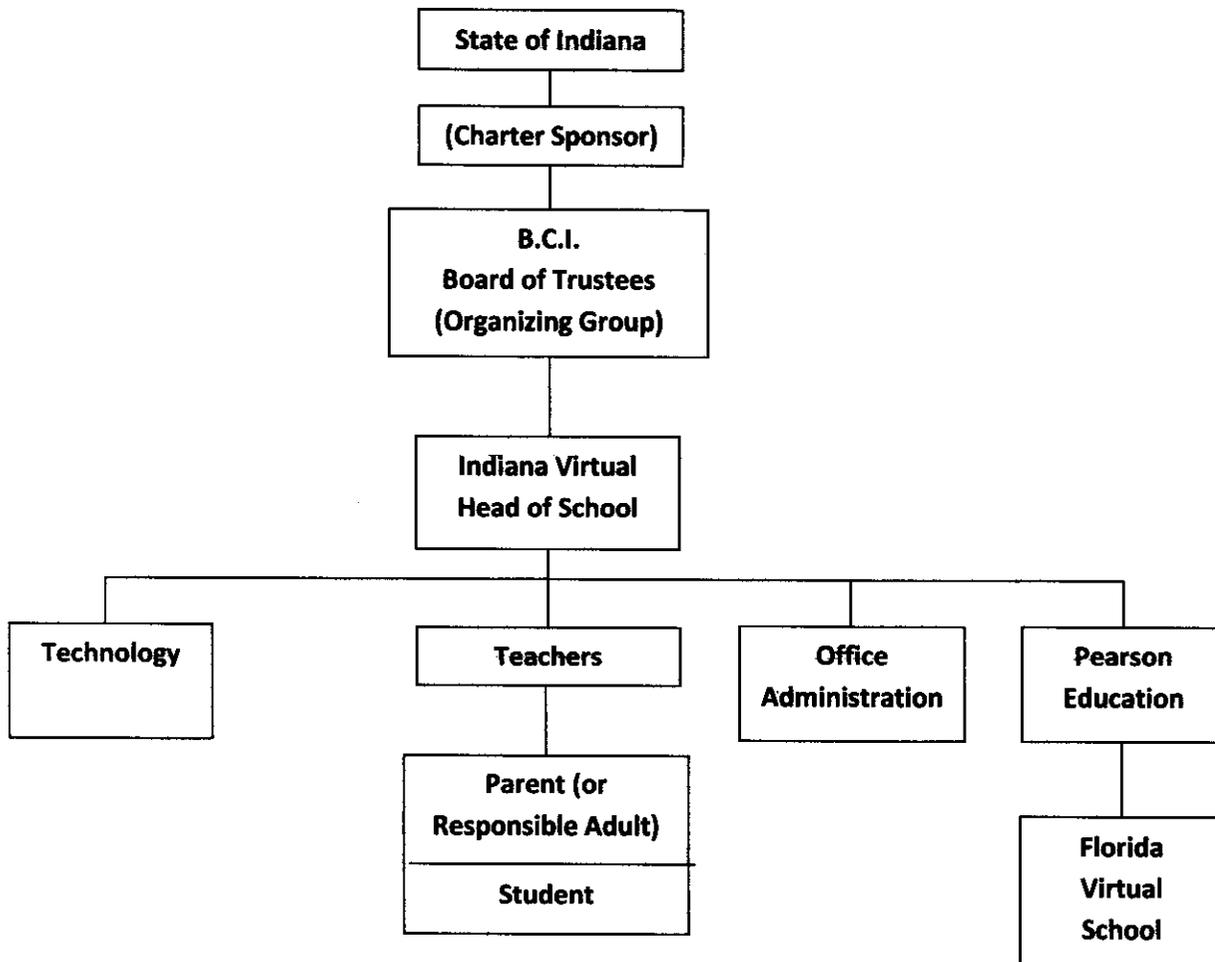
By _____
Deputy



**Attachment B: Indiana Virtual
Organizational Chart**

Indiana Virtual Organizational Chart

INDIANA VIRTUAL GOVERNANCE



Attachment C: BCI Service Agreement

Attachment D: Description of Education Program

Indiana Virtual Description of Education Program

To help implement its proposed virtual school model for Indiana, the Board has selected Pearson Education to provide curriculum, materials, web-based resources and a suite of educational services including intensive professional development. Pearson Education is the leader in this field. The Board selected Pearson because they are the leader of educational services and virtual education that provide quality education to over 250,000 students in 19 states.

Indiana Virtual will combine Pearson's rich history of state-of-the-art solutions and services to make Indiana Virtual an undisputed virtual learning leader within the state of Indiana. Pearson sets industry standards in student information and learning management systems, teacher professional development, career certification programs, and assessment product.

We will be offering 21st century courses, teaching digital skills, and preparing students for college and careers. With the addition of our tools, our activity based lessons, rigorous instructional design, and diverse array of assessments, we will expect to increase graduation rates and decrease drop out rates. We offer AP and honors courses for students who want to be challenged. For struggling students, we offer credit recovery courses that allow them to focus on content they have yet to master.

We can create a scalable, blended or online program that has been a proven-through-practice methodology. Our personal and flexible model allows us to support students regardless of where they are in the program. Our courses can be imported into a variety of learning management systems.

