Quality Counts:
Indiana Charter School Program Grant Application

2017-2018

Applicant Entity: Dynamic Minds Academy

Contact Person for Grant: Lisa Chandler	Title: Education Director
Total Grant Funds Requested: (Up to $900,000): 900,000	Total Project Period Months Requested (24-60 months): 39 months
Application to: XOpen Expand Replicate	Expected Date School will Open, Expand, or Replicate: August, 2018
Charter Award Date (indicate if expected): February 28, 2018	Charter Expiration Date:
Proposed Charter School Address: 8350 Craig Street Indianapolis, IN 46250	
Applicant Address (if different than proposed address):	
Applicant Telephone: 317-361-6850	Applicant Email: lchandler@asdhopesource.com
Fiscal Contact	
Fiscal Manager: Bruce Breeden	Title: Board Member
Telephone: 317-418-3534	Email: bruce.breeden@telamon.com

Charter School Board Contact Information

1. Board President: Julie Gordon	2. Email: julieabrant@gmail.com
3. Board President Address: 5450 Boy Scout Road, Indianapolis, IN 46226	

Authorizer Contact Information

1. Authorizing Agency: Ball State University	2. Authorizing agency contact person: Dr. Robert A. Marra, Executive Director
3. Authorizing agency contact telephone: 765-285-1336	4. Authorizing agency contact email: ramarra@bsu.edu
5. Authorizing agency address: Ball State University, Office of Charter Schools, Teachers College, TC-912, Muncie, IN 47306	

20 U.S.C. § 5203(d)(3) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. The signature by the designated official form the charter school authorizer signifies that this requirement has been met.

Robert A. Marra	Executive Director
Authorizer Official Printed Name	Title
Robert A Marra	January 30, 2018
Signature	Date

Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (mark each with an X):

_X_ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

_X_ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open with 18 months.

_X_ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

_X_4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.

_X_ 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.

_X_ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

X__ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the Nonregulatory Guidance for

CSP funds.

_X_ 8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

_X_ 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

_X 10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

I have read the above and agree to all terms and assurances.

Lisa Chandler — 1/31/18

Signature of Project Contact — Date Signed

1/31/18

Signature of Board President — Date Signed

Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year 2018	K-12	150
Second Year 2019	K-12	200
Third Year 2020	K-12	250
Fourth Year 2021	K-12	300
Fifth Year 2022	K-12	350
Maximum 2025	K-12	500
Student Demographics *indicate if actual or expected percentage of total student population* Actual X Expected		
Free/Reduced Price Lunch: 60%	Special Education: 100%	English Learners: 85%
Black: 30%	Native Hawaiian or Other Pacific Islander: .5%	Hispanic: 3%
American Indian: .5%	Multiracial: 5%	Asian: 1%
White: 60%	Male: 75%	Female: 25%

Funding Requested		
	Month/Year to Month/Year	**Funding Requested by Year**
Planning (if applicable, prior to opening)	03/2018 to 06/2018	443,000
Year 1 Implementation	07/2018 to 06/2019	172,000
Year 2 Implementation	07/2018 to 06/2020	150,000
Year 3 Implementation (if applicable)	07/2020 to 06/2021	135,000
Year 4 Implementation (if applicable)	NA	
Year 5 (if applicable, do not utilize this row if utilizing the planning period)	NA	
Total (max 5 years, planning + implementation)		* Max $900,000

Charter School Program Areas Contacts	
Students with Disabilities:	Contact Name: Lisa Chandler Email: lchandler@asdhopesource.com Phone Number: 317-578-0410
English Learners (including Title III):	Contact Name: Lisa Chandler Email: lchandler@asdhopesource.com Phone Number: 317-578-0410
Title I, Part A:	Contact Name: Lisa Chandler Email: lchandler@asdhopesource.com Phone Number: 317-578-0410
Title II, Part A:	Contact Name: Lisa Chandler Email: lchandler@asdhopesource.com Phone Number: 317-578-0410

Management Organization Information
Will the school work with a charter or educational management organization? Yes XNo If no, skip to the next page.
If yes, name the management organization: Employer Identification Number (EIN):
Is the management organization: For Profit Not for Profit
Employees of the school will be: Employed by the school Employed by the management organization
Note about management organizations: Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization. Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.

1. Provide an overview of the project, including the **vision of the charter school** and expected outcomes aided by the CSP funds.		
1a) Describe the vision of the charter school.	See page 4	Dynamic Minds Academy will be a truly innovative model fill that not only fills the gaps between education and autism treatment, but raises the bar for the Special Education.
1b) Describe the particular need for the school within the specific community, and how the community will be informed about the charter school.	See page 5, paragraph 1	The number of children diagnosed with ASD has been on the increase for some time to epidemic levels. Data released from the Center for Disease Control in January of 2018 estimates the prevalence of children with ASD across the United States is 1 in 36. In 2017 the Indiana Department of Education estimated the incidence rate of 1 in 71 public school students diagnosed with ASD. This number includes students with an Individualized Education Program (IEP) or Special Education Service Plan, but it excludes the many families who choose to home school their children with ASD and instead opt for intensive therapy. The community will be informed via press release, social media, ASD support organizations and healthcare providers that serve our population. With currently enrollment at 62 students, we anticipate word of mouth will be a large referral source.
1c) Describe the curriculum framework to be used in the school, including the key instructional practices and the research base that guides curriculum development	See pages 10-12	PLATO, STEAM, Universal Design of Learning (UDL)
1d) Describe the specific ways in which the educational program will be innovative, unique, and enable all students including students with disabilities and English learners, to meet or exceed Indiana's challenging academic standards.	See Page 5, paragraph 4	For the first time in Indiana families do not have to choose between traditional public school, expensive specialized private schools or intensive therapy that con not provide education. With its whole child approach DMA will be the first of it's kind to meet the needs of students who are at risk. DMA students will benefit from a small school

1e) Describe how the school will developed 21st century skills or prepare students to be college and career ready in future postsecondary and workplace environments.	Page 17, 2nd paragraph	DMA will offer all diploma options (Core 40, general and Academic Honors) In addition for those on a certificate track, DMA students will have access immediate access to real world vocational opportunities with an onsite café and fitness center. The therapeutic component of our unique model targets communication, collaboration, flexibility, problem solving and self-regulation, the top 5 qualities that employers look for. We hope to change the 90% unemployment rate for individuals on the spectrum.
1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)	See CSP Budget Narrative	After the initial start up costs for planning year to year 3, DMA budget allows for operations to continue without use of CSP grant funds.
2. Provide an overview of the expertise of the charter school developer(s) to open, replicate, or expand the high-quality charter school.		
2a) Identify the key personnel involved in the development and describe their previous experience.		Julie Gordon-11+years as a clinician and owner of autism treatments center with 90 employees and a 4 million dollar operating budget Lisa Chandler-9+ years as special educator, autism specialist and director of education Bruce Breeden-17 years as educator and administrator, 17 years as VP of various businesses Barbara Maschino- 40 years as special educator, principal, and charter school co-founder. Doug Downey- 13 years as Senior Consultant and Project

2a) Identify the key personnel involved in the development and describe their previous experience.		Julie Gordon-11+years as a clinician and owner of autism treatments center with 90 employees and a 4 million dollar operating budget Lisa Chandler-9+ years as special educator, autism specialist and director of education Bruce Breeden-17 years as educator and administrator, 17 years as VP of various businesses Barbara Maschino- 40 years as special educator, principal, and charter school co-founder. Doug Downey- 13 years as Senior Consultant and Project Manager Joel Harris- 26 years in Engineering and IT and Management Consulting Dr. Mary Lour Hulsemann- 21 years as physician, medical specialist in autism serving over 100 patients
2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's Annual Performance Report found on DOE Compass (or a similar report if existing Indiana model).		NA
3. Provide an overview of the charter school goals		
3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the *Quality Counts* CSP	Page 54-57	As stated on page 54 of the Charter application, the three goals that we believe will address the academic outcomes of all students in relation to the CSP grant are: *All teachers are proficient in the project based (STEAM)

4.) Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with use of the CSP funding		
4a) Provide a budget narrative to address each budgeted line item to demonstrate alignment between the grant goals and proposed expenditures.	See CSP Budget Narrative	All CSP expenditures are in RED on the charter proposal budget. See the attached budget for grant budget.
4b) Describe how each cost is reasonable, allocable, and necessary in light of the project goals.	See CSP Budget Narrative	The majority of our expenditures are aimed to enhance the quality of teachers and specialized curriculum as well as the optimal learning environment for our students with high and special needs. Most of the items have been quoted or researched for the lowest cost possible.
4c) Describe how the school will develop the required capacity to continue implementation and operation in a high-quality manner after the grant expires	See CSP Budget Narrative	Our budget is conservative and most of the CSP grant expenditures are no longer being used once operational (specifically teacher and admin start-up salaries). Other major purchases like buses and playground will be one time. Our budget allows after the CSP grant expires to allocate funds to repair, replenish and replace equipment and furniture, etc.
5.Provide an overview of the charter school governance plan and administrative relationships		
5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) an why they were selected	See page 44-45	DMA chose to use Indiana Charters, an Education Service Provider (ESP) to assist in the transition from start up process to full operational status. IC was specifically selected because of the relationship allows for DMA to gradually operate independently freeing up funding from operational support.
5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.	See page 42, paragraphs 2-4 See pages 50-51 See page 35,	The Education Director will be responsible for overall instructional leadership for DMA. The educational director will have authority over all personnel matters, including hiring, disciplining and terminating all school employees. In addition to personnel matters, the Education Director will be responsible for matters regarding student discipline and

	paragraph 1	planning and implementation of educational programming. The Educational Director will also serve as a liaison between DMA and the Board of Directors. It is the belief of DMA that education leaders will be trained from within. The Educational Director will model continued scholarship by keeping professionally updated and sharing research and training with all DMA staff.
5c) Describe the process to select board members.		The DMA board members where selected based on their passion and interest in the DMA mission. Each board members unique background experience will bring a wide array of expertise to the board.
5d) Describe the governance training for board members, current and prospective.	See page 43, Paragraph 2	After authorization the board will participate in governance training as required by the authorizer. This training will presumably be from Brian Carpenter PhD, a nationally known board member trainer.
5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42. Please indicate "N/A" if no service provider is utilized.	See Page 36, paragraph 3 Page 41, paragraph 2	As explained in 5a, DMA will have a relationship with an Educational Service Provider, Indiana Charters. IC is a vendor that will be providing contractual services, at the request and with the approval of the board of directors. The governing board will be responsible for adopting policies, overseeing the management of the school and ensuring financial compliance with the fiscal policy. The governing board will also ensure that the education director is in compliance with all state and federal laws and regulations. The board of directors will approve all contractual relations including contracts for the Educational Service Provider.
5g) Describe how the charter school will ensure timely and accurate data submission for state and federal reporting requirements.	Page 36, Paragraph 3	DMA's relationship with Indiana Charters ensures that state and federal data reporting requirements will be submitted in a timely and accurate manner. Indiana Charters will overall see all processes involving data reporting. Indiana Charters

5g) Describe how the charter school will ensure timely and accurate data submission for state and federal reporting requirements.	Page 36, Paragraph 3	DMA's relationship with Indiana Charters ensures that state and federal data reporting requirements will be submitted in a timely and accurate manner. Indiana Charters will overall see all processes involving data reporting. Indiana Charters will provide direct support and mentoring with the Educational Director.
6.Provide an overview of the student recruitment and admissions process.		
6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.	See Attachment page 130-131 School enrollment policy	DMA will ensure that all potential applicants thoroughly understand the school's mission and focus. Any student, who enrolls, will be given equal access to admission.
6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.	See Attachment pages 130-131 School enrollment policy	DMA will have an open enrollment in the spring prior to each operational year. If the number of eligible applicants does not exceed the number of vacancies, then all qualified applicants who applied will be offered admission. If the number of applicants exceeds the number of vacant seats, DMA will hold a lottery to fill those spots.
7. Provide an overview of how the charter school will meet the needs of educationally disadvantaged students.		
7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.	See pages 23-31	It's anticipated that over 99% of the students who enroll in DMA will have a medical or educational diagnosis. DMA will have an IEP in effect for these students. Upon enrollment all students will complete a home language survey to identify English Language Learners. DMA will provide equal educational opportunity to language minority students with Individual Education Plans. DMA will not segregate a homeless child. The school will adopt procedures to ensure that homeless students are not isolated based on there status as homeless. DMA DMA is committed to providing high-quality instruction and appropriate supplemental services to all students with EIPs,

8. Provide an overview of the community outreach activities		
8a) Describe how parents and the community are involved in the planning and design of the charter school	See page 33	Parents will be a key component to Dynamic Minds Academy, currently three seats on the Board of Directors are held by DMA parents. DMA parents will be onsite often in a variety of ways from parent meetings to coffee chats and support groups.
9. Provide an overview of the fiscal management plan.		
9a) Describe the internal controls over expenditures and how records will be maintained.	See page 63	DMA intends to contract with Indiana Charters to establish accounting, purchasing and payroll processes. All accounting processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. IC will provide monthly management reports, including a statement of net assets and statement of revenue and expenditures to the school leadership and the board. Indiana Charters will assist DMA in the selection of a qualified CPA firm to conduct an annual audit and annual tax returns.
9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.	See Bylaws Article III Operations See page 40	It is the policy of the Board that the Education Director/School Leader will be the school's purchasing agent. If the anticipated purchase is more than $50,000 but less than $150,000, the education director will get at least 3 quotes. Purchases that are allowed for in the school's budget may be made upon the purchasing agent's authorization. The chart on page 40 of the charter application outlines the relationship between DMA and Indiana Charters in regards decision-making. As the chart shows, all budget, finance and accounting decision fall under the responsibility of DMA.
9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant	See Application budget Narrative See CSP budget Narrative	Special Education funding (Part B IDEA), ADM and School-Based Medicaid will sustain our budget beyond CSP grant funding. *Note-School Based Medicaid reimbursement is extremely conservative

10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs	See page 58	DMA will be sharing a 47,000 square ft facility with The Hope Source (the therapy provider) as spelled out in the charter application. This unique arrangement allows for DMA to share the burden of facility costs. All facility costs are allowed for in the budget.
10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan	See Budget Narrative	DMA will provide transportation to those who require it in their IEP based on the recommendation of the case conference committee. Family members or caretakers will provide transportation for students that do not have transportation in their IEP. DMA will also assist interested families in coordinating car-pool arrangements. It is also the hope that DMA will be able to purchase busses in year 3 and offer drop off and pick up points.

Dynamic Minds Academy Budget and Budget Narrative for CSP Grant

Goal One: All teachers are proficient in the STEAM instruction and are highly qualified educators.

Goal Two: We create an environment of respect and dignity, where everyone is valued and heard.

Goal Three: We retain 95% of our students from year to year.

Line Item	Year Needed	Approx Cos	4a: Provide a budget narrative to address each line item to demonstrate alignment between grant goals and proprosed expenditures.	4b: Describe how each cost is reasonable, allocable and necessary in light of the project goals	4c: Describe how the school will develop the required capacity to continue implementation and operation in high-quality manner after the grant expires.
School Furnishing	Start-Up	115000	With our student population primarily on the Autism Spectrum, the educational environment must be therapuetic for their retention and success. The environment is the most comon issue facing students with ASD in the traditional public school environment.	We feel that $115K is reasonable to furnish a school of 150 students. Furniture must be flexible to meet the unique sensory needs of our students and it must be durable given the behavior challenges of our students. Storage and lightening modifications are essential for the classroom environment to be free of distraction and overstimulation so that our students can focus on academics.	We plan to use the remaining $115K to replenish furniture and/or to expand to the adjacent building in Year 3 for the enrollment of 250 students. After the grant expires and expansion complete, our budget is healthy enough to allocate those funds back into the budget. We will continue to fundrase and apply for other grants if necessary.
Tech/Computers/AV/IT/Website	Start-Up	40000	To ensure that we individualize education to meet the unique learning needs of our students, we plan to offer both online and hands-on curriculum. Our teacher will be frequently accessing their students' IEPs online to enter data in real time to ensure that they are progressing and successful.	We feel that $40K is reasonable to purchase computers and AV equipment for 7 classrooms and 150 students. Since we are wifi-free, additional wiring will be necessary to add the technology into those spaces after the remodel. Research is demonstrating the relationship between EMF/RF exposure and maladaptive behaviors, sleep and health of children. The infrastructure is already in place at our location so the cost is based on expansion only.	We plan to use $20K to replentish and/or expand in Year Three.
Safety Modifications	Start-Up	20000	Safety and environmental modifcations are critical to a school serving at-risk and high need students. Parents of children with ASD are often concerned about their children not being able to communicate, so easily viewable spaces puts them at ease. In addition, other students are flight risks, pull alarms or use objects in the environment to aggress with. A safe environment that puts our population first, will prevent "homebound" placements.	We feel that $20K in modifications to the building, including plexiglass or tempered windows or sidelights on any solid door. With the change of code to the buildilng, additional doors will need to be made exits and fobbed with the current system to prevent escape. There is no vairance needed for this system that is extensive and tied into the fire alarm. Other smaller items like instituations covers for fire pulls, etc. may be needed.	Once these modifications are in place, there will be limited need for replacement. Expansion costs will be needed, but those will be shared with the therapuetic provider of our hybrid model as well to reduce the burden on DMA.
STEAM Development	Start-Up	15000	The heart of our curriculum is STEAM. There are already extensive resources available out there. However, our student population needs these units to be broken down into smaller chunks of information so that they can obtain the content. Teachers will need to be trained on each unit and materials will be pre-made so they can focus on IEP goals and educational outcomes.	$15K will cover the cost of our curriculum developer as well as the materials needed to create the units for each class and level to get us started for the school year.	See Below.
PLATO Seats and Training	Year One	12000	To make a seamless transition of our students who are already in this model, we will continue to use PLATO courseware for our core and advanced subjects. This will help with continutiy of instruction to that they students are retained and remain on track.	$12K is the quote for the seats we need at once time.	When the grant expires, our continued enrollment each year will allow us the funds to renew our seats.
Educational Materials	Start-Up	20000	All of our goals lead to the best education for our students. Our students learn uniquely and in a variety of ways, it is critical that all educational materials are mindful of this.	W feel that $20K is reasonable for additional materials for students who need a variety of way to learn in addition to online and STEAM formats.	Our budget and enrollment growth allows for ongoing replenishment and purchase of new materials. In addition, the therapy provider in our hybrid model will also be purchasing materials to aide in the cross application of skills.

Safety Training	Start-Up	2500	For the respect and dignity of our clients, all staff should be trained in the "handsoff" crisis intervention CPI from one of our two Certified Instructors as well as in-housr CPR certification.	We feel that $2500 is reasonable to purchase workbooks, CPR dummies and process certificates for the amount of staff that need to be trained and ready.	Our budget allows for ongoing purchase and regular professional development. Bring the dummies and cost in-house will save money over time.
Assessments	Start-Up	5500	Many students may enroll without an educational diagnosis, but with a medical one. In addition, support services assessment will need to be administered before and soon after the start of school.	We feel that $5000 will allow us to purchase they necessary toolkits to perform the evalautions needed for the IEP.	Our budget allows for ongoing purchases on assessment booklets for the 50 additional students enrolled each year.
Support Services Equipment	Start-Up	20000	Being a school that primarily serves students with ASD, support services will be necessary for their success and retention. Occupational and Speech Therapy supplies and equipment are essential to meet those goals. In our innovative model, we have the opportunity to give students the OT and Speech services they need to reach the whole student, not limited in time or caseload.	We feel that $20K in equipment is low, but the therapy provider will also be making purchases for "outpatient" services that DMA can utilize. This includes sensory, gross and fine motor, typing and handwriting programs, speech devices, etc. depending on the individual needs of students that enroll.	With the billing of School-Based Medicaid for these services and the assistance of the contracted therapy provider, we assume that there will be funding available to replace, replenish or purchase equipment when the grant funding expires.
Contracts: ESP	Start-Up	5000	We chose an ESP because they offer transition support for later cost saving in the future.	This is the contracted rate for Indiana Charters. We strongly feel that they are more than worth this cost for the services and consultation they are providing us as new school.	Due to the nature of Indiana Charters, the goal is transition. Therefore, we will not need this level of service after the grant expires.
Contracts: Legal	Start-Up	10000	It is critical that we start right. IEP bring a significant exposure to additional regulations and due process. We want to be informed and proactive to ensure our processes exceed the requirements from enrollment on.	We fill this amount is reasonable due to the level of exposure and the general cost of attornies.	This is critical element of the budget and we assume that our growth will allow us to maintain this lime item.
Contracts: Engineer, Architect	Start-Up	30000	Ensuring the building is to code, safe and ready for students, as well as to maximize the capacity of students for each growth year, it is required that a design firm is contracted.	We have already entered a contract due to the timing of our opening. They will also be assisting in the purchase of furntiture at wholesale.	We will need to contract this firm again if we are to expand to the adjacent building in Year 3. We are confident that funding will be available in our budget and the building is an exact mirror of our location, so it is expected that it would take significantlty less time to design.
Contracts: Administration	Start-Up	60000	The volume of students with special needs and thus, IEPs, will require immediate readiness from the time of enrollment in March/April. This will ensure the students and teachers have a successful first day of school and prepared and trained. The first few weeks are critical to the success and retention of the student as we are aware and accomodating of their needs from day one.	This inlcudes Educational Director, Assistant Director, Special Education Director (April-June) and School Psychologist (May-July). Assessments must begin as far in advance as possible to decrease stress of everyone in August. We feel that this is a reasonable cost due to our population and extra preparation is needed.	Our budget already includes salaries for all of these administrators beginning in July 2018.
Buses	Year One-Two	150000	The purchase of 4 buses in year 2 (or if the need arises in year 1) allows us to meet the requirement for special education transportation that a student may have in his/her IEP.	Based on research, we feel that $150K for four buses is reasonable. We need 4 buses to allow us to transport students from north, south, east and west sides of our Castleton location. In addition, we will be billing School-based Mediciad will help off-set those costs.	We are confident that our budget will allow for routine maintenance of the buses as well as school-based Medicaid reimbursment for the service.
Outdoor Classrooms/Playground	Start-Up	100000	Research proves that outdoor time is extremely beneficial to kids and their development. In our population of students, it is especially difficult for them to get outside at home and in the summer due to social limitations, impulse control and elopment that can put their safety at risk. The installation is critical to provide opportunities for learning as well as the health benefits. Since our charter is year round, summer is a great opportunity for outdoor exercise and learning to create a camp-like atmosphere for those who don't get "summer off" like traditional calendars.	We feel that $100K is reasonable for fencing, sodding, outdoor classroom furniture and some natural playground equipment.	If were are able to expand to the adjacent building in Year 3, the campus would allow for only minor needs to expand the outdoor area of approximately $20K, which we are confident that we can fundraise or have in the budget.