Indiana Virtual believes in a Learning Recovery system. Students who need to recover credits are not synonymous with students who cannot or do not want to learn. Our Learning Recovery program provides struggling students with teacher supervised, customized learning to meet their unique needs, when the student needs it. Learning Recovery courses will be available to students at any time of the year. These courses provide students with pre-test, discussion-based assessments, projects and post-tests.

Indiana Virtual AP courses are a cost-effective way to offer college-level courses taught by qualified instructors. Our AP curriculum engages students through a variety of interactive components and assessments.

Attachment E: List of Courses

Middle School

Art

Orientation to Art 2-D 0.5

Business Education

Keyboarding 0.5

World Language

Spanish Beginning 1.0

Spanish Intermediate 1.0

Health & Physical Education

Fitness – Grade 6 0.5

Comprehensive PE – Grades 6 & 7 0.5

Comprehensive PE – Grades 7 & 8 0.5

Language Arts

Language Arts I/ L. A. I Advanced 1.0

Language Arts II/ L. A. II Advanced 1.0

Language Arts III/ L. A. III Advanced 1.0

Mathematics

Mathematics I/ Math I Advanced 1.0

Mathematics II/ Math II Advanced 1.0

Mathematics III. Math III Advanced 1.0

Science

Comprehensive Science I/ C. S. I Advanced 1.0

Comprehensive Science II/ C. S. II Advanced 1.0

Comprehensive Science III/ C. S. III Advanced 1.0

Social Studies

World Cultures/World Cultures Advanced 1.0

U.S. History/ U.S. History Advanced 1.0

World Geography 1.0

Study Skills

Critical Thinking, Problem Solving & Learning Strategies 0.5

Reading I 1.0

Middle School Learning Recovery Courses

Mathematics

Mathematics I

Mathematics II

Mathematics III

High School

Business Technology

Computing for College & Careers	1.0
Web Design I	1.0
Web Design II	1.0

Computer Science

Computer Programming	1.0
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World Language

Chinese I	1.0
Chinese II	1.0
Chinese III	1.0
Latin I	1.0
Latin II	1.0
Latin III	1.0
Spanish I	1.0
Spanish II	1.0
Spanish III	1.0

Health & Physical Education

Adaptive Physical Education IEP or 504 Plan	0.5
Fitness Lifestyle Design	0.5
Health Opportunities through Physical Education	1.0
Life Management Skills	0.5
Personal Fitness	0.5