Substitute Instructional Assistants	Year One	60000	Our innovative model allows for very low ratios in the classroom. However, in order to reach our goal of having trained and preapred teaching staff, having "floating" aides to substitute for teachers or other aides is critical to that goal. In addition, our student population does not handle change well, so consistency is key.	We feel that $60K will provide us 2 additional instructional assistants to be trained and available to cover teachers or IAs out for the day.	When the grant expires, our continued enrollment each year will allow us the ability to retain these additional IAs
STEAM Salaries, Training, Materials	Years One-Tw	100000	The heart of our curriculum is STEAM. There are already extensive resources available out there. However, our student population needs these units to be broken down into smaller chunks of information so that they can obtain the content. Teachers will need to be trained on each unit and materials will be pre-made so they can focus on IEP goals and educational outcomes.	$100K across two years will cover the salary of our curriculum developer as well as the materials needed to create the units for each class and level.	Once the units are created, they will be reused each year. Only materials that are not-resusable will need to be replenished. We have educational materials and STEAM materials well funded in the budget after the grant ends.
Replenishment/Expansion	Year Three	135000	Our building capacity is 250 students. If we are fortunate enough to acquire the adjacent building to make a campus, we will need the remaining funding to expand and serve more students.	We feel that the full grant amount is essential to the long term goals and growth of the school.	If the adjacent building is not secure, the remaining funding will be used to maintain, replace or replenish the above line items so that our budget is stronger and allows us to secure another property for growth.
		900000			

Office of Charter Schools

REQUEST FOR PROPOSAL

For

Dynamic Minds Academy

Grow Your Own Way

Opening in the 2018-19 School Year

This Request for Proposals for Ball State University was developed in collaboration with the National Association of Charter School Authorizers (NACSA).

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PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

Primary Contact. Identify the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact should be the user of the team's CSAPPHIRE account to ensure that your team receives all general communications promptly.

Note: As with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: Julie Gordon

Mailing address: 5450 Boy Scout Road
Street/ PO Box

Indianapolis IN 46226
City State Zip

Phone: (day) 317-514-1838 **(evening)** 317-514-1838

Email address: juliebrant@gmail.com Fax:

Primary contact for facilities planning: Julie Gordon

Phone Number: 317-514-1838 **e-mail:** juliebrant@gmail.com

Name of team or entity applying: Dynamic Minds Academy

Names, roles, and current employment of all persons on applicant team *(you may add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Bruce Breeden	Vice President of Business Afffairs, Telemon	Board Member
Julie Gordon, LCSW	CEO, The Hope Source	Board Member
Mary Lou Hulseman, MD	Physician, Fall Creek Family Medicine	Board Member
Douglas Downey	Project Manager, Highpoint Global	Board Member
Joel Harris	Owner, DAX Intelligence	Board Member

Lisa Chandler	Educational Director, THS	Proposed School Leader
Kevin Davis	CEO, Indiana Charters LLC	Consultant
Matt Jackson	Owner, Jackson Investment Group	Consultant & Founding Member
Michelle Olsen	Special Education Director, Indiana Charters LLC	Consultant

***Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?** ☐Yes X No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Proposed School Name	Opening Year	City or Geographic Community	Opening Grades	Grade Levels at Full Enrollment

Will an application for the same charter school be submitted to another authorizer in the near future?

☐Yes X No

If yes, identify the authorizer(s):_____

Planned submission date(s):_____

Please list the number of previous submissions for request to authorizer this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s):_____

Submission date(s):_____

Provide the name and desired opening year for each school included in this proposal ***(adding lines as needed).***

Model or Focus of Proposed Schools (*e.g.*, Arts, College Prep, Dual Language, etc.), if any:
Integrated Educational and Therapy Services for students with ASD

***Does the school expect to contract or partner with an Education Service Provider (ESP; *i.e.* Charter Management Organization or Education Management Organization) or other organization for school management/operation?**

X Yes ☐No

If yes, identify the ESP or other partner organization: **Indiana Charters, LLC**

Proposed Education director / Head of School Information (for all school(s) proposed to open in 2013; add additional lines as needed) if known:

Name of proposed Education director Candidate: Lisa Chandler

Name of School: Dynamic Minds Academy

Current employment: Education & Development Director, The Hope Source

Daytime phone: 317-361-6850 Cell phone: 317-361-6850

Email: lisa@asdhopesource.com

School Enrollment Projection

Provide the following information for **each school** included in this proposal. Specify the planned year of opening for each *(duplicating the table as needed.)*

School Name: Dynamic Minds Academy

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 2018-2019	150	175	K-12
Year 2 2019-2020	200	225	K-12
Year 3 2020-2021	250	275	K-12
Year 4 2021-2022	300	325	K-12
Year 5 2022-2023	350	375	K-12
At Capacity 2026-2027	500	500	K-12

SCHOOL OVERVIEW

Mission and Vision for Growth in Indiana

Mission Statement: Dynamic Minds Academy aims to bridge the gap between treatment and education for students with autism spectrum disorder by providing evidence-based practices for personal growth within an optimal learning environment.
Vision: Dynamic Minds Academy will fill gaps in treatment and education by bridging evidence-based treatments and practices for an optimal learning environment.
The Hope Source (THS) began offering modern and innovative, direct therapeutic services for children with autism spectrum disorder (ASD) in February of 2009. Initial efforts of adding the education component to The Hope Source resulted in strong academic growth and a clarified vision for combining educational and therapeutic services within a single facility. As this initial step, a partnership with Indiana Cyber Charter School (2013-2015) allowed the staff to assist students with an online, virtual classroom curriculum; but a lack of local control, curriculum limitations, and organizational issues within Indiana Cyber slowed progress and forced an end to that relationship. In 2016, The Hope Source partnered with Options Charter Schools to provide the virtual classroom component along with an on-site educational liaison. With students enrolled in a public charter school, THS provided therapy services for their students who spent their school and therapy day on THS premises. While each partnership moved student opportunities forward, the full vision remains unfulfilled.
A non-profit 501 (c) (3) corporation, Dynamic Minds Academy (DMA) will serve students (K-12) with ASD. The initial target audience is central Indiana, but by year three, DMA will be ready to expand the educational program to additional sites throughout the state. This school will provide an innovative choice for parents who desire a forty-eight-week academic year, and access to a public school education that is efficiently and effectively integrated with modern therapeutic services for their children. With the focus on maximizing the enormous potential for these students, lost time from transporting students between a school and therapy site, as is often the case when attempting to provide needed therapy, will be eliminated. Additionally, therapists will frequently work alongside educators, integrating the educational and therapy services seamlessly. In this model, communication is *optimized*, time is *optimized* and a professional team is truly *synchronized* throughout an entire calendar year.

The DMA model, the first in Indiana to fully integrate *modern* therapeutic practice with accredited public education, will develop as a scalable and replicable model. The founding board is committed to the vision that DMA's model should eventually become available for students with ASD throughout the state. Though initially implemented at one physical location in central Indiana, the growth model assumes additional physical sites, one each year, beginning after the third year of operation. This controlled growth model allows for the additional orientation / support needed to implement the project-based and online educational components. Within five years, DMA hopes to reach an enrollment of 350 students. Though the current capacity is set at 500 students, this model is ultimately only limited to the number of therapy sites with the capacity and desire to integrate educational and therapeutic services at their locations in Indiana.

Anticipated Population and Educational Need

The number of children diagnosed with ASD has been on the increase for some time. Data released from the Center for Disease Control (CDC) in March of 2014 estimates the prevalence of children with ASD across the United States at 1 in 68 (1 in 42 boys, and 1 in 189 girls) ("Prevalence of..."). According to the Indiana Department of Education (IDOE: Compass), the December 1 count of students with special needs identified 14,129 students with ASD. Given the total public school enrollment of 1,009,943, Indiana is faced with an incidence rate of 1 in 71 public school students diagnosed with ASD. This number includes students with an Individualized Education Program (IEP) or Special Education Service Plan, but it *excludes* the many families who choose to home-school their children with ASD. An innovative educational choice is clearly needed.

Though programs focused on full inclusion of students with ASD is important on the continuum of services, it is not the optimal choice for all. Among the most prevalent problems with full inclusion is bullying. A 2012 study of bullying among adolescents with ASD in school settings reported 46.3% victimization with an additional 8.9% determined to be both victims and perpetrators of bullying (Sterzing, p 2). Because such victimization can be so crippling to social, emotional and academic growth, some families prefer a more controlled method of integrating social skills and coping mechanisms into the routines of their children.

Traditional public school programs also differ from the DMA model in length of service. Though these programs *may* extend the school year through IEP designated extended-year mandates, staffing is often reduced and routines are changed during the extension. Even extended school years will frequently offer no more than 200 instructional days, and most students will remain on a traditional 180-day schedule. DMA proposes a forty-eight-week program with specific holidays off and three weeks of vacation to be chosen by the parents. This provides 240 instructional days or an instructional year 33% longer than the traditional calendar. Traditional public schools cannot offer this choice.

Students with ASD struggle significantly with major changes in routine or lapses in intervention. Many qualify for Extended School Year (ESY) as a result. In order to provide best practice, DMA needs to be a year round school. Further, because parents often have the student's siblings attend other schools, it would be difficult to align breaks that would be helpful to families. Since every student at DMA is working at their own level and their own pace, with the exception of whole class STEAM projects, individual week long breaks from school does not disrupt continuity of instruction. They can simply resume where they left off.

DMA's proposal features side-by-side and transparent therapy plus education. A client-student at DMA benefits from a small school environment where everyone in the building is a specialist, educationally or therapeutically, on ASD. Traditional public school programs, no matter how extensive the services, will separate these services. Classroom time, followed by busing or moving students, followed by therapy time, is the norm. Though the expense of these services may be immense, the student experience in these situations lacks consistency and efficiency.

In 2011, The Mayor's Office of Innovation and Education approved Damar Charter Academy as an innovative model to address the needs of students with autism and other developmental delays. The school reports high demand with 164 students enrolled for the 2016-2017 school year (IDOE: Compass), and has held annual lotteries to determine which students gain admission. While this model provides an additional and needed opportunity for students with

ASD, it differs from DMA's proposed model substantially, providing its therapeutic services in an adjacent building from the classrooms.

The most important indicator of need is the fact that the The Hope Source is already thriving despite the shortcomings of the current educational component. The Hope Source has provided the modern, therapeutic services that parents want for their children with ASD since 2009. As The Hope Source developed, parents requested help with education services for their children who were listed as "home-schooled students" but clearly not receiving the education that would maximize their potential. DMA's request for authorization is the step that provides these students with the public school education they deserve.

Educational Plan / School Design

The instructional framework of DMA is designed to maximize the learning potential of each student with ASD. As each student enters DMA, instructors and therapists begin with a deep understanding of typical characteristics of students with ASD including common learning strengths and challenges, social tendencies, and communication barriers. With that in mind, DMA and The Hope Source staffs clearly understand that each student with ASD is unique in his/her own way, and no student deserves a ceiling of low expectations based on typical societal beliefs and prejudice.

DMA instruction differs from instruction in a traditional school setting. Typically, the immediate and pervading emphasis for educating students with ASD is " ... remediating behavior difficulties to improve educational functioning (Mesibov)." The team of individuals charged with this task is fortunate to have even a cursory understanding of the specific learning needs of this population. The process of bending the student behaviors to match those of more typical students is abrupt and harsh therefore creating additional behaviors and frustrations that are counterproductive to learning and lead the student with ASD to believing they cannot learn.

DMA's team of educators and therapists views the opportunity to maximize the target student's potential from a different point of view. DMA understands that educational practices must align with the specific needs of each student. Though not all students with autism fit a "typical" profile, commonly students with ASD experience organizational difficulties, sequencing problems, distractibility, and an inability to generalize – or see the relationship between one experience and the other. To make matters more challenging, students with ASD frequently display an uneven profile of skills and deficits. As an example, a student with ASD may have an extraordinary ability to understand numerical concepts, yet become frustrated using the ability because of organizational or communication deficits (Mesibov).

DMA will integrate Science, Technology, Engineering, Arts and Math (STEAM) Education with therapeutic services in a familiar, comfortable environment. STEAM implementation will be developed in what the Indiana Department of Education (IDOE) describes as a "Partial Implementation (STEM) Model.

Though the premise of intertwining instructional and therapeutic services is valid, a "school day" split between instruction and therapy may be construed as insufficient instructionally.

Instructional time for students with ASD is addressed in our year-round school calendar. As mentioned earlier, DMA's school year provides each student with 240 days of instruction. The school day is 8 hours in length. Students have a thirty-minute lunch period and 30 minutes in special group therapy. We anticipate that most, if not all, students will have an IEP. When the EST/CCC determines that the student needs therapy partial day as medically necessary to

function in school, those individualized needs of the student will be included in the IEP as a part of their school day. This will meet the required time for both elementary and secondary students. With therapy and instruction based on each student's Individualized Education Plan (IEP), this model provides an exceptional educational program for client/students with ASD.

Community Engagement

Due to DMA's innovative hybrid model for students with ASD, it will be essential for DMA to have a strong outreach program that educates the larger public school community on its mission and successful approaches to providing an optimal environment for this population of students.

One way that DMA hopes to engage the community to support its mission is through Teacher Professional Development, with topic emphasis on Bullying & ASD, Mild ASD Awareness and Environmental Strategies and Modifications for Stimulation Reduction. In addition, training school-based counselors from Gallahue and Cummins Behavioral Health, two local organizations that public schools contract with for mental health services, would be critical in both ensuring student success but also as a referral source to a more appropriate school choice. Unfortunately, students with ASD are not referred or able to receive these services due to lack of specialized training of counselors as well as the role of Special Education over these students.

There is great potential for working with administrators on how to successfully transition a student with ASD from intensive therapy at an autism center into traditional public school settings. This information will help the surrounding public schools understand how DMA is bridging that gap between the two extreme environments and how they can utilize DMA as a resource. This will be even more successful with the help of Ball State University's Teacher's College and those enrolled in the Master of Applied Behavior Analysis program. Training in a hybrid model will help graduates gain experience in both therapy and educational environments to best serve the students in Indiana.

Another community engagement effort is a working relationship with the Lawrence Police Department. This critical relationship was formed out of a need for the LPD to be available for rare and extreme situations and to educate them on ASD, especially those with Mild Symptoms and may appear to be without a disability. In addition, our students get the opportunity to engage with them and learn about safety issues that arise in their lives. This relationship includes police training and small group Q&A's for students with the officers.

Leadership and Governance

Full Name	Current Job Title and Employer	Strengths / Contributions
Bruce Breeden	Vice President of Business Affairs / Telamon	Governor's Educational Roundtable (2009-2015), former school administrator Carmel Clay Schools, former school board member Carmel Clay Schools, Human Resource and extensive business operational

		experience
Douglas Downey	Director of Program Operations, High Point Global	Executive Leadership, Project Management Professional
Joel Harris	Owner, DAX Intelligence	Strengths include business management, technology, project management, budget development
Dr. Mary Lou Hulseman	Family practitioner with special interest in treating children with autism using a biomedical approach / clinical faculty member at Community Health Network since 1998	Fully licensed and board certified family practitioner with expertise in treating children with autism
Matthew Jackson	Owner Jackson Investment Group	Formerly vice president at Ambrose Brokerage as well as Grubb|Ellis, Harding Dahm and Company, handled numerous commercial office , industrial & healthcare, properties, provides commercial real estate and extensive business experience

Age and Grade Range of Students to be Enrolled

Grade Level	Number of Students					
	Year 1 20_	Year 2	Year 3	Year 4	Year 5	At Capacity 2026-2027
Pre-K	0	0	0	0	0	0
K	5	6	10	12	18	32
1	8	10	15	18	22	36
2	8	12	18	20	27	36
3	10	15	20	24	27	36
4	12	15	20	24	27	36
5	12	16	20	24	27	36
6	12	16	20	24	26	36
7	12	16	20	24	26	36
8	12	16	20	24	26	36
9	14	19	20	24	26	40
10	15	19	20	24	28	40
11	15	20	23	28	33	50
12	15	20	24	30	37	50
	150	200	250	300	350	500

The Age and Grade Range Chart above proportionally mirrors the enrollment trends of The Hope Source since its opening in 2009. Year one reflects the expected growth trends after the 2017-2018 planned facility expansion in which there is already projected enrollment to reach 72 by December 1, 2017. These numbers are based on historical therapeutic services enrollment, the current waiting list for The Hope Source/Options hybrid model and response at the recent Autism Expo and Hamilton County Transition Fair. The new Hope Source Facility will support up 500 students. By year 6, Dynamic Minds Academy will offer satellite educational services at therapeutic services centers across the state that demonstrate the capacity and will to add DMA educational services at their host site.

SECTION 1: CURRICULUM AND INSTRUCTIONAL METHODS

Education Program

Program Overview

The school, Dynamic Minds Academy (DMA), is designed in partnership with The Hope Source (THS), a high-demand evidence-based therapeutic service provider for students with ASD. THS families have chosen this facility for their success with this client population. Families with a child medically diagnosed with ASD often turn what *should* be an "educational decision," derived from the special education multidisciplinary team, into a family decision; they choose to "home school" their child to allow for 20-36 hours of intensive therapeutic services. They believe the child will ultimately benefit more from the therapy site, than from splitting time after transportation to a public school, or hoping the public school can provide therapy services within an "inclusion" setting. After all, the evidence-based therapeutic services model at THS "*is* essentially a constant state of learning," they rationalize. "This setting is the best placement for my child." As the Autism Society's Options Policy states: "Each family and individual with autism should have the right to learn about and then select the options that they feel are most appropriate for the individual with autism ("Treatment Options")."

While a school-based placement is appropriate for some students with autism, a therapy-based placement is appropriate for others. This decision cannot be reduced to a checklist of behaviors that yields "the right answer." Based on experience, if a student is taking up extensive resources in a traditional public school due to behavioral problems, the environment is not appropriate for that student. Parents and professionals need to work together developing the appropriate plans and strategies to optimize the potential of each child. Some children need help understanding social situations and reacting appropriately. Others may exhibit aggressive or self-injurious behavior. Once a student is in the optimal educational environment, they thrive and behavioral problems are diminished. DMA will be proactive in having a facility, ratios and staffing to minimize the common behavioral triggers students with ASD face daily, including but not limited to: reduction of visual stimuli on classroom walls, low lighting, adjustable seating, sensory breaks and equipment, non-mandatory group or cafeteria participation, frequent movement and outdoor breaks, overall noise reduction, built-in transition time, supportive social opportunities, quiet/"chill" spaces to request when overwhelmed or overstimulated, etc.

In the event that a student escalates to the point that is problematic and a safety concern, The Hope Source employs CPI Certified Instructors who certifies all relevant staff members, including all DMA staff. All protocols use in the current hybrid model meet or exceed the Indiana Seclusion and Restraint laws.

DMA bridges the gap between treatment and education for students with autism spectrum disorder by providing evidence-based practices for personal growth within an optimal learning environment.

BRIDGING THE GAP

Curriculum and Instructional Design

DMA's education program combines Science, Technology, Engineering, Arts, and Mathematics (STEAM) education programming, supplementary on-site computer-based instruction, and fully integrated, evidence-based therapeutic services to create an optimal learning environment for client/students with Autism Spectrum Disorder (ASD). STEAM implementation will be developed in what the Indiana Department of Education (IDOE) describes as a "Partial Implementation (STEM) Model.