Language Arts

English I/ English I Honors	1.0
English II/ English II Honors	1.0
English III/English III Honors	1.0
English IV/English IV Honors	1.0
Intensive Reading – Conspiracy Code**	1.0
Reading for College Success	0.5

Mathematics

Algebra I A	1.0
Algebra I B	1.0
Algebra I/Algebra I Honors	1.0
Algebra II/Algebra II Honors	1.0
Calculus	1.0
Geometry/Geometry Honors	1.0
Liberal Arts Math	1.0
Pre-Calculus	1.0

Science

Biology/Biology Honors	1.0
Chemistry /Chemistry Honors	1.0
Earth Space Science/Earth Space Science Honors	1.0
Marine Science/Marine Science Honors	1.0
Physical Science/Physical Science Honors	1.0
Physics/Physics Honors	1.0

Social Studies

American Government/ American Government Honors	0.5
American History/American History Honors	1.0
American History – Conspiracy Code **	1.0
Economics/Economics Honors	0.5
Global Studies	1.0
Psychology I	0.5
World History/World History Honors	1.0

Study Skills

Thinking & Learning Strategies	0.5
SAT Prep	0.5

Advanced Placement Program*

Advanced Placement courses

AP Art History	1.0
AP Biology	1.0
AP Calculus AB	1.0
AP Calculus BC	1.0
AP Computer Science A	1.0
AP English Language & Composition	1.0
AP English Literature & Composition	1.0
AP Environmental Science	1.0
AP Macroeconomics	0.5
AP Microeconomics	0.5
AP Psychology	1.0
AP Spanish	1.0
AP Statistics	1.0
AP U.S. Government & Politics	0.5
AP U.S. History	1.0

Advanced Placements Exam Reviews

AP Art History
AP Biology
AP Calculus AB
AP English Language & Composition
AP English Literature & Composition
AP European History
AP Macroeconomics
AP Spanish Language
AP U.S. Government & Politics
AP U.S. History

* AP and Advanced Placement Program are registered trademarks of the College Board, which was not involved in the production of, and does not endorse, this product.

** Conspiracy Code courses will be available in spring 2011. Restrictions may apply.

High School Electives

The following high school elective courses are offered through Global School and EasyStart models only. Some software/materials may not be included for select courses.

3D Art I – Modeling	0.5
3D Art II – Animation	0.5
Computer Aided Design	0.5
Audio Engineering	0.5
Computer Literacy	0.5
Digital Arts I	0.5
Digital Arts II	0.5
Digital Photography & Graphics	0.5
Digital Video Production	0.5
Flash Animation	0.5
Game Design	0.5
Green Design and Technology	0.5
Introduction to C++ Programming	0.5
Introduction to Entrepreneurship I	0.5
Introduction to Entrepreneurship II	0.5
Introduction to Marketing I	0.5
Introduction to Marketing II	0.5
Online Game Design	0.5

Learning Recovery Courses

High School

English
English I
English II
English III
English IV

Mathematics

Algebra I
Algebra II
Geometry

Science

Biology

Chemistry

Earth Space Science

Physical Science

Physics

Social Studies

American Government

American History

Economics

World History

Attachment F: School Calendar for 2011 - 2012

INDIANA VIRTUAL
2011-2012 School Calendar

Aug 9 Students Start Tuesday – August 9

Sept 5 Labor Day - No School

Oct 20 - 21 Fall Break – No School

Nov 24 - 25 Thanksgiving - No School

Dec 16 – Teacher Records Day – No School

Dec 19 – 30 Winter Break - No School - End of First Semester

Jan 2 Winter Break – No School (Federal Holiday)

Jan 16 Martin Luther King Day - No School

Feb 20 Presidents Day - No School

Mar 30 and Apr 2-6 Spring Break – No School

May 25 Teacher Records Day – No School / End of Second Semester

Attachment G: List of Grades and Enrollment

Indiana Virtual

Grade Range of Pupils to be Enrolled

	Year One	Year Two	Year Three	Year Four	Year Five
Grades Served	No. Pupils				
6	75	150	200	250	250
7	75	150	200	250	250
8	75	150	200	250	250
9	75	150	200	250	250
10	75	150	200	250	250
11	75	150	200	250	250
12	75	150	200	250	250
Total	525	1,050	1,400	1,750	1,750

Attachment H: Enrollment Forms

Attachment I: Risk Management Philosophy

Indiana Virtual Risk Management Philosophy

Indiana Virtual's risk management philosophy in relation to minimizing liability of the school, and its governing board and employees is to ensure that everyone connected with the school understand their responsibilities and obligations, and does their very best to meet them. Ensuring this goal is achieved starts with securing high quality employees to administer and staff the school, but it also includes a level of organization-wide training and continuing professional development for all those connected to the school.

From an insurance perspective, Indiana Virtual intends to utilize the services of Pearson Education – Florida Virtual School to coordinate the school's insurance needs through a reputable broker who will market the insurance requirements only to companies with an Excellent or Superior rating from A.M. Best. The broker is experienced in the education field and has secured insurance on behalf of other virtual charter schools. Indiana Virtual also intends to undertake periodic reviews of its coverage and limits to ensure the school is adequately insured with respect to changes in our business, industry trends, and potential exposures.

Attachment J: Statement of Indemnify

Indiana Virtual
Statement of Indemnification

- a. Indiana Virtual (“Charter School”) shall indemnify, defend and hold harmless Daleville Community Schools(Sponsor), related entities, and their respective officers, employees, and agents (collectively, the “University Indemnities”), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) the possession, occupancy or use of the property of the Charter School, its faculty, students, patrons, employees, guests or agents (ii) any act or omission to act, whether negligent, willful, wrongful or otherwise by the Charter School, its faculty, students, patrons, employees, guests or agents, (iii) any alleged violation of any law, statute, code, ordinance or regulation by the Charter School, its faculty, students, patrons, employees, sub-contractors, guests or agents, and/or (iv) any breach, default, violation or nonperformance by the Charter School of any term, covenant, condition, duty or obligation provided in this Agreement (collectively, the “Covered Losses”). This indemnification shall not apply to the extent that any Covered Loss: (i) results from the negligence or wrongful act or omission of any University Indemnitee; (ii) results from any act or omission of the Charter School required by law or this Agreement; or (iii) is subject to indemnification coverage to be provided by BCI to the University Indemnitees pursuant of the terms of Indiana Virtual, Administrative and Technology Services Agreement; however, if BCI declines for any reason to provide said indemnification coverage, the Charter School shall be obligated to provide said coverage to the University Indemnitees pursuant to the provisions herein above.
- b. This indemnification, defense and hold harmless obligation shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

Attachment K: Budget

Attachment L: Staff Resumes

DAVID STASHEVSKY

14149 CALMING WATERS, FISHERS, IN 46038 DSTASHEVSKY@GMAIL.COM 317-770-0478 (H) 317-473-3099
(C)

OBJECTIVE: EDUCATIONAL LEADERSHIP POSITION

PROFILE

- Proven ability to use data to drive instructional changes
- Proven ability to lead faculty & staff into high performance (4 star)
- Proven ability to incorporate new technologies into the building & classrooms
- Proven ability to maintain high levels of performance despite increasing F/R numbers
- Proven ability to write & secure grant funding
- 10 years as an instructional leader in the classroom
- 10 years leading Daleville Elementary School as principal
- 4 years leading/facilitating principals & directors across the state through the process of instructional change using data analysis

RELEVANT EXPERIENCE & ACCOMPLISHMENTS

BUILDING & CORPORATION LEVEL LEADERSHIP

- Corporation Testing Coordinator (CTC) for ISTEP, Acuity, ECA, mCLASS, GQE, IREAD, ISTAR, IMAST
- PowerSchool Transition Specialist – responsible for transitioning our current student data management system (MMS) to PowerSchool (Pearson) by creating the foundational architecture of the new system to correctly map data elements
- DOE Reports – responsible for submission of most state reports for the district office as well as school level submissions
- Title I Program Director
- Successfully led a faculty through instructional changes resulting in dramatic gains (2001-04)