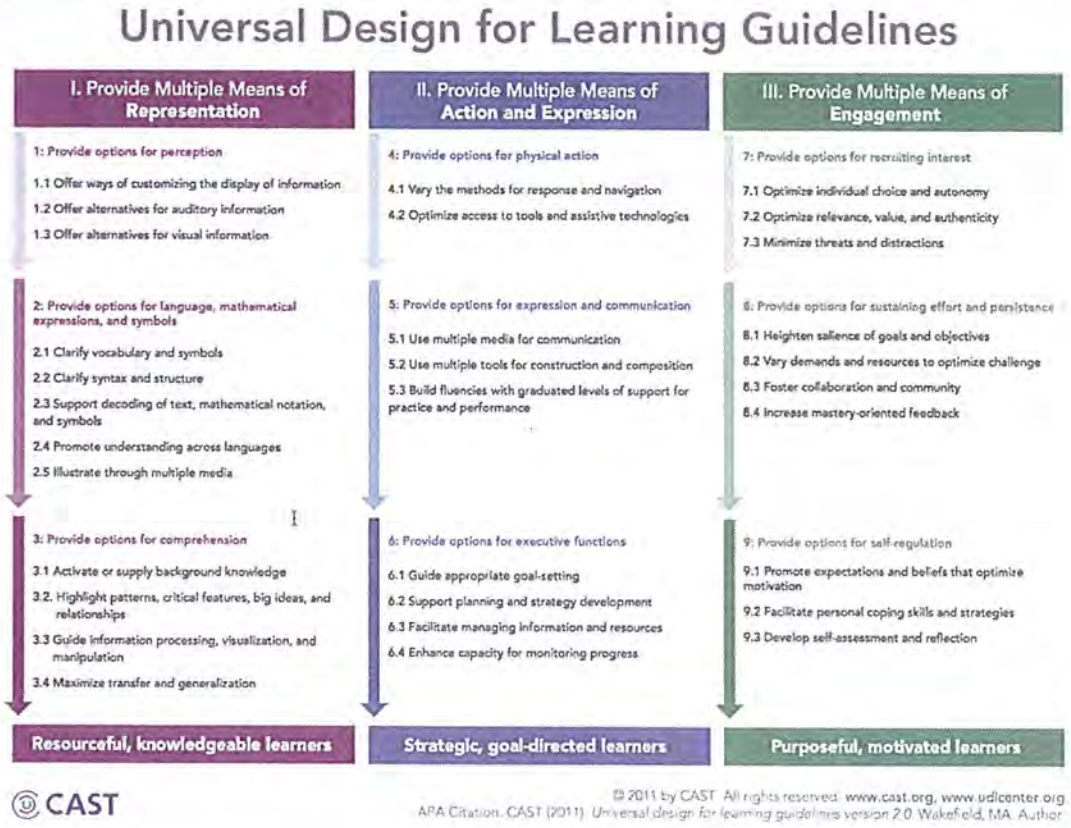
Partial Implementation

> This is a non-traditional school experience. STEM experiences and related skills are integrated into the curriculum. The STEM program may be school wide, with teachers collaborating across disciplines for long term projects or a school-within-a-school scenario. These projects may be in addition to the normal curriculum or used to enhance the educational process. This may also include a school in which only a portion of the student body participates in these long term projects, interdisciplinary learning, or STEM career-based courses in CTE. Frequently the schools maintain business partnerships for materials, resources, and capital. The established Leadership Team provides guidance to the school staff, parents and community. ("Indiana STEM Education: Science, Technology, Engineering and Mathematics" 2012)

DMA will utilize the Universal Design of Learning (UDL) guidelines for its development of STEAM curricula that incorporate the Indiana Academic Standards. As stated in the UDL Guidelines, version 2.0: "UDL helps address learner variability by suggesting flexible goals,

methods, materials, and assessments that empower educators to meet these varied needs. ...The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be (p 4)."

The three guiding principles of UDL, as represented in the graphic below, fit perfectly with DMA's individualized approach to STEAM instruction:



In addition to the STEAM framework delivered throughout the K-12 curriculum, online curriculum will be used to support learning and provide additional resources for many students in grades 5-12. As mentioned earlier in this application, The Hope Source has used online curriculum to support learning since 2013. While this alone has not been a full educational solution, it is evident that many students can benefit from an individually-paced course of study. DMA has chosen Edmentum's Plato courseware for this purpose.

Plato provides highly interactive, media rich content that is aligned with Indiana's College and Career Ready Standards. These courses, designed for students in grades 5-12, provide flexibility in pacing and the ability for our instructors to adapt and alter sequencing and content to match student needs. A goal we have for all, DMA students on a diploma track will be supported by our on-site team of educators and subject-area, certified secondary teachers contracted through our ESP, Indiana Charters.

The Hope Source developed a unique partnership with Options Charter Schools beginning in the 2015-2016 school year. Eighteen diploma-track high school students with ASD were receiving therapeutic services through the Hope Source but were referred to enrollment at Options at the

beginning of the school year. Though these were Options students, their education was delivered at The Hope Source through a collaboration between The Hope Source's specialized staff and Options teachers. Options also provided support onsite with an administrative liaison, special education director, and technology support services. Though final cumulative performance data is not yet available, this collaboration has clearly been effective, improving greatly on the concept originally designed with the Indiana Cyber Charter School.

To prepare to better deliver the online, supplementary curriculum, Indiana Charters has engaged four experienced online educators to develop process, procedures and methodologies to best meet the needs of the online instruction of the client/students, with STEAM projects blended throughout the day, online instruction both supplements and reinforces learning in a more individualized, private and quiet setting. This provides a customizable blended learning component to mesh with the STEAM curriculum as appropriate for the learning needs of each individual student. It also provides the rigor needed in a full college and career ready curriculum for the highest results - diploma track students preparing for post-secondary education or to enter the workforce.

DMA will provide Evidence-Based Practice, both educationally and therapeutically in its integrated model, by utilizing some of the below Evidence-Based Interventions:

- STEAM Project-based Education
- Computer-based Curriculums & Instruction
- Applied Behavior Analysis
- Cognitive Behavioral Therapy
- Naturalistic Teaching
- Joint Attention Intervention
- Relationship-Based Developmental Models

Pupil Performance Standards

Describe the pupil performance standards for the school(s) on the whole.

DMA's educational program will integrate creative teaching methodologies consistent with the Indiana College and Career Readiness Standards to provide a learning environment that assures each student meets or exceeds these standards for achievement. The need to build a bridge between therapeutic and educational practice techniques and the Indiana College and Career Readiness Standards is critical for all children, especially those with ASD. Federal, state and authorizer performance expectations demand all students to be able to achieve these standards. To ensure that client/students at DMA achieve these standards, our educators and therapists must recognize how ASD affects students' performance in the general curriculum. The January/February edition of *Teaching Exceptional Children* illustrated this concept well in its article "Meeting the Common Core State Standards for Students with Autism" (Constable, Grossi, Moniz & Ryan 2013, p 12).

Table 1. Sampling of CCSS, Classroom Behaviors, and Evidence-Based Strategies

Sampling of CCSS in ELA	Classroom Behaviors	Evidence-Based Strategy
Ask and answer questions to seek help, obtain information, or clarify something that is not understood. K.3 Speaking and Listening	Student may not be able to initiate asking for help or clarification. May sit and do nothing. May try to escape or avoid the task.	Naturalistic intervention Peer-meditated instruction and intervention
Describe how characters in a story respond to major events and challenges. 2.3 Reading Literature	Student may struggle to answer correctly in response to questions about character perspectives and responses.	Social Narratives of Social Stories and Comic Strip Conversations
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 5.3 Writing	Student may have difficulty separating fact from fantasy. Student may have difficulty initiating writing tasks or knowing what to write about and be unable to retrieve language needed to write in a sequential organized fashion.	Prompting Visual supports
Analyze how particular lines of dialogues or incidents in a story or drama propel the actions, reveal aspects of a character, or provoke a decision. 8.3 Reading: Literature	Students have difficulty determining how dialogue or incidents in a story propel a character's actions	Social Narratives of Social Stories and Comic Strip Conversations
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 11-12.3 Writing	Student may have great difficulty organizing writing with well-structured event sequences and instead may focus on unimportant details.	Visual supports

Note. CCSS = Common Core State Standards; ELA = English language arts.

ATTACHMENT 3 contains a complete set of learning standards for grade 3 social studies (elementary) and U.S. Government (High School).

Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Three factors will be considered for promotion: attendance, overall reading level, and grade-level standard mastery, as specified on the report card. In all grades, students who accumulate more than 15 absences during the school year will be considered for retention in their current grade level. Absences resulting from out-of-school suspensions will not be excused. All promotion requirements will be communicated to families upon enrollment.

The Chart Below communicates grade level promotion requirements at DMA for grade K-8.

DMA Promotion Standards Grade K-8				
Grade Levels	Attendance	Grade Component	Credit Component	Final Exam Component

K-2	Absent < 15 days in academic year	Math / ELA standards proficiency greater than 59%	NA	NA
3	Absent < 15 days in academic year	Math / ELA standards proficiency greater than 59% STEAM grades average 60% or higher	NA	IREAD-3 component passed or waiver received
K-8	Absent < 15 days in academic year	Math / ELA standards based STEAM grades average 60% or higher	NA	NA
9-11	Absent < 15 days in academic year	Standards based STEAM grades average 60 % or higher	10 or more per year	NA
12	Absent <15 days in academic year	Standards based STEAM grades average 60 % or higher IEP Transition requirements completed	Indiana Graduation requirements met for General, Core 40, Core 40 with Academic Honors or Core 40 with Technical Honors NOTE – students on a non-diploma track will exit the school after completion of all IEP coursework	GQE

High School Graduation Requirements and Postsecondary Readiness

Explain how the school will meet these requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain the additional requirements.

To graduate, a student at Dynamic Minds Academy must fulfill the graduation requirements for the State of Indiana as established by the Department of Education. Students will work towards a Core 40 diploma, earning credits with the following requirements:

English / Language Arts: 8 Credits
Mathematics: 6 Credits
Science: 6 Credits
Social Studies: 6 Credits
Directed Elective: 5 Credits
Physical Education: 2 Credits
Health and Wellness: 1 Credit
General Electives: 6 Credits

Students will earn credit hours by successfully demonstrating mastery over the standards established in each course. Teachers assess mastery by monitoring student work and evaluating their growth. By integrating coursework across domains, STEAM classes may allow students to earn multiple credits through the work of one class. Students earn credit by demonstrating satisfactory completion of a course and earn a passing grade higher than a D (70% minimum) in that course.

Student transcripts from other schools will also be reviewed to determine if any coursework completed prior to enrolling at Dynamic Minds Academy may also apply to the Core 40 diploma requirements. In addition, students who can demonstrate proficiency through ECA testing can also earn credits for courses in which they have already demonstrated knowledge. Some courses that are required for the Core 40 will be available for students to take via computer-based instruction. Computer-based instruction may also be used to remediate and supplement STEAM project-based coursework.

Student grade-point averages (GPA) are calculated based upon the grades that students earn in each course, using a traditional scale and averaged upon the points earned for each credit. Student transcripts include the school's contact information, the student's contact and demographic information. In addition, the transcript details the time period during which the student was enrolled at the school, and his or her record of courses taken and credits earned. Each course includes the grade earned and grade-point equivalent for that class. Transcripts also include the student's performance on standardized testing, including GQE. DMA offers elective courses that meet the educational needs of students as determined in the IEP.

All diploma options, Core 40, General, Core 40 with Academic Honors, and Core 40 with Technical Honors are available at DMA. Students determined to be "not on a diploma track" will continue education toward academic and functional standards as developed by the multidisciplinary team through the IEP.

Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Students work towards a Core 40 diploma. They earn credits and meet all the requirements to earn that diploma. In some cases, students are better suited to seek a General Education diploma due to their unique situation. Maintaining the Indiana Core 40 standard allows DMA students to receive the same accreditation as a traditional high school student. This credential allows them to apply to college, post-secondary programs, military, and employment opportunities, demonstrating they had the persistence and motivation to complete their diploma. In order to receive a diploma, students must also pass the Graduation Qualification Exam (GQE). DMA purposely structures significant time into coursework to prepare for the ECA exam.

Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements

DMA supports for students at risk are built into the model for every student. The multidisciplinary team can change placement and supports to mediate these risks and keep the client/student on the path to graduation. Intervention therapies can be conducted in The Hope Source "center" or, when applicable, in a home setting. Group learning ratios can be as low as 1:1 using behavior guides who are employed by The Hope Source, and learning activities can be delivered through group STEAM activities or individualized computer assisted instruction – adjusted as needed.

School Calendar and Schedule

Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In Attachment 4, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

DMA provides year-round instruction. Families choose three weeks of vacation time that is planned around their schedules and activities; the family interactions are important too. Under this innovative model, students are provided with integrated therapy and educational services for 240 days each academic year. This model provides 33% more time than the traditional Indiana model of 180 days giving students ample time for providing the instructional time to maximize every opportunity for each student to reach his/her academic, personal, social and emotional potential.

Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in Attachment 4, a sample daily and weekly schedule for each division of the school.

A client/student at Dynamic Minds Academy begins the day at 8:15 AM and ends the day at 4:15PM. During this time, the educational staff designs time for integrated STEAM interdisciplinary activities, computer-based instruction, and therapy services. The amount and proportion of each is determined by the multidisciplinary team in the case conference committee.

With DMA's integrated therapy and education model, education time and therapy time will rarely be separate and distinct. Therapy services models used within the educational framework include Applied Behavioral Analysis (ABA) with a blend of Cognitive Behavioral Therapy, Naturalistic Teaching, Joint Attention Intervention, and Relation-based Developmental models. Frequently, a classroom or STEAM project activity is ideal for skill reinforcement and modeling. At times, therapy services should occur in a private or small group setting outside of the learning activities.

School Culture

Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

At the center of the ethos of DMA is that children with ASD should be accepted as naturally different rather than abnormal or needing to be fixed ("The controversy over autism's most common therapy" 2016). This is the premise that drives the therapy to include, but go far beyond Applied Behavioral Analysis (ABA) and into the realms of additional modern therapeutic services (Cognitive Behavioral Therapy, Naturalistic Teaching, Joint Attention Intervention, and relation-based developmental models).

The full integration of therapy and education for students with Autism is an innovative model being studied throughout the world; yet Indiana, a state known for its innovative educational choices, does not *yet* provide such a public-school option. Virginia Commonwealth University's Center for Excellence in Autism described the advantages of this innovative choice:

> Is Integrated Therapy a good match for students with Autism? The answer is Yes! Students with autism have a difficult time generalizing skills from one environment to the next. This is also true for therapy

services. Some children with autism may think that new skills learned in the therapy room are specific to those environments and students can be resistant to use new skills in other situations. When a therapist moves into the classroom, the skills are learned in a more inclusive environment with peers who can model skills, teachers who are present to collaborate with the therapist on specific learning tasks and opportune times to "push-in". This practice allows for more intensive, on-going involvement with the entire educational staff. Teachers often desire the modeling and demonstration that can be witnessed while the therapist is in the classroom. The carry over and transfer of new skills to the whole school environment leads to faster skill development. This collaborative strategy leads to enhanced learning and functional outcomes for children with autism (Vicker). Additionally, having an ongoing view of the student's functioning in the general school settings allows for more relevant and meaningful instruction (VCU Autism Center for Excellence).

Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

The culture is created and implemented through commitment to a number of shared beliefs and core values which include the following:

Students

- All students can succeed
- Each student has his or her own pattern of unique learning
- Everyone involved has high expectations for learning
- Students with ASD have seamless educational transitions
- Students have access to the supports, services, programs, and range of placements they need to achieve their potential

Educators and School Board

- Successful educational practices are evidence-based and founded on research
- Universal design and differentiated instruction provides teachers with effective methods to address the various learning needs of students
- Classroom teachers have the primary responsibility for a student's literacy and numeracy development. Programming for students with ASD will be designed and implemented in collaboration with the classroom teacher and other individuals involved with the student
- Therapy professionals and classroom teachers need to work collaboratively with the broader professional community and families, and have access to coordinated community resources and supports, to create a learning environment that supports students with ASD
- Educators and related professionals must have the competencies and current knowledge, gained through high quality professional development including mentoring, to understand and address the learning requirements of students with ASD

- Educators use instructional strategies that promote student capacity for independent learning and self-determination, including self-advocacy
- DMA fosters a sense of belonging for all students with ASD

Program Delivery

- Fairness is not sameness
- Accessible, accountable, connected educational programs and services support coherent and sustainable models of delivery
- Special education services are measurable, responsive to change and enriched by proven innovations
- A coordinated approach among service providers enables student achievement
- Programs, services and supports for students with autism spectrum disorders address the range of core components of effective educational practices, addressing individual strengths as well as needs (such as communication, social interaction, behavior).

Family and Community Involvement

- Parents and students engage actively and collaboratively with educators, therapists and community agencies in decisions related to providing effective programs and services for students with ASD

Students and families will have small group orientation meetings throughout the school year. When students and families join DMA during the middle of the school year, orientation sessions will be held to assist with rapid and effective enculturation.

Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure

Though DMA will accept applicants without special needs, the school / therapy partnership is constructed for students with special needs. All students with special needs are "at-risk" of academic failure. With this in mind, please consider all educational sections relating to the educational and therapeutic programming to be applicable to this question.

At the time of inquiry, DMA will immediately state the following, "Since DMA is a public charter school, all students are welcome to enroll. With that said, we want to make sure that you are aware that over 90% of our students have a diagnosis and IEP." After further discussion and assessment of the student's needs, the Education Support Team/Case Conference Committee (EST/CCC), along with parents, will determine if DMA is the best fit for the student without a diagnosis.
If the parent decides to enroll their child without a disability, the EST/CCC will further evaluate the student to determine the most appropriate classroom and track – educationally and socially. If a cohort of students enroll in DMA without a diagnosis, classrooms at traditional ratios will be formed if necessary.

If the student has a medical diagnosis of ASD, but not an educational one, the school psychologist will seek permission to complete an Individual Psychoeducational Evaluation to determine if classification needs revised. The EST/CCC will provide information to the parents on the benefits of revising the classification so that they can make an informed decision.

DMA will provide equal educational opportunity to language minority students with the appropriate level of English language development to allow for meaningful participation of language minority students in the school's educational programs. Such instruction will take place during the regular day. A minimum of one (1) hour daily will be appropriate for LEP students at English proficiency levels 1-4.

Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation

A typical day for a student would be to arrive at 8:15am; and, the student may have support to put lunch and belongings away (sometimes with an Occupational Therapist, coinciding with goals). The student will go into classroom with 3-5 other students and follow the schedule of the day which includes rotations of online individualized curriculum, project group curriculum (STEAM) and Independent Concepts. The student may have 1:1 behavioral support if needed. On a given day, the student may be pulled out for speech therapy.
After the half day, the student will attend lunch in the cafeteria with class and other grade-level peers or may choose to eat independently if overwhelmed by the environment. After lunch, the student will attend specials (art, music or recreation therapy or social group) for 30 minutes. The student then transitions to half day of behavioral therapy where they target social-emotional and executive functioning goals in additional to functional or vocational academic applications. At 4:00, they may have end of the day responsibilities, including getting ready for dismissal.

Attachment 25 includes a Sample Classroom Rotation in Elementary, Secondary Snapshot that demonstrates where 24 students could be at a given hour and Day with/without Therapy.

Supplemental Programming

Programs and strategies to develop address the student mental, emotional, social and emotional health are core programming elements, rather than supplemental. The therapy component of this hybrid model gives DMA students full access to carefully designed programs that meet the growing needs of student with ASD as they age. It is an important part of all therapy services to have a meaningful opportunity to apply skills. In addition, it is critical that during Transition Planning, the students of transition-age have opportunities for life skill and/or vocational training as part of their educational day. Hope Source Café will be a full service café that will meet the overlapping therapeutic and educational goals of the students and help train for similar jobs outside of DMA. In addition, the planned location for DMA has a full fitness center for transition-age students to learn skills that can be applied at community places like the Monon Center, the YMCA and other gyms.

Special Populations and At-risk Students

Though many students who enter DMA will have a prior determination for special education services related to ASD, we understand and support the fact that a medical diagnosis of ASD is not an automatic qualifier for special education services. That being said, we expect at least 95% of our client/student population to receive special education services.

DMA is committed to providing high-quality instruction and appropriate supplemental services to students with Individualized Education Programs, students with Section 504 plans, English Language Learners, and students at risk of academic failure or dropping out. Accordingly, DMA will implement a comprehensive assessment to identify any students with these needs and serve them appropriately.

DMA will maintain high expectations for all students, embracing their differences and modifying all areas of the educational and therapeutic environment to best meet their needs. This model is not an adjustment of the traditional "mainstream" educational model; it is a model built entirely for students with special needs.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:

Because LRE is not place, per se, and varies based on the disability/needs of the individual student, it is up to the EST/CCC to determine what the appropriate LRE is for that student. Parents choose to attend DMA because they believe it is the most appropriate setting and program – academically and socially.

An Individualized Education Program (IEP) will be developed to oversee special education services. The IEP (34 CFR §300.320-300-324) will include the following:

i. A statement of the child's present levels of educational performance and how the child's disability affects the child's involvement and progress in the general curriculum;
ii. A statement of measurable annual goals, including benchmarks or short-term objectives;
iii. A statement of the special education and related services and supplementary aids and services to be provided to the child;
iv. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in other activities;
v. A statement of any individual modifications in the administrations of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;

vi. The projected date for the beginning of the services and modifications identified and the anticipated frequency, location, and duration of those services and modifications; and

vii. A statement of how progress toward annual goals will be measured and how the parents will be regularly informed, at least as often as parents of the non-disabled students, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

DMA will provide special-education and related services to any child with a disability in accordance with the child's IEP and will make a good-faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not succeeding. In addition, Extended School Year services (ESY) (34 CFR §300.106) are provided to the child with a disability beyond the regular school year, to provide Free Appropriate Public Education (FAPE) as determined by a child's IEP.

Upon enrollment, the parent will be educated on the benefits of our hybrid model that provides behavioral and cognitive therapy to support the learning of their child. If a parent refuses the therapy portion of the day, we will have an alternative schedule for those students. If a student exhibits violent behaviors beyond the resources available to the school and the parent declines therapeutic support, the EST/CCC will have to determine the appropriate placement for the student for the safety of students and staff.
In the rare instance when a parent declines permission for DMA to bill services through the SBM program, the student will receive the recommended services in his/her IEP. The DMA budget includes a line item for Occupational and Speech Therapy services for all enrolled students in the event that SBM is not billed/reimbursed.

Attachment 25 provides a Length of Day for a Student without Behavioral Therapy.

a. How the school will identify students with special education needs.