~ Average percent passing rose from 71% to 88% in 3 years ~ 6th grade ELA passing rose from 53%

to 89% ~ 6th grade Math passing rose from 72% to 98%

- Successfully maintained the school at the high performance level since 2004 ~ Gains have

been sustained despite a F/R population rising past 40%

- Developed a plan & budget for incorporating distance learning technologies between Daleville Community Schools & Cowan Community Schools. \$100,000.00 proposal met with favor at the DOE (Todd Huston)

- Developed a TCL partnership grant with Anderson Community Schools to acquire \$150,000.00 for DCS to establish the infrastructure & training needed for distance education
- Developed & secured the High Abilities & Title 1 grants for Daleville Community Schools
- Oversaw an elementary building project consisting of new HVAC, roof replacement, additional storage, & plumbing
- Expulsion Hearing Officer, Daleville Community Schools
- School Safety Specialist, Daleville Community Schools

PEER LEVEL LEADERSHIP

- Consultant & In-service Presenter, Data Analysis & Instructional Focus ~ Jay County

Schools (2007, 2008) ~ Alexandria Community Schools (2007, 2008) ~ Oregon-Davis Schools

(2007)

- Consultant, Data Analysis of ISTEP Scores ~ Over 50 corporations have used me to analyze

their ISTEP data & to provide instructional focus ~ Principal Growth Solutions, Inc

- Named the 2006 East Central Indiana Educator of the Year
- 2008 Graduate of IPLA (Indiana Principal Leadership Academy)
- IPLA Winter Conference, Presenter, Data Analysis (2008, 2009)
- IPLA Expert Session, Presenter, Group 44, Data Analysis (2008)

COMMUNITY LEVEL LEADERSHIP

- Developed & implemented the Community Learning Center for Daleville Elementary through a partnership with Lilly & the Ball Brothers Foundation
- Developed a partnership with the Daleville Community Library pairing volunteers with students in an after school tutoring program
- Developed & implemented a community craft fair for the residents of the Town of Daleville
- Ⓞ Recognized by out-of-district parents as a school of excellence as witnessed by 89 students
- transferring to Daleville Elementary during the 2010-11 school year
- Northpoint Board of Advisors

EMPLOYMENT HISTORY PRINCIPAL , *Daleville Elementary School*

- Daleville Community School District
- 430 students
- 4 Star in 2004, 2005, 2006
- 40% Free & Reduced Population

CEO, Principal Growth Solutions, Inc.

- Established consulting business in 2007
- Providing data analysis & instructional direction for 50+ school districts

ASSISTANT PRINCIPAL, *East Elementary School*

- South Madison Community Schools
- 850+ students

TEACHER, *Hamilton Southeastern Schools*

- Fall Creel Intermediate – 6th grade – Randy Schoeff, principal
- Hamilton SE Middle School – 6th grade – Randy Schoeff, principal

TEACHER, *Elwood Community Schools*

- Elwood Middle School – 8th grade science – Steve Patz, principal
- Teacher – Summer Migrant School

2001-present

2007-Present

1999-2001

1994-1999

1989-1994

EDUCATION

PRINCIPAL LICENSURE, Ball State University **PRINCIPAL LICENSURE**, Indiana University **M.ED. EDUCATION**, Curricular focus, Indiana Wesleyan University **B.S., HEALTH & PHYSICAL EDUCATION**, Bob Jones University

HONORS & AWARDS

MOST OUTSTANDING/SUCCESSFUL SCHOOL AWARD, INDIANA – 2010

~ Presented by the Association of Teachers Educators (ATE-IN) **EAST CENTRAL INDIANA**