It is anticipated that over 99% of the students who enroll in DMA will have medical or educational diagnosis or be presenting with problems that our clinical and educational specialists can easily identify, assess and formulate a plan.

In accordance with 34 CFR §300.301-300.311, the referral of students for a full and individual initial evaluation for possible special education services will be a component of DMA's educational processes. DMA will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation will be completed before the initial provision of special education and related services will be provided and will address whether the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

Based on the requirements of 34 CFR §300.232, DMA will have an IEP in effect for each identified student with a disability. DMA will ensure that the IEP is in effect before special

education and related services are provided to an eligible child and that the IEP will be implemented as soon as possible following the IEP committee meeting.

For a student who is new to DMA (including all students in the first year of operation), a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.

The "Dynamic Twelve" model integrates the following evidence-based therapeutic practices with educational strategies and practices to provide the optimal learning environment for students with ASD.

Applied Behavior Analysis (ABA) - ABA therapy includes many different techniques. All of these techniques focus on antecedents (what happens before a behavior occurs) and on consequences (what happens after the behavior). One technique is "positive reinforcement." When a behavior is followed by something that is valued (a reward), that behavior is more likely to be repeated. ABA uses positive reinforcement in a way that can be measured in order to help bring about meaningful behavior change.

Cognitive Behavioral Therapy (CBT) – A common type of (talk therapy). CBT extends ABA by helping client/students bring "automatic behavior/response" into conscious thinking, allowing them to evaluate appropriate responses based on a variety of inputs.

Naturalistic Teaching – Incorporates many of the principles of ABA, but is more adaptive and responsive to the needs of the student. This method is designed to be incorporated into the existing routines of the client/student.

Joint Attention Intervention – two or more people share attentional focus on an object or event, for the sole purpose of sharing that interesting object or event with each other.

Relationship-based Developmental Models (DIR) – A comprehensive, integrated approach individualized to match the client/student's level in the social hierarchy. This approach helps the client/student develop appropriate affect and a sense of self as an intentional and interactive individual.

More common Evidence-based Practices include occupational therapy, speech and language therapy, music and art therapy.

STEAM (STEM with arts integrated) Education – An interdisciplinary approach to learning where students apply academic concepts to real-world lessons involving science, technology, engineering, arts and mathematics.

Computer Based Instruction (CBI) – Offers some advantages to traditional one-to-one or group instruction for some client/students with autism. These advantages included easier differentiation of instruction, decreased distractions and the incorporation of a client/student's relative visual learning strengths into curricular decisions.

c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).

In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. In addition, the IEP team will also consider special factors such as:

- whether a child's behavior impedes his or her learning or the learning of others,
- whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP, and
- what the communication needs of the student are and whether the child needs assistive technology devices/services.

Review of the IEP will occur annually or more frequently if the student is not being successful.

d. If applicable, the school's plan for promoting graduation for students with special education needs.

Setting high expectations for client/students, DMA believes this full program will produce surprising results with high school graduation rates. Again, the school's plan begins with a culture of high expectations. This extends from the staff to the students and their families. The total program, integrating evidence-based therapy service with an appropriate educational program beginning early in the client/student's journey will promote this success goal.

e. How the school will provide qualified staffing for students with special education needs.

All special education personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. DMA will employ, minimally, 1 certified special education teacher and 2 other certified teachers per 24 students, to work alongside and in conjunction with subject-area online teachers. Using a multi-certified and multi-strength staff will provide students at DMA with tailor-made support services to meet each individual need. An experienced director of special education services will be contracted through our ESP to ensure compliance with IDEA, Article 7 and all applicable laws and requirements.

Over the last four years, the hybrid model in which DMA will evolve, this has not been an issue. The teachers testify that a year round schedule is offset by the decreased stress from low ratios and abundance of trained support staff. They also appreciate the flexibility that standard Paid-Time-Off allows. In addition, the project salary for teachers at DMA will be an increase to what is currently offered in the hybrid model.

In addition, the unique hybrid model affords access to a collaborative team of professionals in which most schools cannot employ. This includes clinical psychologists, school psychologist, social workers, mental health counselors, behavior analysts, speech and occupational therapists, among others. The Hope Source currently employees a Transition Coordinator that ensures the Transition Plan developed by the Interprofessional Planning Committee is implemented. The Hope Source has hired a clinical psychologist as Assistant Clinical Director of Transition Services who specializes in adolescents and young adult with ASD.

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including:

a. How the school will identify ELL students.

The School will administer a home language survey to identify the first/native language(s) of all students enrolled in the school. This home language survey will be administered to ALL students enrolled in the school, and the survey will be used during the enrollment process to identify the native language of each new student at the time of enrollment into the school. Documentation of a student's native language will be recorded in the permanent record. DMA will implement an identification procedure to survey all students in the school with the following three questions:

i. What is the native language of the student?
ii. What language(s) is (are) spoken most often by the student?
iii. What language(s) is (are) spoken by the student in the home?

b. The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

DMA will provide equal educational opportunity to language minority students with the appropriate level of English language development to allow for meaningful participation of language minority students in the school's educational programs. Such instruction

will take place during the regular school day. A minimum of one (1) hour daily will be appropriate for LEP students at English proficiency levels 1-4.

After a determination of needs based on the student population, one or more of the following approaches to instruction may be used:

Transitional Bilingual Education (TBE): TBE is an instructional program in which subjects are taught through two languages—English and the native language of the English language learners—and English is taught as a second language. English language skills, grade promotion, and graduation requirements will be emphasized, and the student's native language will be used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the student's native language decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and in the duration of the program. TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.

English as a Second Language (ESL): ESL is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content), and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component. Pull-Out ESL: A program in which LEP students are "pulled out" of the regular, mainstream classrooms for special instruction in English as a second language.

Content-Based ESL: This approach to teaching ESL makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English will be used as the medium of instruction.

English for Speakers of Other Languages (ESOL): English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as ESL, "teaching English to speakers of other languages" (TESOL), ESOL. ELD, ESL, TESOL, or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.

Sheltered English: An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the

language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

Structured Immersion: In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language. The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.

How the school will assess and monitor the progress and success of ELL students, including existing students from ELL services.

DMA will assess all students whose first language is other than English to determine whether a student is Fluent English Proficient (FEP, see level 5) or Limited-English Proficient (LEP, see levels 1-4). Each spring, all LEP students must participate in the WIDA proficiency assessment. Newly enrolling students must be assessed for identification as LEP using the WIDA within thirty calendar days of enrollment at the beginning of the school year or within two weeks during the school year.

Assessment shall, to the extent possible, include listening, speaking, reading, and writing abilities, as well as academic achievement. Language proficiency levels are described below:

i. Beginner (Level 1): Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.
ii. Early Intermediate (Level 2): Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.

iii. Intermediate (Level 3): Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.
iv. Advanced (Level 4): Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of convention are still evident.
v. Fluent English Proficient (Level 5): Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students

speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English-speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

NOTE: Oral language skills will not be the sole criterion for determining language proficiency. Academic achievement and writing and reading abilities in English must also be considered as assessed with the WIDA proficiency assessment.

DMA will have specific criteria established to ensure appropriate placement and subsequent delivery of services to exceptional language-minority students. The Pre-Referral process to Special Education should include an assessment in the native language and in English to provide evidence that difficulty exists in both languages. A referral should be made only after all other avenues have been explored and it has been determined that the child's needs cannot be met by the regular education program.

Retention of language minority students will not be based solely upon English language proficiency. Appropriate classroom modifications should be made for each language-minority student to ensure meaningful participation in the educational program.

DMA will continue to provide English language development services to LEP students until they attain an Overall/Composite score of Level 5 on the summative WIDA proficiency assessment. Services for Level 4 students may be modified based on the students' needs.

Upon the first Overall/Composite score of Level 5, students are exited from daily English language development services and reclassified as FEP for reporting purposes and they begin informal monitoring. At this point students no longer generate funding. The following Spring, upon the attainment of the second Overall/Composite score of Level 5 on WIDA, students enter the formal two-year monitoring period required by Title III to ensure continued academic success. After the second score of Level 5, students will no longer participate in WIDA.

DMA will provide evidence that communication between the school and the home, whether about language-minority student progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home. DMA will maintain records that indicate the following:

i. The native language of the student,
ii. The English language proficiency level of the student,
iii. The type and frequency of English language development services offered,
iv. The instructional and assessment adaptations made based on level of English proficiency, and
v. Other intervention strategies employed.

The method of maintaining this information for each language-minority student is the Individual Learning Plan (ILP). ILPs are developed for each student and updated

annually based on their Overall/Composite of English proficiency on WIDA. ILPs are developed by the ESL teacher in collaboration with the classroom teacher. Accommodations used on ISTEP+ must be those already in place for regular classroom instruction that are outlined on each ILP.

d. How the school will provide qualified staffing for ELL students.

All English Language Learners (ELL) personnel will be certified, endorsed, or licensed in the area of assignment. Additional ELL personnel will either be employed or contracted with depending on the students' needs at the school. DMA will participate in training programs designed to help the development and implementation of these guidelines offered; these will be facilitated by the Office of English Language Learning & Migrant Education, including in-service and technical assistance. Other resources for staff development may include courses available through the Regional Educational Service Centers, various university-level courses, annual conferences held by the Office of English Language Learning & Migrant Education, Indiana Teachers of English to Speakers of Other Languages (INTESOL) and the national Teachers of English to Speakers of Other Languages (TESOL) and National Association of Bilingual Education (NABE) conferences.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.

DMA believes that there will be interventions embedded into the daily life of the school to address students who are functioning below grade level. School academic operations will include an established strategy of increasingly intensive steps when a student is not learning or progressing at an effective pace. The following measures will be implemented to monitor and ensure that students are making adequate academic progress.

1. Team Meetings: A collaborative team composed of educators and administration will be established to address the following tasks:
    i. Identify and map objectives.
    ii. Create schedules for learning.
    iii. Develop formative assessments.
    iv. Establish criteria for success.
    v. Assess student progress.
    vi. Assign interventions.
2. Formative Assessments: DMA will conduct periodic assessments to gather data. Educators will utilize the results to monitor student progress. Intervention strategies will be assigned for students not making adequate growth.
3. Intervention Strategies: Under RTI, students identified as needing additional assistance to ensure adequate academic performance will be engaged in

intervention strategies that will focus on the individual needs of the student. Intervention strategies will include, but not be limited to:

i. Student Centered: Two co-curricular activities, peer tutoring, student council monitoring, privilege system
ii. Faculty Centered: Faculty advisors, team attendance meetings, guided study, tutoring
iii. Parent Centered: Parent monitoring, parent communications, mid-marking period progress reports, daily progress reports

5. Explain how the school will identify and meet the needs of intellectually gifted students, including: a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

DMA will provide students with a rigorous classical education in the liberal arts and sciences. For those students who are academically advanced, additional opportunities will be provided to enhance their education, e.g., additional electives. DMA understands that students can be gifted in one area or another and not necessarily tied to their cognitive scores.

b. How the school will provide qualified staffing for intellectually gifted students.

All personnel will be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. Additionally, DMA will seek professional development opportunities for better preparing staff to meet the needs of these students.

c. How the school will assess and monitor the progress and success of intellectually gifted students.

Any student with an IEP shall have his or her program reviewed annually or more frequently should the student not be making adequate progress towards his or her goals stated within the IEP.

Admission Policy and Criteria

Student recruitment and marketing will continue to be conducted primarily through professional and community organizations that support students with ASD and their families. DMA will ensure that all potential applicants thoroughly understand the school's mission and focus. Any student who enrolls, including those without special needs or diagnosis (medical or educational) of autism, will be given equal access to admission. DMA will also work with local public school districts, charter schools and other service providers to portray a full understanding of its mission.

Tentative dates for the application period will be March 1- March 31, prior to each operational

year. Intent-to Enroll forms are available on the website, along with a description of the enrollment procedure. The forms will also be available for pick up in the Dynamic Minds Academy school office. Intent-to Enroll forms will be accepted in person or via U.S. Postal Service. Applicants will be put on an enrollment list in the order the Intent-to-Enroll forms were received. If the number of eligible applicants does not exceed the number of vacancies for the building, then all qualified applicants who applied will be offered admission. If the number of applicants exceeds the number of vacant seats, Dynamic Minds Academy will hold a lottery to determine who will fill those spots.

Tentative lottery date each year will be April 15th. This is two weeks after the closing of the application period. If there are more eligible applicants than available spaces in the building, then a lottery will be conducted by random drawing in a public meeting at a time set by the administration each year. Dynamic Minds Academy will use a software program, to be determined, that has the component to facilitate the application process and lottery. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name is drawn will be offered admission. Notification will be made by telephone, e-mail, or U.S. Postal Service. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within three (3) business days of a post-marked letter, will forfeit his/her position in the application process. Parents or guardians notified by mail will be instructed to call the school immediately upon receipt of the notice in order to preserve their child's position in the lottery.

The remaining names in the lottery will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied. Students are able to withdraw from Dynamic Minds Academy at any time during the school year. If a student would choose to re-enroll during the school year, they will be put on the waitlist, unless there is an open seat in their grade level. Currently enrolled students are not required to re-enroll each year. Dynamic Minds Academy will accept transfer students; they must follow the enrollment policy set forth by the school. Exceptions: Dynamic Minds Academy will exempt from the lottery students already admitted and siblings of students already admitted if there is a space available.

Dynamic Minds Academy admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Student Discipline

As part of the parent orientation process, the student discipline policy will be discussed in detail. It will also be included in the DMA student/parent handbook. The student discipline culture in an integrated therapy and educational setting differs from that of a traditional public school.

Behavior interventions will commonly be a part of the therapy support services as implemented through the evidence-based practices incorporated in student IEP's and Behavior Intervention Plans (BIP). However, safety of all students and staff takes priority when behavior problems escalate. When necessary, the discipline policy outlined in **ATTACHMENT 6** will be implemented.

Parent and Community Involvement

Parents have always been a key partner in the success of The Hope Source. These opportunities will be further expanded with the new building and the opening of DMA. Current activities that will be carried forward to the 2018-2019 opening of DMA are listed below:

- Parents of client/students are required to meet onsite with a counselor (psychologist or psychiatrist) a minimum of once per month. This is time to not only report progress but extend learning and reinforcement of evidenced-based practices at home. It is integral to DMA's mission that therapies taught at the facility are reinforced in other settings.
- Parent Support Groups meet on a monthly basis at the DMA/Hope Source facility which will also give parents the opportunity to experience and enjoy Hope Source Cafe.
- The Hope Source and DMA (added upon authorization) provide an active, moderated group Facebook page that can be found at: https://www.facebook.com/asdhopesource/
- Coffee Thursdays provide a more informal setting for direct interaction with the CEO and School Leader.

The opportunity for real-world application and experiences for the population is at the heart of DMA's mission. Therefore, engagement with the community is a natural and critical aspect of the school.

DMA will be an integral part of The Hope Source's program called "Community Visitors", in which members of the community with a related job, hobby or talent in the focus area of the current "topic," volunteer to speak, demonstrate or engage with the client/students or invite client/student teams for a private tour at their business. For example, during a STEAM project unit on bread, client/students visited a local bakery and watched donuts being made. During a project unit on nutrition, a local dentist visited to talk to the adolescents about how food impacts their teeth. This program has been very successful in the past, engaging both the client/students and the community members (bankers, EMTs, Eagle Scouts, etc.) together for an enriching experience.

The Hope Source and DMA have established strong relationships with the YMCA and the Monon Center to allow client/students to sign up for classes or learn how to exercise on the machines and navigate a locker room. Building on these relationships will allow DMA to provide "guide support" with no additional cost or membership for the guide.

The Hope Source and DMA school developers are also working with Dr. Victoria Wilburn and the University of Indianapolis Occupational Therapy department to collaborate on research. The topic of interest is "Inter-Professional Planning for Transition Plan Development for ASD." It is critical that professionals collaborate together and with the family for optimal treatment and goal planning. The model will integrate educators and therapists in-school and out-patient to prevent duplication of services and opposing goals, while encouraging consistent approaches for the benefit of the client/student. This partnership will drive the revamped transition service, "Apprenticeship Program" and integrate Autism

Speaks/Virginia Commonwealth University's "Community-based Assessment" to help professionals use and apply this tool for effective Transition Planning, whether for the IEP or Treatment.

The local Telamon Foundation granted The Hope Source $8,800 for the building of a commercial kitchen and laundry facilities to begin a program currently called "Hope Source Cafe." The program focuses on the development of vocational and independent living skills. The Cafe will provide coffee and light food items for staff to purchase for breakfast and lunch. Healthy, packaged snacks will be available to client/students for purchase. Adolescents 16 and up will be given priority for work shifts in which they will maintain budget, inventory, menu, ordering, preparation, selling and cleaning standards. Local coffee roasters and farmers will be sources for purchasing inventory. Once established, DMA and The Hope Source will offer parent breakfasts and give parents an opportunity to directly engage with the program and support our client/students.

As mentioned in Community Engagement Section, relationships have already been established giving DMA school developers the opportunity to work with the Lawrence Police Department as well as emerging connections with Boy Scouts of America and Lawrence Township Schools.

Beginning August 2017, THS/DMA will partner with Guerin Catholic to form a solid Best Buddies Program Chapter. Best Buddies is a (non-religious) program that many public schools utilize to connect students with special needs with peers without special needs to form genuine relationships. Guerin Catholic High School is reviving its chapter and has begun initial planning meetings with Julie Gordon and Guerin administrators. This partnership will allow our students to be involved in joint extracurricular activities.

See **ATTAHCMENT 7** for existing evidence of support

Educational Program Capacity

Note* Though this application is appropriately the "Proposal Document for Operators with an ESP," the chosen ESP, Indiana Charters LLC (IC), establishes a unique partnership with the organizer that both provides "back office" services while supporting the management and operation of the school. IC does not "manage" the school; it provides contractual support and services at the will of the organizing board.

The leadership team has a vast amount of experience and expertise in the areas of school leadership, administration, governance, charter school development, evidence-based therapies for children with ASD, performance management and parent/community engagement.

Describe the operator's current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

The growth model for DMA is intentional and purposeful. By year six (2023-2024) the DMA board will have selected one additional site for expansion. That expansion will "inject" the

DMA educational programming into an established therapy site that has been well-vetted by the board of directors. We believe educational leaders will be trained from within. Our pipeline, then will be those who have learned and experienced integrated therapy and education through the DMA model's initial implementation.

Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

The main organization providing consultation and assisting DMA through this process is our ESP, Indiana Charters. The Charter Friends National Network, in their *Guide for Developing a Business Plan for Charter Schools*, observes that "charter school developers quickly realize that achieving their dreams for changing and improving education requires more than innovative strategies for teaching and learning. Charter schools have many of the same characteristics of start-up small businesses and face many of the same challenges. The greatest strategies for teaching and learning won't have a chance to succeed if they aren't supported by fiscally and administratively sound organizations." Indiana Charters provides successful operational support services for Mays Community Academy (2015) and Seven Oaks Classical School (2016). Additionally, IC provides a variety of support and consultation services to nine additional charter operators and developers.

As a founder of two Indiana Charter Schools in good standing (Options Charter School – Carmel, 2002-present) and Options Charter School – Noblesville (2006-present) and as COO and CEO of the Indiana Public Charter Schools Association (2012-2014), Kevin Davis, as an individual, is one of this state's valuable charter school resources. In addition to his personal experience, Kevin has approached other experienced and successful charter school leaders to contract with Indiana Charters and provide what we feel is a very strong, experienced and trustworthy team to ensure our operation is successful. As a homegrown local educational service provider, Indiana Charters seeks to assist independent, Indiana charter schools with start-up support, back-office services and mentoring. DMA and IC have been working together since early in 2015, moving from dream to concept to proposal.

Identify the education director/head of school candidate for each school projected to open in 2018 and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as Attachment 8, the resume and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

Lisa Chandler, the proposed School Leader/Education Director, demonstrates passion, experience and leadership that qualify her to lead this unique school. Lisa has her Bachelor of Science in Elementary Education and has worked with students with ASD and special needs since 2009 when she joined The Hope Source. Lisa's skills and dedication to improving the educational programming for the population she serves led to promotions from Educational Coordinator to Programs Director to Education and Development Director, where she now hires, trains and supports all the direct therapy and educational staff. Lisa is instrumental in the development of the first hybrid model in 2013 and implementation of project-based, cross curricular content to better serve visual learners. Like all start up support from Indiana Charters, Kevin Davis, will serve in a support, consultation and mentoring role to assist Lisa as she learns to navigate charter school administration.

Describe the responsibilities and qualifications of the school's leadership/management team beyond the education director/head of school. If known, identify the individuals who will fill these positions and provide, as Attachment 9, the resumes and professional biographies for these individuals. If these positions are not yet filled, explain the timeline and process for recruitment and hiring, and provide the job description or qualifications for these positions.

In addition to the Director of Education, DMA will directly employ a **Curriculum Director**. The curriculum director will oversee curriculum implementation and coordinate the merging of the STEAM project-based curriculum and the Plato computer-based instruction. This task is not something that can just be added onto the on-site teaching staff. This position will be certified by the Indiana Collaborative for Project Based Learning (ICBL) or working toward that certification. Ideally, the curriculum manager will have experience working with students with ASD and Universal Design for Learning.

The remainder of the school's management team will be directly employed by ESP, Indiana Charters. Indiana Charters CEO, Kevin Davis, will serve in a key consultation and direct service role. As CEO he oversees all processes involving data reporting (state, federal and authorizer); student records management (PowerSchool used as SIS); bookkeeping and accounting, including monthly board reporting, SBOA compliance, form 9 submission, and assistance with budget projections; and direct support and mentoring for the educational director. Additionally, IC will employ a special education director who will work directly with the education director, special and regular education teaching staff and therapy services.