EDUCATOR OF THE YEAR – 2006 INDIANA 4 STAR SCHOOL – 2004, 2005, 2006 STANDARD & POOR'S INDIANA OUTPERFORMING SCHOOL DISTRICT – 2006

REFERENCES PAUL GARRISON, *Superintendent, Daleville Community Schools*

8700 S. Bronco Drive, Daleville, IN 47334 765-378-3329 pgarrison@daleville.k12.in.us

TIM LONG, *Superintendent, Jay County Schools*

PO BOX 1239, Portland, IN 47371 260-726-9341 TLong94433@aol.com

P. Scott Badger

6650 Dover Road
Indianapolis, IN 46220
(317) 403-9079

Sales/Business Development Consultant

p.scottbadger@gmail.com

OVERVIEW

SKILLS SUMMARY

Business Development

I am an accomplished information technology professional with twenty-five years of experience. Since 1984 I have managed the full life cycle of projects and large-scale programs from initiation to closeout.

Client Relationship

During the past several years, I have identified and realized that my true personal fulfillment is attained when I am able to identify, introduce, and bring business opportunities together with the best IT delivery team possible.

Team Development

Project Management

Account Management

Business Development sums up who I am and what I desire to do as my career continues to move forward with the extreme technology advancements our world continues to experience.

SDLC Management

Software Delivery

Life Insurance

Business Development allows me to utilize my communication skills, my people skills and my vast technical experiences to identify with business processes and business needs. I enjoy helping my customers effectively realize exactly where and how technology can be appropriately utilized to develop custom solutions that can be delivered in a timely and cost effective manner.

Property & Casualty Insurance

Unemployment Insurance

Government

Political Campaign Support

I understand business core values and the simple fact that businesses are in business to offer the products and/or services they desire to provide. My professional experience guides me to suggest or recommend that my customers make solid business decisions that will yield the Return On Investment (ROI) required to support their new or enhanced business offerings.

Education

Automotive

Health Insurance

Thus far in my career, I have had the opportunity to work in several diverse industries including Life insurance, Property & Casualty insurance, Health insurance, Manufacturing, Government, Political campaigning, Education, Automotive and Unemployment insurance.

EDUCATION

Masters Business Management

Indiana Wesleyan University, Indianapolis, Indiana – 20 credits completed

B.S. Business Management

Indiana Wesleyan University, Indianapolis, Indiana

Associate in Computer Technology

Vincennes University, Fort Harrison, Indiana

P. Scott Badger - Experience Continued

PROJECT EXPERIENCE

Micro Sources, Inc., Indianapolis, IN

May 1998 - Current

PROJECTS

IT Business Development
Automotive F&I application development
Policy Admin Integration
Unemployment Insurance
Incumbent Worker Training
Y2K Preparation

ROLE

IT Business Development
Project Management
ROI Analysis
Risk Assessment/Mitigation
Federal Grant Writing
Vendor Selection
National Sales

SKILLS

Personal Communications
Client Relationships
Business Development
Project Management
SDLC
RFP and Grant Writing
Team Development & Dynamics
National Sales/Marketing