This system of ESP-provided contractual services provides experienced management personnel to function as a leadership team at a fraction of the cost of direct employment – allowing a small school to be well-managed, not over-burdened.

Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

In this unique situation, the conversion of a therapy center to a public charter school in a therapy center site, existing employees of the Hope Source will work with Indiana Charters personnel for a start-up processes as outlined in the Ball State Office of Charter School "Start-up Protocol." Julie Gordon and Lisa Chandler (Education Director) will work without additional compensation during this period. IC personnel provide start-up support that is paid contractually at a date when the budget permits.

Section 2: Operations Plan & Capacity

Describe the organization or network strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable. Include the following information, regardless of school location: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.

The Board of DMA believes that the integrated therapy and education school design should be available for students throughout the state of Indiana. As such, the organizer proposes a single school organization that can be replicated at additional therapy sites by the 2023-2024 school year. This model and its eventual replication has drawn interest from the ASD community, and we expect multiple therapy sites will "apply" for the DMA model to be "injected" into the next therapy center by this date. Each year, thereafter, the model will be added to additional sites, with an average student population growth of 50 students per site added.

The criteria for selecting these additional sites has not yet been developed. By the 2019-2020 school year, DMA's The Hope Source (founding site) will be hosting tours, speaking at conferences, and writing journal articles to promote the model. An application process will determine the first additional site. This will be repeated annual with the vision of eventually giving students with ASD numerous locations for integrated therapy and education programs through the state. At this time, DMA does not anticipate crossing state lines with this model.

Provide evidence of organizational capacity to open and operate high quality schools in Indiana and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

DMA is the organizing body; however, the contractual relationship with Indiana Charters provides much of the organizational capacity to inject school operations into The Hope Source therapy center. Indiana Charters begins work with its clients at the development stage. IC does not dictate the educational program. Embracing the fact that multiple education models can be implemented effectively, IC takes the organizer's concepts and visions and helps bring those together to open and operate as a high-quality school. This includes performance management processes and procedures, to ensure continuous growth and academic achievement. It also includes operational and organizational capacity by providing expert services to schools where revenue is better directed to students and staff than back-office infrastructure.

IC's CEO has worked with dozens of schools on budget and operational services from 2002 to the present. The most common organizational problems involve managing administrative or back office responsibilities. Some schools believe their educational director or education director can "learn" these skills, only to find that there's not time to serve the community as an educational leader. Sometimes this model misses funding opportunities, or encounters compliance issues that threaten success of the school. Others hire a robust, experienced infrastructure that can handle the tasks; however, this often

forces funds into salaries and benefits for positions that don't impact student performance. Another pattern that has occurred many times in this state is an organizing group "selling out" their vision for the school to an EMO or CMO that alters their vision by forcing an educational model, they have previously implemented, on an organizing group – as a way to get this school open.

Indiana Charters begins working with its schools from the original concept, a group of concerned and influential citizens wanting to impact their community by improving educational options. IC helps organizing groups navigate through the authorization process, the startup process and into full operational status. IC performs this pre-operational work without charge. That support will continue uninterrupted as we prepare to open DMA.

IC has been successful on its previous projects, even though authorization-to-opening timelines were much, much shorter. On June 4, 2015, Mays Community Academy was authorized under an expedited request (due to school facility availability) to open August 6 of 2015. Obviously, the Mays Community Academy organizing group and IC proceeded with many pre-opening tasks hoping for a favorable decision. Mays Community Academy opened on time, grew its enrollment by 70% in year two, and has experienced no compliance concerns from the DOE or its authorizer. In January of 2016, Seven Oaks Classical School was approved to open for the fall of 2016. Seven Oaks navigated numerous facility issues, yet is operating successfully under its charter with Grace College in Ellettsville, IN.

Indiana Charters was recently selected to provide board training for the Barney Charter School Initiative. The Barney Charter School Initiative, a national charter school development network through Hillsdale College, helps prepare school leaders to implement a classical school curriculum. With 16 schools in operation and dozens in development, IC is honored to provide a two-day workshop for this national audience.

Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.

NA

Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Indiana over the next five years and how the organization will meet these challenges and mitigate risks.

The DMA model will be the first of its kind in this state. It provides and innovative opportunity to support the growing population of students with ASD. Nonetheless, it does provide some unique challenges. First, a public charter school must be open to any student who resides in the state, regardless of handicapping condition. If a student without a disability chooses to enroll at DMA, even after a full understanding of the mission and focus of the school, DMA will enroll the student and individualize the student's programming to meet his or her needs. Additionally, a

student with handicapping condition other than ASD may choose to enroll. DMA will provide the supports necessary to implement the IEP of these students.

We believe the DMA model will be in demand very quickly. There may be a tendency to rush replication and push enrollment beyond our capacity to effectively implement programming. To mitigate these risks, DMA has developed a very careful and conservative growth vision.

Provide, as Attachment 10, the organization's annual reports for the last two years and any current business plan for the organization or network.

Though Indiana Charters provides educational services and support, the organization of record is Dynamic Minds Academy. As a new organization, these reports do not exist.

Network Management

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	Support and consultation	All decision-making
Curriculum	Support and consultation for STEAM project Provides Computer-Based Instructional (CBI) staff on a per-course basis	All decision-making All-decision-making
Professional Development	Provider or manages outside provider	All decision-making
Data Management and Interim Assessments	Support and consultation	All decision-making
Promotion Criteria	Support and consultation	All decision-making
Culture	Support and consultation	All decision-making
Budgeting, Finance, and Accounting	Implementation of all fiscal policies	All decision-making
Student Recruitment	Support and consultation	All decision-making
School Staff Recruitment and Hiring	Support and consultation	All decision-making

H/R Services (payroll, benefits, etc)	Implementation of all processes	All decision-making
Development/ Fundraising	Support and consultation	All decision-making
Community Relations	Support and consultation	All decision-making
I/T	Support and consultation	All decision-making
Facilities Management	Support and consultation	All decision-making
Vendor Management / Procurement	Support and consultation	All decision-making
Other operational services, if applicable	Support and consultation	All decision-making

School and Organizational charts are provided in **ATTACHMENT 11** for years 1, 3 and full capacity.

Governance – Legal Status and Governing Documents

The entity to hold the charter will be a 501 (c) (3) non-profit entity named Dynamic Minds Academy. Documents created originally as "The Hope Source Foundation" will have an organization name change and a change in purpose to "educational institution." DMA officials are in the process of making these changes through the U.S. Internal Revenue Service.

Attachment 12 includes the existing corporate documents for this entity.

Governing Board

DMA will be governed by the governing board and managed by its educational director pursuant to the school's charter and duly adopted by-laws. The governing board will be responsible for adopting policy, overseeing the management of the school, and ensuring financial compliance with fiscal policy. In addition, the governing board will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. The governing board will not be involved in the daily operations of the school but will hire an educational director, who will be evaluated at least annually. The governing board will ensure the education director manages DMA in compliance with the school's charter and with all state and federal laws and regulations.

The governing board will perform ongoing assessments of the school and its programs and operations. It will also routinely assess its own performance. Governing board members will

participate in and develop short and long-range plans for the school. The board will monitor the effectiveness of the school's programs and their implementation to determine if the school has met its stated goals.

The educational director will report to the governing board at regular meetings about the school's operations. The educational director will serve as liaison between DMA and the school's authorizer. The educational director will present his/her recommendation to the governing board on any subject under consideration prior to action taken on the subject, if requested. The educational director will be required to attend all governing board meetings.

The educational director will be responsible for overall instructional leadership for the charter school, including the discipline of students if needed, and the planning, implementation, and supervision of the educational program of the school. The educational director will have authority over all personnel matters, including hiring, disciplining, and terminating all school employees, subject to board approval. The educational director will periodically evaluate DMA's employees as provided for by Indiana law and policy.

The educational director will establish and maintain an appropriate community relations program. He/she shall uphold and enforce the charter, DMA's governing board policies, and local, state, and federal laws and regulations. Personnel under the supervision of the educational director are all staff, as identified in the organization chart, include the business manager, administrative assistants, and teachers.

The Board of Directors will approve all contractual relations including contracts for the educational service provider and therapy service providers. The board will evaluate, at least annually, these service providers.

The original governing board will include at least five and no more than 9 members. The founding board includes a representative of the original therapy services provider, Julie Gordon of the Hope Source. When decision regarding contractual relationships with the Hope Source are brought before the board, this member will follow all policies as presented in the conflict of interest policy of the board. When additional therapy service provider sites (years 3 – capacity) these therapy sites will be afforded a single position on the board of directors, increasing the board size by one member for each site. The board of directors will additionally seek to always maintain expertise in the areas of children with ASD, finance, board membership / governance, legal experience, and parent / community interests. We believe this model ensures effective and meaningful representation of key stakeholders.

Full Name	Current Job Title and Employer	Position with Proposed School
Bruce Breeden	**Vice President of Business Afffairs, Telemon**	**Board Member**
Julie Gordon	**CEO, The Hope Source**	**Board Member**
Mary Lou Hulseman, MD	**Fall Creek Family Medicine**	**Board Member**
Matt Jackson	**Owner, Jackson Investment Group**	**Board Member**
Joel Harris	**Owner, DAX Intelligence**	**Board Member**

See **ATTACHMENT 14** for board information sheets, resumes and personal biographies.

Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

To date, board members have been selected based on their interest and contribution to the development of DMA at the Hope Source therapy site. With a balance of background experience and expertise, the DMA board will select additional members after an orientation meeting, and invitation to attend a meeting, and a vote by the existing board. The board will meet monthly at on a consistent week and day each month. Committee structure will be developed on a temporary basis for the in-depth study of topics determined by the board. The board will retain all decision-making powers.

DMA's by-laws will address the conduct of its board members. Members will be required to sign conflict-of-interest disclosure statements, be familiar with their responsibilities as members in the context of open meetings, and clearly understand their ethical and fiduciary obligations to the school. Board members will participate in governance training as required by Ball State University. Board members will also participate in training necessary to ensure the success of the school and the board of directors' obligation to the school. The by-laws will address how and when members may be removed for unacceptable or inappropriate conduct. The governing board will meet at least once each month (except during the summer and/or school holidays as deemed appropriate) to hear reports, to consider and adopt policies, to act on committee recommendations, and to consider requests and concerns from parents, students, teachers, and the public.

ATTACHMENT 15 includes the board's proposed code of ethics and conflict of interest policies.

Grievance Process

Dynamic Minds Academy firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the appropriate chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first, since the teacher always has more direct knowledge of the student than anyone else.

The chain of command refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. Dynamic Minds Academy understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communications can be very helpful to the successful operation of the school. DMA's preference is that such communications be expressed initially to the

teacher or teachers of the child. If further communication is warranted, the parent should consult the educational director. If further communications are warranted after seeing the education director, the parent should go to the grievance committee. The governing board's grievance committee is not the first point of contact and, therefore, will refer all communications that require a response or action to the appropriate individual(s).

Teacher—Parents should schedule a meeting with the teacher through the office. Under no circumstances is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own child.

Education director—If the grievance cannot be resolved with the teacher and the matter regards academics or discipline, the parent should schedule a meeting with the education director.

Grievance Committee—If the grievance cannot be resolved after talking with the teacher or the appropriate parties, the parent must submit the grievance in writing to the grievance committee.

If a resolution is not achieved by the abovementioned process, two other options are available:

(1) The grievance may be submitted to the governing board in writing. The governing board will review the summary and will make one of the following determinations: (1) The governing board may decide to support the previous decision; (2) The governing board may appoint up to two board members to address the issue; (3) The governing board may address the issue in an open board format; (4) The governing board may address the issue in an executive session, in accordance with the Indiana Open Door Policy I.C. 5-15-1.5.

(2) Parental concerns and grievances may also be raised during the community comments portion of the board of directors meeting. The concern or grievance must be submitted in writing, and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained during an open board meeting. Concerns or grievances should be addressed in one of the aforementioned steps before using this option.

Grievances regarding policy should be directed to a board member. Grievances regarding an administrator should be directed to the individual first, then in writing to the governing board. The governing board and grievance committee will not entertain anonymous complaints, nor can they hold information in confidence when it is not in the best interest of the school, its staff, or students. If the constituent does not receive satisfaction from the governing board and/or grievance committee, then he must present his case or evidence to Ball State University. If satisfaction is not received from Ball State University, then the complainant must present his case or evidence to the Indiana Department of Education (511 IAC 7-45-1 of Article 7).

School Management Contracts

Julie Gordon contacted Kevin Davis, CEO of Indiana Charters, in 2015 to begin discussing the feasibility of providing a public charter school education at the Hope Source location. Those conversations led to initial contacts with charter authorizers and the assembly of a board of directors to move forward.

The Charter Friends National Network, in their *Guide for Developing a Business Plan for Charter Schools*, observes that "charter school developers quickly realize that achieving their dreams for changing and improving education requires more than innovative strategies for teaching and learning. Charter schools have many of the same characteristics of start-up small businesses and face many of the same challenges. The greatest strategies for teaching and learning won't have a chance to succeed if they aren't supported by fiscally and administratively sound organizations."

As a founder of two Indiana Charter Schools in good standing (Options Charter School – Carmel, 2002-present) and Options Charter School – Noblesville (2006-present) and as COO and CEO of the Indiana Public Charter Schools Association (2012-2014), Kevin Davis, as an individual, is one of this state's valuable charter school resources. In addition to his personal experience, Kevin has approached other experienced and successful charter school leaders to contract with Indiana Charters and provide what we feel is a very strong, experienced and trustworthy team to ensure our rapid start-up is successful. Indiana Charters worked successfully with Mays Community Academy (2015) and Seven Oaks Classical Academy (2016) to provide services in a very unique and cost-efficient way. As a homegrown local educational service provider, Indiana Charters seeks to assist independent, Indiana charter schools with start-up support, back-office services and mentoring. Unlike many ESP's, CMO's or EMO's Indiana Charters has a simple, amendable contract that can be terminated for any reason with 60 days notice.

The Indiana Charters management plan is flexible. As an example, If our position listed as "clerical " is filled by a person who has had experience as a registrar and/or with IDOE compliance reporting, the model will move aggressively to bringing those services in-house, and the contract will be adjusted accordingly with Indiana Charters doing more "mentoring" and less "servicing."

Though we have not yet entered into an operational contract with Indiana Charters, the board will finalize terms after charter approval.

1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the ESP; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

SEE ATTACHMENT 16

2. A draft of the proposed management contract;

SEE ATTACHMENT 16

3. Explanation of the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider; the internal controls that will guide the relationship; and how the governing board will ensure fulfillment of performance expectations;

Indiana Charters is a vendor, providing services at the request and under scrutiny of the board of directors. Understandably, the services are significant and the board has committed to building a long relationship as we develop a high-quality charter school. However, unlike many CMO, EMO or ESP agreements, Indiana Charters offers flexibility through mutually monitoring and evaluating the relationship. We agree that among the many goals of the relationship is capacity-building so we can eventually loosen the ties and operate at the most efficient level – allowing more funds to flow to the classroom and less to operational support.

We will evaluate Indiana Charters annually and report the evaluation in a public meeting by June 30 of each year. We have the right to terminate the agreement, without financial penalty, by giving 60 days' written notice.

We understand that the board and the Educational Service Provider must be especially prudent with financial controls. All processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. Indiana Charters will provide qualified individuals to carry out all accounting functions and provide training and oversight to school staff. All transactions will require the approval of the Indiana Charters bookkeeper and business manager. In addition, the school's designee must approve all transactions. Finally, the Organizer's board of directors will approve all transactions through public meeting on a monthly basis.

It the Organizer elects to use credit accounts for travel and emergency situations, statements will be examined and verified monthly by both Indiana Charters and the Organizer's designee. Credit card transactions expected to be above $250.00 must be pre-approved by the business manager, and Organizer's designee must review the log monthly.

An independent accounting firm will be engaged to conduct an annual review of our financial procedures, reporting and record keeping. All academic and financial records will be maintained in electronic and paper files. Ball State personnel will also be invited to review the monthly or annual financial reports as required by their governance policies.

4. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities;

The Organizer and Educational Service Provider have no current or potential conflicts of interest or common affiliated business entities.

5. Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Indiana.

See **Attachment 16**

Human Capital

Network-wide Staffing
Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

*Note – The proposed model is unique and does not fit the typical pattern of a school network. DMA will remain ONE SCHOOL, but will expand to include services at additional sites, one each year, beginning in year 3.

Personnell employed through Indiana Charters and contracted through the ESP agreement are designated by (IC) at the end of the position.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	1	1	1 (2 sites)	1 (3 sites)	1 (4 sites)
Number of high schools	1	1	1	1	1
Total schools					
Student enrollment	150	200	250	300	350
Management Organization Positions					
CEO / Project Coordinator / Administrative Mentor	1	1	1	1	1
Bookkeeper	.5	.5	.5	.5	.5
Registrar	.5	.5	1	1	1
State, Federal, Authorizer reporting	.5	.5	.5	.5	.5
Special Education Oversight Director	.5	.5	.5	.5	.5
Business Manager	.5	.5	.5	.5	.5
[specify]					
[specify]					
Total back-office FTEs	**3.5**	**3.5**	**4**	**4**	**4**
Elementary School Staff					
Principals					
Assistant Principals					
Add'l School Leadership Position 1					

[specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at elementary schools					
High School Staff					
Principals					
Assistant Principals					
Deans					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)	4	4	4	4	4
Classroom Teachers (Specials)	1	1	1	1	1
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at high schools					
Total network FTEs	5	5	5	5	5

School Staff Structure

1. Complete the table(s) below outlining your school staffing rollout plan for a "typical" elementary school and/or a "typical" high school, as applicable. Adjust or add functions and titles as needed. Modify the tables, as needed, to reflect variations in school models. If the proposed schools will use a staffing model that diverges from the operator's norm, please explain.

New Elementary School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal	.5	.5	.5	.5	.5	.5
Assistant Principal						
Curriculum Director	.5	.5	.5	.5	.5	.5
On-Site Special Education Director	.5	.5	1	1.5	2	2.5
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)	2	2	4	6	8	10
Classroom Teachers (Specials)						
Student Support Position 1 [specify: i.e., Social Worker]						
Student Support Position 2 [School Nurse]	.5	.5	1	2	3	4
Special Education Teachers	6	8	10	12	14	16
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants	2	2	4	6	8	10
School Operations Support Staff						
Total FTEs	11.5	13.5	20.5	28	35.5	43

New High School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal	.5	.5	.5	.5	.5	.5
Assistant Principal						
Curriculum Director	.5	.5	.5	.5	.5	.5
On-Site Special Education Director (Shared with Elementary)	.5	.5	1	1.5	2	2.5
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)	1	1	2	3	4	5
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Special Education Teacher	7	8	10	12	14	16
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants	1	1	1	1	1	1
School Operations Support Staff						

Total FTEs	**13**	**14**	**19**	**26.5**	**30**	**39.5**

Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

The **Education Director** manages DMA. This innovative educational model requires specific leadership skills. Though the education director receives support from the administrative mentorship provided by Indiana Charters, she is clearly the appointed leader and manager of the school. This position requires skillful leadership through implementation of the qualities and philosophies that will enable this model to flourish.

Though this is a unique model, the educational director must possess and exhibit leadership much like an outstanding school principal. In her publication *The Principalship: Building a Learning Community,* Marsha Speck defined a model for school leadership we have used to frame much of our philosophy of leadership qualities and expectations. The focus of this model is that of a "Learning Community" in which all stakeholders are encouraged to become lifelong learners that continually embrace research and data ultimately driving the curricular decisions that support the generation of students that will encompass our future (Speck).

The role of the school administrator, at any level, has changed for the better in the world of increased accountability. The leader of a productive learning community must be responsible for four very specific roles. The first is that of an educator. All decisions, from the vision of the school to daily discipline concerns must be based on what is best for our kids; every decision must concentrate on best practices research. For DMA these best practice models are framed by a project-based curriculum immersion with an interdisciplinary focus.

The second role of a school administrator is that of a servant leader. The true servant leader upholds the mission and drives the shared vision of the school community each and every day. This quality of shared vision is defined well in Peter Senge's *The Fifth Discipline Field Book.* In his description, shared vision is the building of a sense of commitment in a group. This is created by developing shared images of the future we seek to create, along with the principles and guiding practices by which we hope to get there. The learning community's shared vision must be clearly established, and the community leader, our educational director, must be the guardian of that vision (Senge).

Our educational leader must also be a daily manager. Someone needs to make sure that the lights are turned on every day and the doors are locked at night. A good manager makes every decision with the mission in mind. However, the ideal manager has the ability to plan and organize tasks, as well as the skill to delegate responsibilities to trusted organizers among the staff. A truly focused manager has the ability to make critical decisions under pressure that take the needs of all stakeholders into account. Furthermore, a superior manager will be sensitive to the emotional concerns of those affected by each choice made.

The fourth, and most often neglected, role of our educational director is a commitment to inner being. No individual person can hope to lead a learning community if they do not have a commitment to their own physical and emotional health. A good educational leader commands respect when he or she is able to clarify beliefs about schooling and learning in his or her presented daily life. A true leader acts ethically and responsibly at all times. A true leader enjoys, and encourages, meaningful contact with family, friends, and cultural activities in the community. Educational director models continued scholarship by keeping professionally updated and sharing that research with staff. Most importantly, the adaptable principal has the ability to maintain his or her vision in an ambiguous world by tapping the inner strengths afforded by humor and experience (Sterzing).