- Business Development for local Indianapolis-based IT companies. Providing sales of Information Technology consultants, products and services to a wide variety of businesses, whether here in Indiana or across the world. Responsible for getting the door open, to meet with business owners and decision makers to help scope their needs and to offer common sense business solutions. Responsible for contracting, delivering services and account management. Follow-up with clients is critical and typically produces ongoing sales for additional products or services the client requires.
- Managed a project to redevelop a Finance and Insurance Automotive Performance Reporting (APR) application for an Indianapolis-based agency that sells F&I products to automobile dealerships. This application was developed using .NET and was designed for a national deployment.
 - Assisted with the overall project management of the application development
 - Requirements gathering and general understanding of the business model
 - Interacted with the dealership employees who utilize the software to manage their overall performance and goals.
 - Accepted new business requirements and change requests to help finalize and customize this application so it would be administered by users with specific variable requirements depending on the products and services deployed at any given dealership and any given representative agency.
 - Coordinated a national marketing plan to connect this software into thousands of dealerships. The basic premise was to implement alongside other heavily utilized software systems that have already been deployed in dealerships. The APR system would be an add-on software tool to further aid the dealership in driving their profits through F&I.
- Business Development and Project Management for a local Indianapolis-based Internet software development company E-gineering, LLC.
 - E-gineering manages projects, architects solutions, and develops solid applications
 - Provided resources and services with uncompromised integrity and excellence; to form valuable relationships with customers, business partners, coworkers and the community.
 - Helped bring architecture-level-thinking, trusted consulting and senior-level skills to other Indiana companies
- Managed a project to integrate an Internet Quote web application

P. Scott Badger - Experience Continued

with Ascendant One software for Liberty Mutual Insurance Company in Indianapolis, Indiana. A multi-year and a multi-million dollar project effort to replace the company's legacy Policy Administration and Rating systems with Object-Oriented technology. J2EE and Websphere using the Rational Unified Process.

- Project Management efforts on the Unemployment Insurance Modernization (UIM) project for the State of Indiana
 - Managed a team of eight (8) full-time and twenty (20) part-time State resources through the gathering and refinement of user requirements.
 - Coordinated vendor meetings and presentations, which allowed the State resources an opportunity to see the market availability for established UI functional systems and/or components.
 - Outlined the UIM project benefits to executive management, the staff at DWD and the Indiana State Legislature by managing the efforts to produce conservative cost-benefit analysis studies, which highlighted the overall UIM project return on investment.
 - Developed a comprehensive Request for Proposal (RFP) to fully replace the current mainframe legacy applications with a modernized Unemployment Insurance and Employment Services system. The RFP outlined the full life cycle of this mission-critical project to define, architect and custom develop a web-based product that facilitates unemployment insurance tax collections, benefit payments, and employment services along with workflow and imaging to reduce management of paper and to provide world-class customer service to the State's employers, job seekers, unemployed and staff.
 - Managed the development of RFP evaluation and scoring criteria to meet State of Indiana procurement guidelines.
 - Established a thirty person RFP evaluation team comprised of executive management, business and technical subject matter experts, LAN/WAN specialists and departmental users to select the most appropriate UIM vendor.
 - Managed the RFP evaluation process, through Best and Final offers and into the final selection process for vendor award.
 - Prepared the recommendations document for a contract award.
 - Lead the team through the contracting process and negotiated the terms for a mutually beneficial contract between the vendor and the State of Indiana.
 - Developed the initial project plan and coordinated the Information Services training courses to equip the State resources with the knowledge required to develop web-based applications using J2EE, WebSphere, FileNet, Oracle and Rational's suite of tools.
 - Rewrote detailed user requirements and rewrote the RFP for a

P. Scott Badger - Experience Continued

new vendor selection process following the cancellation of the initial UIM contract.

- Managed a team of six (6) full-time and up to eight (18) part-time resources through the full life cycle of a new application to collect monies for the Incumbent Worker Training fund for Indiana.
- Managed the planning, design and deployment of application changes within the Customer Self Service System to incorporate web-based initial claims and continued claims for UI Benefits.
- Managed and coordinated all the activities required to implement Y2K changes for Indiana's Workforce Development.
- Managed and owned a multi-million dollar retail computer store.
 - Manufactured, assembled and configured Personal Computers and Network Servers for small and medium sized Indiana corporations.
 - Offered complete in-home computer services to individuals and home-based businesses.
- Project managed the Y2K efforts for a major manufacturing food distribution organization. Successfully managed the conversion of 4000 COBOL programs running on a DOS/VSE and ICCF platform from COBOL 74 to COBOL 85.