Through experience, discussion and study, we fully understand that new charter school leaders will be drawn to and energized by philosophy with the best intentions for full implementation, but they frequently claim that these visions become impossible to implement because of the multitude of other obligations imposing on their time. Unfortunately, this can be doubly true in an alternative learning environment where the small size and budget stretches the administrative staff even further. Our administrative model is built to optimally segment those tasks so the building leader will be able to keep moving toward the ideal vision without being sidetracked by "things" he or she always has to do. As guardians of the taxpayer dollar, our ESP relationship is designed to carry forth the tasks that can impede the principal's first priority, yet provide the correct articulation of these tasks for optimal efficiency.

The teacher-student ratio for DMA staff and contracted computer-based instructional staff will be approximately 1:18. However, when combined with the therapy team and staff-student ratio will average 1:5.

Explain the relationship that will exist between the proposed charter school(s) and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as Attachment 17, any personnel policies or an employee manual, if developed.

Our employees will be given an at-will employment agreement, as outlined in charter school law. They will receive an updated agreement at the beginning of each school year. They will clearly understand the difference between and contract and an agreement. At DMA the intention is to hire and maintain highly qualified individuals with the passion and compassion to effectively execute our vision and mission.

Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Employee insurance and benefits will be provided to full-time salaried positions and are calculated at 33% of salary amounts. The average teacher salary of $42,000 will fairly

compensate teachers who wish to work in an integrated therapy and education model. All listed salary positions and hourly positions will ideally receive a 3% raise each year.
Title II funds will be used for recruitment and retention of teachers. Plans will be developed during the application process in year 1.

Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff in accordance with IC § 20-24-6, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.

We will access multiple effective pipelines in scouting talent. Other organizations such as the New Teacher Project, Teach Plus, and education students at Ball State University, Indiana University, University of Southern Indiana, Hanover College, University of Evansville will be accessed on behalf of DMA. DMA will not discriminate in regard to race or ethnicity during our search. DMA will prioritize any individual who best fits our school model and we recognize the importance of recruitment from a diverse pool of talent. Moving forward, we will continue to consult practitioners and experts who have a clear sense of the school we are establishing, including our wide network of Building Excellent Schools and, in turn, talent that aligns with our philosophy and are representative of the community. Recruitment for Ye one will begin immediately following authorization.

DMA will: meet all federal requirements of "highly qualified" for each position; verify transcripts, test scores, and other data related to "highly qualified" status; complete a criminal background check before finalizing employment contracts; and maintain files with up-to date documentation for each teacher. Indiana Charters, in the hiring of the computer-based instructional staff, will verify the same requirements to the DMA board of directors.

Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

A rigorous interview process, including resume screening, phone interview, demonstration lesson with feedback, re-teaching based upon feedback, and in-person interview will be utilized to ensure the quality of candidates prior to offering a position. The hiring process is designed to ensure we are inviting candidates to join our organization who match the following criteria: **Alignment** – believes in mission and our core values; **Intelligence** - demonstrates capacity to learn and achieve; **Coachability** - takes and implements feedback; **Initiative** - is action-oriented, exudes a sense of energy/urgency; **Strong communication** – has strong verbal/written skills; **Mission alignment** – keeps highest expectations, relentlessness/grit, no excuses; **Content knowledge** – develops literacy skills in lower grades, content in upper grades; **Classroom skill** – has strong behavior management and delivers strong instruction (rigorous lesson plans/assessments); and **Team orientation** – works well with other, with mindset that team trumps individual. Criminal background checks in accordance with I.C. 20-26-5-10.

In the event that a teacher or school leader is not performing to standard, s/he will be placed on an improvement plan that outlines the specific timeline necessary to make improvement if

employment at DMA is to continue. While all DMA employees are at will, the evaluation cycle creates a fair, transparent process wherein teachers have regular updates on their progress and their standing with regards to continued employment. In cases where an instructional concern may lead to termination, employees will have received frequent observations, feedback, and opportunities to improve.

Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in Attachment 18, your leadership evaluation tool(s).

The Educational director has worked in the therapy/education center of the Hope Source for several years. Support will come from mentoring and consultation through seven-day-a-week support and face-to-face meetings at least weekly with our educational consultant from Indiana Charters – see Kevin Davis qualifications. The leadership evaluation tool has not yet been developed.

Professional Development

The educational director will ensure that professional development is aligned with the evaluation standards of teachers, educational philosophy of the school, and the required measures necessary to elevate student achievement. DMA will strategically rely on internal and external professional development to ensure a full, seamless, and highly successful implementation of our rigorous academic program. The Hope Source staff will provide PD devoted solely to professional development of staff to work effectively with students with ASD every other week. The staff will have access to approximately 40 hours of internal professional development over the course of the school year.

Prior to the start of each school year, teachers will participate in a series of professional development sessions. In the school's first year of operations and ongoing thereafter, teachers will attend 18 after school sessions of professional development throughout the school year, with two full eight-hour days before the start of school. This professional development is designed to ensure teachers will be able to: **(a)** Internalize our structured, supportive, and achievement-oriented school culture and produce strong academic gains for all students; **(b)** Establish and maintain a structured, disciplined, achievement-focused school and classroom environment that upholds high academic and behavioral expectations for every student and embodies the school's mission; **(c)** Hold each student accountable to behavioral and learning expectations, including following and implementing policies for such things as behavior, homework, and academic support; **(d)** Analyze assessment data and use it to craft strategic instructional action plans to close skill gaps and accelerate academic achievement; **(e)** Use Indiana Academic Standards, and standards-based and internal standards to develop unit assessments, unit plans, and lesson plans that allow students to access and master grade-level skills and content each year; **(f)** Craft project-based (STEAM) lesson plans that are rigorous for the grade level and that include sufficient time for independent practice and concrete checks for understanding to assess to what degree each student met the lesson objective; **(g)** Serve special needs students appropriately and effectively to ensure they reach ambitious academic goals in accordance with their Individualized Education Plans; **(h)** Participate in a professional learning community in which each educator is responsible for seeking and accepting critical feedback and support and

committed to improving professional practices in order to advance student achievement; and **(i)** Commit to upholding the school-family- student commitment and expectations defined in the staff handbook and Family and Staff Accountability Contract.

During the week following administration of interim assessments throughout the year, the educational director and teachers will participate in a professional development session targeted at analysis of interim results. The educational director will facilitate analysis of assessment results, identification of trends in student progress and gaps in skills and proficiency levels, and creation of instructional action plans for individual students, sub-groups, classes, and grade levels. At least once a week, the teachers and principal will devote an hour to working in professional learning communities, preparing for instruction and assessments. During professional development, teachers, led by the educational director, teacher leaders and/or outside consultants, will: **(a)** examine research, observation data, lesson plans, assessments, videos of instruction, and student outcomes in a strategic focus area for improvement (i.e. phonemic awareness, making inferences); **(b)** model and practice instructional strategies; **(c)** identify concrete short-term action items to improve their practice; and (d) norm lesson plans and execution. In additional to formal annual observations and evaluations, the educational director will observe all teachers a minimum of once per week throughout the academic year and provide targeted feedback to reinforce effective practices and facilitate improvement.

Performance Management

It is the goal of DMA that:

- All teachers are proficient in project based (STEAM) instruction and highly qualified educators.
- We give back to the community through service learning projects and community service.
- Our students move to the next level of learning with the will, skill, capacity and knowledge to bring about positive change to themselves, others, and their community.
- We create an environment of respect, where everyone is valued and each voice is heard.
- We are transparent and are communicative with students and the families we serve.
- We create a community of teachers where everyone is supported and encouraged to teach with freedom and creativity.
- Our budget will continue to have increased income over expenses from year to year.
- We have 60 days cash surplus in reserve by our fifth year.
- We retain 95% of our students from year to year.

Measures and Assessments for Above Goals:

Teachers will compile an annual self-evaluation that includes teaching goals they met, administrative feedback, and an overall school assessment. Parents will be asked to complete a survey that measures parent satisfaction and solicits ideas for change and improvement at the end of every school year to measure parent satisfaction. DMA will collate the information gathered from the teacher self-evaluations and parent surveys and evaluate the results for improvement in the coming year. Charter schools are schools of choice; their success is reflected in the retention

of students. As a measure of accountability, DMA will strive for a 95% student retention rate (excluding exiting graduates and families relocating out of area). Parents of both returning and exiting students will be asked to indicate how the DMA program has met or not met their student's expectations and/or needs. This information will be analyzed and reviewed by the Governing Board. DMA will make every effort to provide all stakeholders, especially parents, with the progress and development of the school. We will also ask that exiting students (and their parents) complete exit interviews so that we may continually improve the quality of our school. Finally, we will ask that the Governing Board provide an end-of-year evaluation that looks not only at school achievement, but at our fiscal accountability and our service to the community.

In addition to the mandatory state assessment and testing requirements (i.e. ISTEP+, IREAD-3, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

Assessment System: The assessment system plays an important role in changing the culture of a school to one that focuses on student outcomes and accepting rigorous accountability. This focus is driven by "assessment for learning," which serves to help students improve. The key is not merely to determine the current status of learning but also to promote greater learning. This important difference includes teaching students to understand what the assessment means to them. The key is for students to become self-assessors.

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

Focus Beyond Mandatory State Assessments:

- Pre & Post tests will be utilized to assess knowledge.
- Training teachers to utilize depth of knowledge (DOK) questions (Level 1 to Level 4) to design these formative tests.
- Using frequent formative and benchmark testing to continuously adjust instruction based on results.
- Using data and data walls with all teachers for continuous monitoring of students and frequent adjustment to student instruction, especially for intervention students.
- Developing formative tests matched to specific standards or clusters of standards drawn from the Indiana State Standards.

- ☐ Using grade-level teams and vertical teams to dialogue about results—with colleagues, parents, and the therapy team.

- ☐ Continually providing PD regarding formative and summative assessment and how to apply the results to improve student achievement. The assessments we plan to use include NWEA testing in the fall, winter and spring each school year.

Academic progress, measurement and evaluation:

At Dynamic Minds Academy academic progress is implemented within a framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The development of the education model was based on Robert J. Marzano's 35 years of research. Its structure enables administrators and teachers to better understand, explain, and predict the elements needed to facilitate each student's mastery of the Indiana Academic Standards. Educational best practices, technology, communication, and documentation tools are created and revised to support the implementation of the model and ensure that teachers have the support necessary to meet the needs of each student. The components below create a cycle that teachers follow to ensure students are mastering all of their grade level standards in the curriculum.

Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses; effectively target instruction; and set school-level, classroom-level, and individual student-level goals. This starts at the beginning of the school year with the review of students' scores from the state-mandated assessment of the previous school year. Baseline data is obtained throughout the year with standards-aligned pretests that are utilized prior to each new unit of instruction.

Component 2: Data-Driven Instruction

The school's leaders and teachers will analyze baseline data from the school's student information system and then provide targeted professional development to equip teachers with the instructional strategies that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation techniques to ensure that each student is making progress towards mastery of specific skills and content. By using this innovative approach of data-driven instruction and basing teacher support around meeting the needs of each student, the schools will ensure a culture of continuous improvement and increased student achievement.

Component 3: Assessment

After data-driven instruction, formative assessments will be given to determine areas of growth and will be used to continue to identify instructional priorities. Assessments are an integral part of the education model because they measure instructional effectiveness and student achievement. In particular, formative assessments are the processes used to drive instructional

practice since they provide a systematic and regular measurement of students' progress in the classroom. Further, timely and specific feedback based upon formative assessments of student performance on grade level standards establishes individualized goals for all students (Marzano).

Component 4: Grading

Academic grades will only reflect the standards taught. Grading a student's work solely on standards allows the schools to have a true indicator of the proficiency level of students since grades will not be skewed by non- academically related aspects such as neatness and timeliness. Students will be given enough opportunity to practice what is taught and multiple opportunities to master a concept. The school's grading philosophy is described in more detail in Section II of this application.

Component 5: Reporting

Formative assessments will be graded at the most specific level of the Indiana Academic Standards to facilitate data collection. As the data is collected, it is reported within the electronic grade book in various formats for straightforward data analysis. The data is then reviewed according to the specified standard for targeting individual student needs on specific skill expectations. It will also give teachers, parents, and students access to online student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of benchmarks more efficient. It will also provide students, parents, teachers, and administrators with information to make decisions about differentiating instruction for each student.

Component 6: Decision

Decision is the final action. Based on the data, teachers and administrators will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction. This allows teachers to reach students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of this education model is the fact that the schools do not simply move on to the next standard after assessment, but may continue re-teaching based on students' needs. The teacher will re-teach, either by whole-class or small-group instruction until all students have mastered the standard.

The founding members of DMA came together because they feel that they can create a great school. DMA fully expects the curriculum and instructional strategies to produce great results. However, if at any time the data supports evidence that the proposed curriculum or instruction is not effective, DMA will take immediate action to correct it. Potential actions include:

School-wide level:

If we are not successful on a school-wide level, we would look to determine if it is our curriculum or our instructional strategies that are falling short. We would continue to research the most current best practices in reading, writing, math, science, and social studies and modify our curriculum and/or instructional strategies to ensure students are successful.

Classroom level:

If we are not successful on a classroom level, then we would first look at the practices taking place in that classroom (i.e., the teacher). If it appears a teacher is not effective, the educational director will implement an improvement plan. The teacher will be observed, given feedback, and supported to the fullest extent to ensure steady improvement. The amount of time that a teacher is given to improve will depend on the initial struggles. If at the end of the improvement plan timeline the teacher is still not making gains, the teacher will be removed from the position.

Individual student level:

When an individual student is not successful, the multi-disciplinary team will convene to identify the struggles and name the interventions necessary. The interventions will depend on the student's needs. The interventions could be behavioral, academic, or social. If, after the interventions are in place, the student continues to struggle academically or behaviorally, the multi-disciplinary team will reconvene to evaluate the current interventions and identify next steps. The team may propose additional interventions or they may refer a student for an educational evaluation. Corrective actions could be triggered many ways. If a student, or group of students, is not performing well on an assessment we would assess necessary actions to improve results. If multiple students in one class are not performing well, we would investigate if it is related to teacher effectiveness or if it is an anomaly with that particular group. The educational director is ultimately responsible for overseeing that the necessary changes take place either school-wide, in a classroom, or on an individual level.

Facilities

The Hope source will be moving into a 47,000 sq ft. facility and reopening on July 5, 2017 at 8350 Craig Street in Indianapolis. Consultant and Founding Board Member, Matt Jackson is negotiated the terms of this agreement. Its adjacent 52,000 sq ft building, 8320 Craig Street, is also being secured in 2017. Upon this lease agreement, the K-5 students will be moved and separated from grades 6-12. The acquisition of both buildings on one campus, will allow DMA to reach a 500 student capacity in one location before/during expansion to additional sites. The 100,000 sq ft campus would allow for the potential of a gym and auditorium as well as possible Pre-K program.

This facility will be the home of our original therapy provider / partner The Hope Source. DMA will contract with The Hope Source for occupancy of the shared facility. The Hope Source has met all occupancy standards imposed by state, federal and local laws.

More detail is provided in **Attachment 20.**

Start-up and On-going Operations

A detailed start-up plan is provided as **ATTACHMENT 21.**

DMA will not provide transportation.
Parents understand at enrollment that transportation of their child to and from DMA is their responsibility. In the event that transportation is required for a special education student in their IEP, DMA plans to contract with a bus company qualified for SBM reimbursement (i.e. Miller Transportation, Personal Touch)to offer pick up and drop off at home or satellite points.

DMA will be a tenant of a facility that will have a full security system for entry into the building as well as camera security. All visitors will gain access only after being admitted through an electronic lock system. Visitors must sign in, state their reason for visiting, receive a visitor's badge, and sign out upon finishing their business at the school.

DMA has completed preliminary work on the following school safety policies:

- Emergency closing of school
- Fires and explosions / fire drills
- Tornados and tornado drills
- Earthquakes and earthquake drills
- Bomb threats
- Manmade occurrence drills

These will be updated with acquisition to the new facility.

A list of the types of insurance coverage the school will secure is included in **ATTACHMENT 22.**

Operations Capacity

Staffing
The primary responsibility of staffing will be given to the Education Director. The Education Director has worked at The Hope Source for 8 years and collaborated with other public charter schools in this hybrid model. She is highly qualified to make staffing decisions for this unique program.

Professional Development
Professional Development will be planned by the Education Director with the support from Indiana Charters, our ESP. In addition, specialized training in ASD and special education resources will be provided by the extensive clinical team of The Hope Source.

Performance Management
While performance management is inherent in working with students with IEPs, part of the contractual obligation of Indiana Charters includes that Kevin Davis, an educator with 30 years

of administrative experience will work with DMA on performance management. Kevin has worked with schools under the BSU OCS performance standards since 2004.

General Operations
Indiana Charters will manage back-office, operational services in the same manner as other schools in their portfolio. Schools contracted with IC have had no IDOE, SBOA, Special Education or authorizer compliances notices as of the date of this application.

Facilities Management
The facilities will be managed by the Therapy Service Providers. DMA will be a tenant with fair-market leases.

SECTION 3: BUDGET AND FINANCIAL PLAN

DMA intends to contract with Indiana Charters to establish accounting, purchasing, and payroll processes. Indiana Charters' approach is to assist the school in finding the best possible administrative staff prior to startup. Depending on the skills of the individuals the school hires, accounting processes will be customized to take best advantage of the on-site staff. Regardless, all processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. Indiana Charters will provide qualified individuals to either carry out all accounting functions or to provide training and oversight to school staff. Software, forms, and all components of the accounting system will be State Board of Accounts (SBOA) compliant and, more importantly, will be property of DMA.

Monthly management reports, including a statement of net assets, statement of revenue and expenditures, actual vs. budget analysis, and cash flow projections, will be provided to school leadership and the board. Indiana Charters will assist DMA in the selection of a qualified CPA firm to conduct the annual audit and prepare appropriate non-profit informational tax returns.

The State Board of Accounts is the state agency, designated by legislation, with responsibility for the audit of public funds received and disbursed by public offices and officers, state offices, state institutions, and any other entities receiving or disbursing public funds. As part of the annual audit, DMA will contract with a private examiner to conduct and annual audit. The auditor selected to perform the annual audit shall be required to complete the financial audit, compliance audit and, if applicable, the OMB A-133 audit,

We believe, **ATTACHMENT 23,** "detailed budgets for the operator at network level..." does not apply to this model of Organizer / ESP relationship. Indiana Charters is not "operator" for any of the schools it serves. Indiana Charters is happy to discuss the relationship and scope of services provide to its schools.

The Budget Narrative is included as **ATTACHMENT 24.**

SECTION 4: PORTFOLIO REVIEW

Indiana Charters provides limited educational services, but does not operate schools. We believe this section does not apply to our application. IC and DMA are, of course open to supplemental requests.

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ATTACHMENT 1

Leadership Team

Julie Brant Gordon, LCSW

0139 N 50 W
Fortville, IN 46040

Phone: 317.514.1838
Work: 317.578.0410
Fax: 317.775.1102
E-mail: julieabrant@gmail.com, Julie@asdhopesource.com

Education

Master of Social Work, Indiana University, Indianapolis — August 2004-May 2006
School Social Work Concentration

Bachelor of Arts, Purdue University, West Lafayette — August 1999-May 2003
Major/Minor in Psychology/Sociology

Licenses & Certifications

License Clinical Social Work (LCSW) — May 2013
Relationship Development Intervention Certification — July 2008-July 2013

Work History

Owner, President and Executive Director, The Hope Source, Inc. — January 2007-Present
- Development of behavior therapy and educational services to individuals with autism and their families
- Manage and supervise direct therapy clinic for individuals with autism: treatment plan development, staff training, clinical supervision and collaboration with onsite multidisciplinary team
- Manage all aspects of business operations and partnerships

School Social Worker, Catholic Charities of Indianapolis — August 2006-July 2007
- Provided school-based individual and group counseling to at-risk or troubled youth
- Collaborated with teachers and parents for education and support

Autism Therapist, Private Families — August 2001-December 2006
- Implemented RDI or ABA goals directly with children with autism in their homes
- Developed appropriate programs and collaborated with team

Youth Specialist, Children's Bureau of Indianapolis — August 2003-July 2004
- Provided direct care in residential facility for at-risk girls

Field Placements/Internships

School Social Work, Lawrence Township Schools — August 2005-May 2006
Social Work, St. Vincent Stress Center — May 2005-July 2005
Cary Home for Children, JAMS — January 2003-May 2003
YWCA Domestic Violence Program — May 2002-August 2002

Volunteer Experience

The Hope Source Foundation, Founder — 2013-Present
Autism Society of Indiana, Central Chapter — 2006-2007
Chapter Vice President, Kappa Alpha Theta Fraternity — 2002-2003

MATT JACKSON, ***President***

Experience

With over 11 years experience In Commercial Real Estate, Matt Jackson has completed more than 400 transactions with values in excess of $200 Million.