Anthem, Inc, Indianapolis, IN

April 1991 – November 1998

PROJECT

Federal Employees Program
Anthem Senior Benefits
Acordia Personal Benefits
CHAMPUS, Tri-Care
Medicare Operation Support

- As the Director of Systems Development, had seven (7) full-time application developers and five (5) operations staff within a tri-state area supporting a \$25 million a year claims processing system to manage the Federal Employees Program within Anthem Blue Cross & Blue Shield.
- Managed the applications to support Anthem Senior Benefits Plan.
- Managed the applications teams that supported the Columbus, Indiana based Tri-Care line of business for CHAMPUS health insurance and the Department of Defense.
- Managed system support, help desk and customer service for the Medicare operation.

ROLE

Director of Systems
Applications Management
Customer Service Center

SKILLS

Team Development &
Dynamics
Project Management
Application team management

P. Scott Badger - Experience Continued

PALLM, Inc., Indianapolis, IN

May 1984 – April 1991

PROJECT

Vector Systems

ROLE

Account Management

Programmer Analyst

Life and Property/Casualty
Insurance Management

SKILLS

Life Insurance License

Property/Casualty License

- Account Management and liaison providing services to four different insurance companies who operated life insurance applications within the Gateway datacenter operation.
- Responsible for customer service and account billings along with application support and on-call operation support.
- Programmer Analyst responsible for the installation and support of mainframe based Life insurance and Property & Casualty applications installed around the United State and Canada.

THOMAS H. STOUGHTON

Tom has held strategic management and consulting position with state and local governments and businesses for over 30 years. Tom has served as a Public Policy Management Consultant to a number of clients.

With a Masters in Instructional Systems Technology, Tom has been hired as a Professional Education & Technology Consultant by over 100 public school corporations, the Indiana Department of Education, Indiana University, Purdue University, Indiana University Purdue University Indianapolis and the Indianapolis – Marion County Public Library to research needs and assist in the preparation and facilitation of their strategic plan.

Tom's expertise is in developing and facilitating strategic plans based on analysis drawn from the collection of primary and secondary research. Much of his research is performed through the utilization of Community Leadership Audits, Public Opinion Research Surveys, Focus Groups, Demographic Analysis and Community Profiles.

During the 1970's, Tom served as the Administrator of the Indiana Alcoholic Beverage Commission in charge of 3 divisions and an annual budget of \$2,450,000. Tom was contracted by the Indianapolis City-County Council in 1981 as a Public Policy Management Consultant and Financial Analyst responsible for balancing the annual budget of \$780,000,000 for Indianapolis and Marion County, Indiana.

Prior to working in Indianapolis, Tom was an Associate Professor at the Rochester Institute of Technology, New York University. Also, Tom is a graduate of Indiana University possessing a Masters in Science Degree.

Tom also serves as a member of the United States Small Business Administration Advisory Council.

Attachment M: Staffing Matrix

**Attachment N: Education Management Organization
Information**

**Indiana Virtual
Education Management Organization Information**

As part of the requirements for a Proposal to Charter, the Office of Charter Schools requests certain information about each Educational Management Organization (EMO) that will contract with the school. BCI provides the following information:

1. Name of Education Management Organization

Indiana Virtual, LLC
2206 E. 96th Street
Indianapolis, IN 46240

2. List of all EMO owners, directors and officers

Steve Stoughton

3. Type or Form of EMO:

Limited Liability Company

Indiana Virtual Staffing Matrix

All employees will be employees of Indiana Virtual and that further, under the school's agreement with Pearson Education and Florida Virtual School. Indiana Virtual has the responsibility and authority for determining the administrative staffing levels necessary to carry out its obligations to the Board.

Indiana Virtual has shared with the Board a detailed plan for administrative staffing.

With respect to its staffing plan, Indiana Virtual has stated at present it intends to employ a Head of School, an Assistant Head of School, and a Technology Director.

Finally, Indiana Virtual's staffing plan also calls for an office administrator.