Education

Indiana University- Indianapolis, Indiana. Bachelor of Science, General

Studies/Business

Licensed Indiana Real Estate Salesperson

Recent Projects

CORPORATE OFFICE AND INDUSTRIAL

- Ingredion – Indianapolis Corporate Office & Seed Research – 16,840 SF (www.ingredion.com)
- Alderson Commercial Group – Corporate Office Purchase – 425 W. South Street, Indianapolis, IN – 15,000 SF – (www.aldersoncommercial.com)
- Lithko Contracting, Inc. – Lease at 8435 Georgetown Road – Indianapolis Office – 9,458 SF (www.lithko.com)
- 825 Hendricks Drive Building Sale – 24,500 SF + 2.0 acres
  Section 127 – Lease at 425 W. South Street – 11,900 SF (www.section127.com)
- A Place to Float – Lease at 425 W. South Street – 4,750 SF (www.aplacetofloat.com)
- CVS Purchase – 16th and Tibbs – $1.45M – 14,000 SF
  Lincare Billing Center – Lease – 5649 Lee Road (Fort Harrison) – (www.lincare.com)
- George Thomas Plaza Purchase – 10th and Shadeland – 24,500 SF Retail Center
- Fitzmark – Corporate Office and Distribution – NxNW Industrial – 91,400 SF (www.fitzmark.com)

- 30 Unit Multi-Family Property – Lapel, Indiana
- Mr Quik Home Services – Lease for Corporate Offices at North by Northwest – 11,926 SF (www.mrquikhomeservices.com)
- Fall Creek Montessori Academy – Purchase – 7770 E. 88th Street – 6,236 SF
- Heapy Engineering – Indianapolis Office – The Precedent – 5,419 SF – (www.heapy.com)
- QAS, Inc. – Indianapolis Office – Metro Centre – 2,600 SF – (www.qasinc.net)

MEDICAL CLIENTS:

- Kelli Hinds, DDS
- Robert Taylor, DDS
- Kyle Shank, DDS
- Juan Yepes, DDS (pediatric)
- Dr. Samantha Jahnke
- Mark Sanford, DDS
- Rekha Chaudahri, DDS
- Don Newman, DDS
- Nephrology and Internal Medicine (Southside)
- Brooke Shank, DDS (Orthodontist)
- Laura Juntgen, DDS (Pediatric)
- Christal Morita, DVM
- Southside Family Medical Group
- Julie Fine, DVM
- Gary Walton, DDS
- Bruce McDowell, DDS
- Sanford Dermatology of Greenfield
- Dr. Sam Rumschlag
- Richard Gillum, DDS
- Jeff Udrasols, DVM
- James Sisson, DDS
- Heather Ireland, DDS
- Kyle Taylor, DDS

- Justin Gilmore
- Kate Peterson (Pediatric)
- Dr. Matt Church, DDS
- Diana Teverbaugh, DDS
- Mark Catton, DDS
- Zach Scearce, DDS
- Shanna Ewert, DVM
- Ken Krause, DDS
- Brad Stutler, DDs
- Andreina C. Vitto, DDS
- Jennifer Kugar, DDS (Pediatric)
- Jeanette Lawson, DDS
- Guru Singh, DDS
- Dr. Stacey Halum – ENT
- Miriam Carmean, DDS
- Karen Massey, DDS
- Tim Weeks, DDS
- Dr. Charbel Harb – Chiropractic
- Jenny and Jared Kearschner, DDS
- Julie Miles, DVM
- Lindsey Hedges, DVM
- John Balon, DDS
- Jenna Schulten, DDS (Pediatric)

Community Involvement

Matt is involved with numerous organizations in Boone & Marion County and has been active in organizations such as Lebanon Youth Baseball, Western Boone Youth Baseball, March of Dimes and Lebanon Planning Commission. He is also involved with Western Boone High School, specifically Baseball and Football Boosters.

This past year Matt co-created a travel baseball (Indiana Renegades 10u) team that was meant to provide rural athletes the opportunity to compete in travel baseball.

Lisa Chandler

Programs Director - The Hope Source

Pittsboro, IN 46167
lisachandler87@yahoo.com - 317-361-6850

To continue to grow professionally in the field of education and autism.
Authorized to work in the US for any employer

WORK EXPERIENCE

Education and Development Director

The Hope Source, Inc. - Indianapolis, IN - September 2016 to Present

- Provides oversight of daily functions of educational and therapeutic programs grades K-12
- Ensures implementation of program curriculums, both therapeutically and educationally
- Conduct new hire interviews
- Coordinate new hire Trainings and Observations
- Conducts and Coordinates new CPI Trainings
- Works collaboratively with multi-disciplinary team
- Ensures staff is following report protocols and responsibilities
- Completes teacher observations and follow up training
- Responsible for program development and delegation to coordinators
- Curriculum and assessment oversight (K-5)
- Marketing and representation of center
- Upholds ethics and standards

Lil' Sprouts

Pittsboro, IN - January 2016 to September 2016

Home based preschool

Programs Director

The Hope Source - June 2011 to August 2015

Description of responsibilities:

- Provides oversight of daily functions of educational and therapeutic programs grades K-12
- Ensures implementation of program curriculums, both therapeutically and educationally
- Develops and ensures proper implementation of behavior plans
- Works collaboratively with multi-disciplinary team
- Ensures staff is following report protocols and responsibilities
- Completes teacher observations and follow up training
- Responsible for program development and delegation to coordinators
- Responsible for hiring and training of new staff
- Manages all coordinators and direct staff, including addressing concerns
- Coordinates daily schedule of therapists and teachers among four separate programs.
- Collaborating with parents: conferences, daily communication, home extension
- First point of contact for direct staff
- Schedules regular meetings for staff collaboration
- Marketing and representation of center
- Upholds ethics and standards

Educational Coordinator

The Hope Source - June 2010 to June 2011

Description of responsibilities:

- Primary focus is to monitor all education goals for all students.
- Conduct initial educational assessments for new students and follow-up assessments as needed.
- Administer ISTEP and ISTAR
- Assist in planning with all teachers
- Monitor implementation of educational goals so that they meet both Indiana Standards and Therapy Protocol.
- Ensure consistent and adequate educational time for all students.
- Monitor readiness of dyadic or group learning.
- Update online documentation consistently and complete progress reports thoroughly.
- Collaborate with parents for home carry-over or home school support.
- Attend regularly scheduled meetings.
- Provide guides with feedback in regards to education questions/implementation.
- Assist and coordinate training of new teachers.

Behavior Therapist

The Hope Source - May 2009 to June 2010

Description of responsibilities:

- Implement Treatment Plans directly with clients in a 1:1 setting
- Document completion (progress notes, behavior plans, knowledge journals, CPI intervention forms, assessments, OT communication, medication logs, incident reports, parent communication, etc.)
- Attend all required meetings (Team, Monthly, Weekly)
- Plan activities before and after clients
- Implement OT, education and project plans as instructed
- Self-reflection: Video review and Goal Attainment
- Respectfully collaborate with all staff
- Activity setup/clean up, including any end of the day workplace maintenance
- Report ethical violations or dilemmas immediately to Programs Director

Classroom Co-teacher

Avon Community School Corporation - August 2008 to May 2009

2/3 MAP (Multi-Age Program)

Description of responsibilities: Carry out day to day operations in gifted and talented CR

EDUCATION

MA program coursework in ABA

Ball State University
August 2012

Bachelor of Science in Elementary Education

Indiana University Purdue University Indianapolis
June 2006

SKILLS

special education, autism, director

CERTIFICATIONS/LICENSES

Crisis Prevention Intervention
June 2013 to October 2018
Certified Instructor

Douglas M Downey **HighPoint Global**

Qualifications Summary

I have more than 18 years of proven leadership in project management and business analysis in efforts ranging from application development and software implementation projects to large scale infrastructure projects. My experience shows a strong background in government, ecommerce, marketing and healthcare. I have worked in both highly mature and formalized PMO's as well as very fast-paced and nimble teams.

- Flexible yet determined leader that uses humility and a little bit of humor to build relationships
- Highly adaptable to a variety of business lines and operations
- Experience saving troubled projects to the point of customer-satisfied completion with almost a sick obsession to see it through
- Led swift agile projects and highly formalized multi-million dollar projects
- Managed cross-functional teams from resource to executive

Work Experience and Accomplishments

HighPoint Global – July 2013 to Present
Director – Program Operations

- Managed team of ten PMO project managers and project administrators
- Led communications and supporting projects in collaboration with client partner's call center CSR application
- Developed project scope, schedule, plans, and deliverables for Federal contract supporting Medicare and Affordable Care Act - Marketplace Call Center Training, Quality Monitoring and Content Scripting.
- Managed cross-functional project teams through all phases of project lifecycle
- Created Lessons Learned process for the Project Management Office
- Led Medicare Training and Content Management Team through internal Quality Management
- Executed secret shopper program to gather information to support CSR training and CSR scripting
- Managed large enterprise Learning Content Management System (LCMS) project implementation
- Mentored team members on project management best practices

Indiana University Health – September 2008 to July 2013
Senior Project Manager, Information Services

- Led a project team of 5 Project Managers and a team of over 22 in a $16 Million IS project to open IU Health Saxony Hospital in 2011 on time and under budget
- Delivered Lawson ERP Supply Chain Web Portal and Retail-style ordering system that allowed IU Health to realize enterprise-wide savings by streamlining preferred, negotiated pricing for supplies
- Microsoft Exchange/Outlook Upgrade Project for 35K users

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- Developed the reputation as the "Fixer" by providing creative problem solving and leadership skills for several "broken" projects within the IS PMO
- Led and facilitated business requirement sessions producing design documentation for the following projects: Web Rebranding from Clarian.org to IUHealth.org; Retail Payroll Deduction; Oncology Sunrise Disease Manager transition to Cerner PowerChart Oncology; Clinical Ancillary System Workflows

Ciber, Inc. – April 2007 to August 2008
Senior Consultant

- Served as Senior Project Leader and Consultant on a large Web-based application project for the Indiana Department of Revenue
- Led an average of 8-12 team members consisting of contractors and client resources
- Project was a three-tiered Java application with an Oracle backend while utilizing Dreamweaver for the presentation layer
- Directed business requirement sessions to create use-case scenarios and flow diagrams
- Prepared and maintained documentation through the project life cycle including the Business Requirements Document, User Interface Specification Document and Training Documentation
- Coordinated project requirements to Traceability Matrix and Quality Management Plan

Indianapolis/Marion County – October 2005 to August 2007
Senior Consultant

- Served as Senior Project Leader and Consultant on a large Web-based application project for the Indiana Department of Revenue
- Led an average of 8-12 team members consisting of contractors and client resources
- Project was a three-tiered Java application with an Oracle backend while utilizing Dreamweaver for the presentation layer
- Directed business requirement sessions to create use-case scenarios and flow diagrams
- Prepared and maintained documentation through the project life cycle including the Business Requirements Document, User Interface Specification Document and Training Documentation
- Coordinated project requirements to Traceability Matrix and Quality Management Plan

Education

- Indiana University, Bachelors of Arts - 1996

Active Certifications and Affiliations

- Project Management Professional (PMP) – Project Management Institute (PMI) – 2006
  - PMP Number: 420000
- ITIL IT Service Management Certification
- Six Sigma Yellow Belt Certification

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Training

- Indiana University Project Management Certification Course
- PMP Exam Preparation Class. This course was an exhaustive review of *PMBOK* 3rd Edition in preparation for the PMP Certification Exam.

Knowledge, Skills and Abilities

Leadership	Business Analysis	Communications Management
Scope Management	Project Planning	Risk Management
Issues Management	Project Finance Management	Change Control Management

Publications

- N/A

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Joel Harris

DAX Intelligence
6074 N. Carroll Rd.
Indianapolis, IN 46235
317-840-9996
jharris@daxintelligence.com

Experience

DAX Intelligence, Consultant
March 2013 – Present
Provide project management and consulting services for Microsoft Dynamics AX and Microsoft Dynamics CRM focusing on Trade, Logistics, Production, Master Planning, Reporting, and Data Analysis. Has been a key consultant of an implementation team for four full implementation cycles: one for a distribution center; three manufacturing companies. Has also provided consultation services for supply chain processes and systems integration designs.

CountryMark, Project Manager
June 2007 – March 2013 (6 years)
Project Manager and Solution Architect for first implementation cycle of Microsoft Dynamics AX 2009 to track company financials, sales, report production, and purchase feedstocks for the refinery. Continued to develop better analytics and preparing for a second phase of implementation.

Fazetron-STTV
2005-2007 (2 years)
Managed a Specialty Lighting Company installing and maintaining theatrical and architectural lighting systems as well as cable distribution systems.

CCP Consulting
2003-2005 (3 years)
Independent IT Consultant. Managed projects for several clients. Areas of concentration were accounting systems, reporting, and server installation and maintenance.

Bravura Systems, Inc.
1997-2002 (5 years)
Member of team of consultants to support over 30 different companies' IT systems. Implemented accounting/ERP systems (including Macola and Baan). Helped clients analyze their company through reports on their ERP system data. Provided server and desktop support.

Naval Air Warfare Center/Hughes Aircraft
1991-1997 (6 years)
Led manufacturing engineering and data transfer portion of a printed circuit assembly automation project.

Skills

- **Project Management**
- **Process Engineering**
- **Requirement Analysis**
- **Certified in Microsoft Dynamics AX Trade and Logistics for AX 2009 and AX 2012 R3**
- **Business Analysis**
- **Data Analysis**
- **ERP Implementation**
- **Certifified in Microsoft Dynamics AX Projects for AX 2012**

Education

Rose-Hulman Institute of Technology
B.S. Electrical Engineering (1987-1991)

MARY LOU HULSEMAN, M.D.

Work: Fall Creek Family Medicine/CPI
9560 E. 59th Street
Indianapolis, IN 46216
(317) 621-1700

WORK EXPERIENCE

9/97-present	Community Health Network Included obstetrics until 6/2004 Specialty care in autism 11/2002—1/2 time until 1/2015, then full-time
8/91 - 8/97	Pacific Medical Clinic North 10416 5th Avenue NE, Seattle, WA 98125 General Family Practice, including obstetrics in a multi-specialty group With large managed care population
12/90 - 8/91	Northwest Emergency Physicians Part-time ER Staff Physician at Snoqualmie Valley Hospital, Snoqualmie, WA and Whidby General Hospital, Coupeville, WA

MANAGEMENT EXPERIENCE

6/95 – 8/97	Pacific Medical Clinic North Section Head of Family Practice Duties included managing department affairs and hiring providers
9/08 – 7/11	Chair, Practice Excellence Committee Committee dedicated to creating an excellent experience for patients, staff and physicians Community Physicians of Indiana

POSTGRADUATE TRAINING

1988-91	Swedish Hospital Family Practice Residency Seattle, WA

EDUCATION

1984-88	Case Western Reserve University School of Medicine Cleveland, OH	M. D.
1979-83	Brown University Providence, RI	A.B., Biology

MARY LOU HULSEMAN, M.D.

SPECIAL SKILLS

11/02-present	Medical treatment of individuals with autism Colposcopy, IUD insertion, Diaphragm Fitting

MEDICAL LICENSURE

1997 to present	Indiana	License # 01047254

BOARD CERTIFICATION

1991, 1997, 2004, 2014	American Board of Family Practice
2015	Fellow, Medical Academy of Pediatric Special Needs

PROFESSIONAL ORGANIZATIONS

2012-present	Medical Academy of Pediatric Special Needs
1984-present	American Academy of Family Physicians
1997-present	Indiana State Medical Association
1991-1997	King County Medical Society
1988-1997	Washington Academy of Family Physicians Delegate, Resident Chapter, 1989-90
1984-88	American Medical Students Association CWRU Chapter President 1985-86

TEACHING EXPERIENCE

1991	Clinical Tutor, Introduction to Clinical Medicine - II University of Washington
1991	Holly Park Clinic Preceptor for medical student run clinic (CHAP) University of Washington
1992	Part-time Volunteer Preceptor Providence Hospital Family Practice Residency
7-8/95	Preceptor, third year clerkship in Family Practice for Case Western Reserve University student
1997—2007	Clinical Instructor, Community Hospital Family Practice Residency

COMMITTEES

9/91-6/92	Pacific Medical Center Pharmacy and Therapeutics Committee
7/93- 7/95	Medical Staff Executive Committee, Pacific Medical Center
3/05-6/05	CPI Management Reorganization Committee
12/05	CPI Committee to Interview Regional Practice Directors
1/08 -7/11	CPI Practice Excellent Committee

MARY LOU HULSEMAN, M.D.

HONORS AND AWARDS

1991	Society of Teachers of Family Medicine Resident Teacher Award
1990-91	Chief Resident, Swedish Hospital Family Practice Residency
1983	Graduate with Honors, Brown University
1983	Achievement in Biology and Medicine, Brown University
1983	Eva A. Moore Prize, given to two outstanding graduates, Brown University
1983	Elected to Sigma Xi, a scientific honor society

PERSONAL

Born: November 30, 1960, Chadron, Nebraska
Married to: Robert P. Varadi
Children: Hannah, dob 6/12/92 and Ryan, dob 9/17/96

ARTICLES

Hulseman, M.L. and Norman, L.A., Care of the Neonatal ICU Graduate: Part 1 – Common Problems of Premature Infants. American Family Physician. 45:1301-1306, 1992.

Hulseman, M.L. and Norman, L.A. Care of the Neonatal ICU Graduate: Part 2 – Fundamentals of Outpatient Care. American Family Physician.45:1696-1706, 1992.

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Dynamic Minds Academy (DMA)

2. Full name: *Mary Lou Hulseman, MD*
   Home Address: *9222 Eastwind Drive, Indianapolis, IN 46256*
   Business Name and Address: *Fall Creek Family Medicine/Community Physicians of Indiana, 9560 E. 59th Street, Indianapolis, IN 46216*

   Telephone No.: *317-621-1700*
   E-mail address: *mhulseman@ecommunity.com*

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
   X☑ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   X☑ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?

   I am a family physician who has provided medical care to individuals with autism for the past 14 years (exclusively for the past year). It has long been obvious to me that while some people with autism do well in traditional public school, many do not. As outlined in the statement of interest, most people with autism need to be taught with flexible learning techniques. In addition, many struggle with peer interactions and are the victims of bullying in traditional schools. From a medical perspective, I have seen several students who were not doing well begin to thrive medically and developmentally in the setting appropriate to that child. I am excited to be a part of an educational organization

designed to help children who need to be educated, but are too complex for a traditional public school.

6. What is your understanding of the appropriate role of a public charter school board member?

   A public charter school board member's role is to provide oversight and input as to the direction, purpose and outcomes of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   I have not served on this type of board, but have served on numerous committees within the hospital systems where I have worked.

8. Describe the specific knowledge and experience that you would bring to the board.

   As above, my professional medical experience with individuals with autism gives me a unique view to add to the holistic approach to education that DMA seeks.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

   DMA's mission is to support individuals with autism in obtaining the highest level of education possible while also addressing additional therapy needs. Students and families do not have to choose either intensive therapy OR education, but can attend to both at DMA.

2. What is your understanding of the school's proposed educational program?

   It is to be project based, with on-line educational tools used, as well as teachers and therapists present to work with each child in an individually based educational plan. The goal is to educate each individual to their highest potential in a supportive educational environment.

3. What do you believe to be the characteristics of a successful school?

   A successful school treats each child as an individual, with unique strengths and weaknesses. Each child is taught in a safe, supportive and caring environment. The school must also use all resources wisely.

4. How will you know that the school is succeeding (or not) in its mission?

   The school is succeeding if the children leave the school with skills to be able to contribute to society. This may be high functioning jobs in some cases and minimally functioning in others, depending on the severity of that child's disability. Parental input will be helpful in assessing success for each child.

Governance

1. Describe the role that the board will play in the school's operation.

   The Board's role is to provide input and monitoring to be sure that DMA's vision and mission remains true to it's original intent. It is also to be certain that public resources are used wisely and in the best interest of education.

2. How will you know if the school is successful at the end of the first year of operation?

   Success may be measured by student enrollment and retention, teacher hiring and retention and parent/student satisfaction with the educational experience.

3. How will you know at the end of four years if the school is successful?

   Success may be measured by the above, as well as improvements seen on standardized testing. There may also be other measures of success yet to be defined.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   The board will need to be alert to financial data. It should also be active in soliciting input from parents about their view of the educational environment and how it is impacting the well-being of their children (educationally, medically and developmentally)

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   I would openly address my concerns with leaders at the school and, if appropriate, directly with that board member. I would work to understand why they are acting as they are and if the behavior is clearly egregious, ask them to either change or resign.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   X☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two
   years, a school employee. If so, indicate the precise nature of your relationship.
   X☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   X☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X[✓] we do not anticipate conducting any such business. [ ] Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
[ ] Not applicable because the school does not intend to contract with an education service provider or school management organization.
X[✓] we do not know any such persons. [ ] Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
[ ] N/A X[✓] we have no such interest. [ ] Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
[ ] N/A X[✓] we or my family do not anticipate conducting any such business. [ ] Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
X[✓] Does not apply to me, my spouse or family. [ ] Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. X[ ] None [ ] Yes

Certification

I, ____Mary Lou Hulseman, MD____, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for ____Dynamic Minds Academy____ Charter School is true and correct in every respect.

Signature 3/26/17 Date

ATTACHMENT 2

Sample Scope and Sequence / Process Standards

PROCESS STANDARDS FOR MATHEMATICS

The Process Standards demonstrate the ways in which students should develop conceptual understanding of mathematical content, and the ways in which students should synthesize and apply mathematical skills.

PROCESS STANDARDS FOR MATHEMATICS	
PS.1: Make sense of problems and persevere in solving them.	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
PS.2: Reason abstractly and quantitatively.	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
PS.3: Construct viable arguments and critique the reasoning of others.	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

PS.4: Model with mathematics.	Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
PS.5: Use appropriate tools strategically.	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.
PS.6: Attend to precision.	Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.
PS.7: Look for and make use of structure.	Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.
PS.8: Look for and express regularity in repeated reasoning.	Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.

MATHEMATICS: GRADE 2

The Mathematics standards for grade 2 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 2 are made up of 5 strands: Number Sense; Computation and Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in grade 2 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 2
2.NS.1: Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.
2.NS.2: Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.
2.NS.3: Plot and compare whole numbers up to 1,000 on a number line.
2.NS.4: Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items.
2.NS.5: Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).
2.NS.6: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a "hundred." Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NS.7: Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

COMPUTATION AND ALGEBRAIC THINKING

GRADE 2
2.CA.1: Add and subtract fluently within 100.
2.CA.2: Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.
2.CA.3: Solve real-world problems involving addition and subtraction within 100 in situations involving lengths that are given in the same units (e.g., by using drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem).
2.CA.4: Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.
2.CA.5: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal groups.
2.CA.6: Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.
2.CA.7: Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.

GEOMETRY

GRADE 2
2.G.1: Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.
2.G.2: Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials.
2.G.3: Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.
2.G.4: Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.
2.G.5: Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape.

MEASUREMENT

GRADE 2
2.M.1: Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.
2.M.2: Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.
2.M.3: Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice using length units of different lengths for the two measurements. Describe how the two measurements relate to the size of the unit chosen.
2.M.4: Estimate and measure volume (capacity) using cups and pints.
2.M.5: Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.
2.M.6: Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.
2.M.7: Find the value of a collection of pennies, nickels, dimes, quarters and dollars.

DATA ANALYSIS

GRADE 2
2.DA.1: Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in the graphs.

PROCESS STANDARDS FOR MATHEMATICS

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	PROCESS STANDARDS FOR MATHEMATICS
PS.1: Make sense of problems and persevere in solving them.	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
PS.2: Reason abstractly and quantitatively.	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
PS.3: Construct viable arguments and critique the reasoning of others.	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

PS.4: Model with mathematics.	Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
PS.5: Use appropriate tools strategically.	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.
PS.6: Attend to precision.	Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.
PS.7: Look for and make use of structure.	Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.
PS.8: Look for and express regularity in repeated reasoning.	Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.

MATHEMATICS: GRADE 7

The Mathematics standards for grade 7 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 7 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 7 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 7
7.NS.1: Find the prime factorization of whole numbers and write the results using exponents.
7.NS.2: Understand the inverse relationship between squaring and finding the square root of a perfect square integer. Find square roots of perfect square integers.
7.NS.3: Know there are rational and irrational numbers. Identify, compare, and order rational and common irrational numbers ($\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, π) and plot them on a number line.

COMPUTATION

GRADE 7
7.C.1: Understand p + q as the number located a distance |q| from p, in the positive or negative direction, depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
7.C.2: Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
7.C.3: Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers.
7.C.4: Understand that integers can be divided, provided that the divisor is not zero, and that every quotient of integers (with non-zero divisor) is a rational number. Understand that if p and q are integers, then –(p/q) = (–p)/q = p/(–q).
7.C.5: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
7.C.6: Use proportional relationships to solve ratio and percent problems with multiple operations, such as the following: simple interest, tax, markups, markdowns, gratuities, commissions, fees, conversions within and across measurement systems, percent increase and decrease, and percent error.
7.C.7: Compute with rational numbers fluently using a standard algorithmic approach.
7.C.8: Solve real-world problems with rational numbers by using one or two operations.

ALGEBRA AND FUNCTIONS

GRADE 7
7.AF.1: Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions, including situations that involve factoring (e.g., given $2x - 10$, create an equivalent expression $2(x - 5)$). Justify each step in the process.
7.AF.2: Solve equations of the form $px + q = r$ and $p(x + q) = r$ fluently, where p, q, and r are specific rational numbers. Represent real-world problems using equations of these forms and solve such problems.
7.AF.3: Solve inequalities of the form $px + q$ (> or ≥) r or $px + q$ (< or ≤) r, where p, q, and r are specific rational numbers. Represent real-world problems using inequalities of these forms and solve such problems. Graph the solution set of the inequality and interpret it in the context of the problem.
7.AF.4: Define slope as vertical change for each unit of horizontal change and recognize that a constant rate of change or constant slope describes a linear function. Identify and describe situations with constant or varying rates of change.
7.AF.5: Graph a line given its slope and a point on the line. Find the slope of a line given its graph.
7.AF.6: Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).
7.AF.7: Identify the unit rate or constant of proportionality in tables, graphs, equations, and verbal descriptions of proportional relationships.
7.AF.8: Explain what the coordinates of a point on the graph of a proportional relationship mean in terms of the situation, with special attention to the points (0, 0) and (1,r), where r is the unit rate.
7.AF.9: Identify real-world and other mathematical situations that involve proportional relationships. Write equations and draw graphs to represent proportional relationships and recognize that these situations are described by a linear function in the form $y = mx$, where the unit rate, m, is the slope of the line.

GEOMETRY AND MEASUREMENT

GRADE 7
7.GM.1: Draw triangles (freehand, with ruler and protractor, and using technology) with given conditions from three measures of angles or sides, and notice when the conditions determine a unique triangle, more than one triangle, or no triangle.
7.GM.2: Identify and describe similarity relationships of polygons including the angle-angle criterion for similar triangles, and solve problems involving similarity.
7.GM.3: Solve real-world and other mathematical problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing. Create a scale drawing by using proportional reasoning.
7.GM.4: Solve real-world and other mathematical problems that involve vertical, adjacent, complementary, and supplementary angles.
7.GM.5: Understand the formulas for area and circumference of a circle and use them to solve real-world and other mathematical problems; give an informal derivation of the relationship between circumference and area of a circle.
7.GM.6: Solve real-world and other mathematical problems involving volume of cylinders and three-dimensional objects composed of right rectangular prisms.
7.GM.7: Construct nets for right rectangular prisms and cylinders and use the nets to compute the surface area; apply this technique to solve real-world and other mathematical problems.

DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE 7
7.DSP.1: Understand that statistics can be used to gain information about a population by examining a sample of the population and generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
7.DSP.2: Use data from a random sample to draw inferences about a population. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
7.DSP.3: Find, use, and interpret measures of center (mean and median) and measures of spread (range, interquartile range, and mean absolute deviation) for numerical data from random samples to draw comparative inferences about two populations.
7.DSP.4: Make observations about the degree of visual overlap of two numerical data distributions represented in line plots or box plots. Describe how data, particularly outliers, added to a data set may affect the mean and/or median.
7.DSP.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Understand that a probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. Understand that a probability of 1 indicates an event certain to occur and a probability of 0 indicates an event impossible to occur.
7.DSP.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its relative frequency from a large sample.
7.DSP.7: Develop probability models that include the sample space and probabilities of outcomes to represent simple events with equally likely outcomes. Predict the approximate relative frequency of the event based on the model. Compare probabilities from the model to observed frequencies; evaluate the level of agreement and explain possible sources of discrepancy.

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PS.5: Use appropriate tools strategically.	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.
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PS.7: Look for and make use of structure.	Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.
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ALGEBRA I

The Mathematics standards for Algebra I are supplemented by the Process Standards for Mathematics.

The Mathematics standards for Algebra I are made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. The skills listed in each strand indicate what students should know and be able to do in Algebra I.

ALGEBRA I	
REAL NUMBERS AND EXPRESSIONS	AI.RNE.1: Understand the hierarchy and relationships of numbers and sets of numbers within the real number system.
	AI.RNE.2: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
	AI.RNE.3: Rewrite and evaluate numeric expressions with positive rational exponents using the properties of exponents.
	AI.RNE.4: Simplify square roots of non-perfect square integers and algebraic monomials.
	AI.RNE.5: Simplify algebraic rational expressions, with numerators and denominators containing monomial bases with integer exponents, to equivalent forms
	AI.RNE.6: Factor common terms from polynomials and factor polynomials completely. Factor the difference of two squares, perfect square trinomials, and other quadratic expressions.
	AI.RNE.7: Understand polynomials are closed under the operations of addition, subtraction, and multiplication with integers; add, subtract, and multiply polynomials and divide polynomials by monomials.
FUNCTIONS	AI.F.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. Understand that if f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. Understand the graph of f is the graph of the equation y = f(x).
	AI.F.2: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described. Identify independent and dependent variables and make predictions about the relationship.
	AI.F.3: Identify the domain and range of relations represented in tables, graphs, verbal descriptions, and equations.
	AI.F.4: Understand and interpret statements that use function notation in terms of a context; relate the domain of the function to its graph and to the quantitative relationship it describes.

LINEAR EQUATIONS, INEQUALITIES, AND FUNCTIONS	AI.L.1: Understand that the steps taken when solving linear equations create new equations that have the same solution as the original. Solve fluently linear equations and inequalities in one variable with integers, fractions, and decimals as coefficients. Explain and justify each step in solving an equation, starting from the assumption that the original equation has a solution. Justify the choice of a solution method.
	AI.L.2: Represent real-world problems using linear equations and inequalities in one variable and solve such problems. Interpret the solution and determine whether it is reasonable.
	AI.L.3: Represent real-world and other mathematical problems using an algebraic proportion that leads to a linear equation and solve such problems.
	AI.L.4: Represent linear functions as graphs from equations (with and without technology), equations from graphs, and equations from tables and other given information (e.g., from a given point on a line and the slope of the line).
	AI.L.5: Represent real-world problems that can be modeled with a linear function using equations, graphs, and tables; translate fluently among these representations, and interpret the slope and intercepts.
	AI.L.6: Translate among equivalent forms of equations for linear functions, including slope-intercept, point-slope, and standard. Recognize that different forms reveal more or less information about a given situation.
	AI.L.7: Represent real-world problems using linear inequalities in two variables and solve such problems; interpret the solution set and determine whether it is reasonable. Solve other linear inequalities in two variables by graphing.
	AI.L.8: Solve compound linear inequalities in one variable, and represent and interpret the solution on a number line. Write a compound linear inequality given its number line representation.
	AI.L.9: Solve absolute value linear equations in one variable.
	AI.L.10: Graph absolute value linear equations in two variables.
	AI.L.11: Solve equations and formulas for a specified variable, including equations with coefficients represented by variables.

SYSTEMS OF EQUATIONS AND INEQUALITIES	AI.SEI.1: Understand the relationship between a solution of a pair of linear equations in two variables and the graphs of the corresponding lines. Solve pairs of linear equations in two variables by graphing; approximate solutions when the coordinates of the solution are non-integer numbers.
	AI.SEI.2: Understand that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. Solve pairs of linear equations in two variables using substitution and elimination.
	AI.SEI.3: Write a system of two linear equations in two variables that represents a real-world problem and solve the problem with and without technology. Interpret the solution and determine whether the solution is reasonable.
	AI.SEI.4: Represent real-world problems using a system of two linear inequalities in two variables and solve such problems; interpret the solution set and determine whether it is reasonable. Solve other pairs of linear inequalities by graphing with and without technology.
QUADRATIC AND EXPONENTIAL EQUATIONS AND FUNCTIONS	AI.QE.1: Distinguish between situations that can be modeled with linear functions and with exponential functions. Understand that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. Compare linear functions and exponential functions that model real-world situations using tables, graphs, and equations.
	AI.QE.2: Represent real-world and other mathematical problems that can be modeled with exponential functions using tables, graphs, and equations of the form $y = ab^x$ (for integer values of $x > 1$, rational values of $b > 0$ and $b \neq 1$); translate fluently among these representations and interpret the values of a and b.
	A1.QE.3: Graph exponential and quadratic equations in two variables with and without technology.
	AI.QE.4: Solve quadratic equations in one variable by inspection (e.g., for $x^2 = 49$), finding square roots, using the quadratic formula, and factoring, as appropriate to the initial form of the equation.
	AI.QE.5: Represent real-world problems using quadratic equations in one or two variables and solve such problems with and without technology. Interpret the solution and determine whether it is reasonable.
	AI.QE.6: Use the process of factoring to determine zeros, lines of symmetry, and extreme values in real-world and other mathematical problems involving quadratic functions; interpret the results in the real-world contexts.
	AI.QE.7: Describe the relationships among the solutions of a quadratic equation, the zeros of the function, the x-intercepts of the graph, and the factors of the expression.

DATA ANALYSIS AND STATISTICS	AI.DS.1: Distinguish between random and non-random sampling methods, identify possible sources of bias in sampling, describe how such bias can be controlled and reduced, evaluate the characteristics of a good survey and well-designed experiment, design simple experiments or investigations to collect data to answer questions of interest, and make inferences from sample results.
	AI.DS.2: Graph bivariate data on a scatter plot and describe the relationship between the variables.
	AI.DS.3: Use technology to find a linear function that models a relationship for a bivariate data set to make predictions; interpret the slope and y-intercept, and compute (using technology) and interpret the correlation coefficient.
	AI.DS.4: Distinguish between correlation and causation.
	AI.DS.5: Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns (including joint, marginal, and conditional relative frequencies) to describe possible associations and trends in the data.
	AI.DS.6: Understand that statistics and data are non-neutral and designed to serve a particular interest. Analyze the possibilities for whose interest might be served and how the representations might be misleading.

ATTACHMENT 3

Sample Learning Standards

;RADE 3 *The Local Community and Regional Communities*

ubject/Course 0470 Level 3

ırough active learning experiences, third grade students gain knowledge and process information about their local ɔmmunity from a variety of resources. They identify important historical events, places, and persons from the past and ake connections with their present community. Third grade students explore their own community, including its: (1) ɜographic location, (2) human and material resources, (3) major work and services, and (4) basic beliefs and values. tudents begin to understand other communities in the state and the world through simple comparative studies. For third 'aders, the study of history emphasizes continuity and change. Concepts of time and space should unfold through such rect experiences as historic role playing, interviews, and the construction of simple maps and charts. Through group work ıd projects, students should increase communications and decision-making skills and build civic values relating to ɜsponsible community citizenship. Skills to receive special emphasis include: (1) using cardinal and intermediate directions ıd common map symbols; (2) locating their community, major land and water forms, and reference points on maps and obes; (3) making simple generalizations about change, both past and future, and the influence of geographic relationships; ı) giving examples of the diversity of goods and services; (5) exploring the heritage of their own and selected ɔmmunities; and (6) demonstrating responsible decision-making and citizenship skills.

he Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area :andards and the types of learning experiences they provide to students in Grade 3 are described below. On the pages that ıllow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated ıroughout.

tandard 1 — History

tudents describe how significant people, events and developments have shaped their own community and region; ɔmpare their community to other communities in the region in other times and places; and use a variety of resources to ather information about the past.

tandard 2 — Civics and Government

tudents explain what it means to be citizens of their community, state and nation; be able to identify the functions and ıajor services provided by local governments; use a variety of resources to gather information about local, state and ational governments; and demonstrate understanding of democratic principles and practices.

tandard 3 — Geography

tudents explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to nderstand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the eographic relationships between their own community and the state and other states within the region, and compare the eographic characteristics of their own community with communities in other parts of the world.

ıtandard 4 — Economics

ıtudents explain how people in the local community make choices about using goods, services and productive resources; ow they engage in trade to satisfy their economic wants; how they use a variety of sources to gather

Standard 1 History

tudents describe how significant people, events and developments have shaped their own community and region; ɔmpare their community to other communities in the region in other times and places; and use a variety of resources to ather information about the past.

istorical Knowledge

.1.1 Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.
Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte
ttp://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx

.1.2 Explain why and how the local community was established and identify its founders and early settlers.

.1.3 Describe the role of the local community and other communities in the development of the state's regions.
Example: Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.

.1.4 Give examples of people, events and developments that brought important changes to your community and the region where your community is located.
Example: Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.

hronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

.1.5 Create simple timelines that identify important events in various regions of the state.

.1.6 Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts and architecture.
Example: Libraries, museums, county historians, chambers of commerce, Web sites, and digital newspapers and archives

.1.7 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
Example: Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts; Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a primary source

.1.8 Describe how your community has changed over time and how it has stayed the same.
Example: Shawnee villages in Southern Indiana and Conner Prairie settlement

.1.9 Define immigration and explain how immigration enriches community.

- We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War
- *E pluribus unum* (out of many, one) http://greatseal.com/mottoes/unum.html
- Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) http://www.history.com/topics/ellis-island

Standard 2 Civics and Government

tudents explain what it means to be citizens of their community, state and nation; be able to identify the functions and ajor services provided by local governments; use a variety of resources to gather information about their local, state and ational governments; and demonstrate understanding of democratic principles and practices.

oundations of Government

2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.
Example: Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.

2.2 Identify and know the significance of fundamental democratic principles and ideals.
Example: The right to life, liberty and the pursuit of happiness

unctions of Government

.2.3 Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws.

.2.4 Explain that the United States has three levels of government (local, state and national) and that each level has special duties and responsibilities.

oles of Citizens

.2.5 Explain the importance of being a responsible citizen* of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship*.
Example: Being respectful, trustworthy, practicing tolerance and working with others to solve problems

* **citizen:** someone with rights and responsibilities in a particular community, city, state or country
* **citizenship:** the act of practicing one's rights and responsibilities as a member of a community, state or nation

.2.6 Explain the role citizens have in making decisions and rules within the community, state and nation such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way

.2.7 Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders and civic issues.

Standard 3 Geography

tudents explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to nderstand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the eographic relationships between their own community and the state and other states within the region, and compare the eographic characteristics of their own community with communities in other parts of the world.

he World in Spatial Terms

.3.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes.

.3.2 Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.

.3.3 Locate Indiana and other Midwestern states on maps using simple grid systems.

.3.4 Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another

laces and Regions

.3.5 Explain that regions are areas that have similar physical and cultural characteristics*. Identify Indiana and the local community as part of a specific region.

Example: States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the Midwest because of their location relative to other states.

***cultural characteristics**: human features, such as population, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures.

.3.6 Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.

.3.7 Compare the cultural characteristics of their community within communities in other parts of the world.

'hysical Systems

.3.8 Identify the major climate regions of the United States and explain their characteristics

.3.9 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

Example: Growing seasons, types of crops grown, and animal hibernation and migration

uman Systems

.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.

Example: Identify patterns of rural, urban and suburban development, including population demographics.

.3.11 Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.

nvironment and Society

.3.12 Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.

.3.13 Identify and describe how human systems and physical systems have impacted the local environment.

Example: List examples of changes in land use in the local community.

Standard 4 Economics

tudents explain how people in the local community make choices about using goods, services and productive resources; ow they engage in trade to satisfy their economic wants and needs; how they use a variety of sources to gather and apply formation about economic changes in the community; and how they compare costs and benefits in economic decision aking.

.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs*.

- **Scarcity:** the idea that resources are limited in relation to people's wants
- **Productive Resources:** human resources, natural resources, and capital resources used to produce goods and services
- **Opportunity cost:** term used in economics, to mean *the value of the best alternative that would have been chosen instead.* For example, if a city decides to build a hospital on some vacant land, the opportunity cost is the *other* things that might have been done with that same land instead.

.4.2 Give examples of goods and services provided by local business and industry.

.4.3 Give examples of trade in the local community and explain how trade benefits both parties.

.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.

- **Interdependence:** reliance on each other to produce goods and services

.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier.

- **Characteristics of money:** scarce (not easily found), durable, easy to carry and easy to divide

.4.6 Explain that buyers and sellers interact to determine the prices of goods and services in markets.

.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.

Example: When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.

.4.8 Gather data from a variety of resources about changes that have had an economic impact on your community.

Example: Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.

.4.9 Identify different ways people save their income and explain advantages and disadvantages of each.

Example: Home "piggy bank," savings accounts, etc.

GRADE 3 The Local Community and Regional Communities

Subject/Course 0470 Level 3

Through active learning experiences, third grade students gain knowledge and process information about their local community from a variety of resources. They identify important historical events, places, and persons from the past and make connections with their present community. Third grade students explore their own community, including its: (1) geographic location, (2) human and material resources, (3) major work and services, and (4) basic beliefs and values. Students begin to understand other communities in the state and the world through simple comparative studies. For third graders, the study of history emphasizes continuity and change. Concepts of time and space should unfold through such direct experiences as historic role playing, interviews, and the construction of simple maps and charts. Through group work and projects, students should increase communications and decision-making skills and build civic values relating to responsible community citizenship. Skills to receive special emphasis include: (1) using cardinal and intermediate directions and common map symbols; (2) locating their community, major land and water forms, and reference points on maps and globes; (3) making simple generalizations about change, both past and future, and the influence of geographic relationships; (4) giving examples of the diversity of goods and services; (5) exploring the heritage of their own and selected communities; and (6) demonstrating responsible decision-making and citizenship skills.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 3 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Standard 1 — History
Students describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

Standard 2 — Civics and Government
Students explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about local, state and national governments; and demonstrate understanding of democratic principles and practices.

Standard 3 — Geography
Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the geographic relationships between their own community and the state and other states within the region, and compare the geographic characteristics of their own community with communities in other parts of the world.

Standard 4 — Economics
Students explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
Students describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.	Students explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state and national governments; and demonstrate understanding of democratic principles and practices.	Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the geographic relationships between their own community and the state and other states within the region, and compare the geographic characteristics of their own community with communities in other parts of the world.	Students explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants and needs; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.
Historical Knowledge **3.1.1** Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived. **Example:** Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx **3.1.2** Explain why and how the local community was established and identify its founders and early settlers.	**Foundations of Government** **3.2.1** Discuss the reasons governments are needed and identify specific goods and services that governments provide. **Example:** Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water. **3.2.2** Identify and know the significance of fundamental democratic principles and ideals. Example: The right to life, liberty and the pursuit of happiness	**The World in Spatial Terms** **3.3.1** Use labels and symbols to locate and identify physical and political features on maps and/or globes. **3.3.2** Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes. **3.3.3** Locate Indiana and other Midwestern states on maps using simple grid systems.	**3.4.1** Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs*. • **Scarcity**: the idea that resources are limited in relation to people's wants • **Productive Resources**: human resources, natural resources, and capital resources used to produce goods and services • **Opportunity cost**: term used in economics, to mean the value of the best alternative that would have been chosen instead. For example, if a city decides to build a hospital on some vacant land, the opportunity cost is the other things that might have been done with that same land instead.

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
3.1.3 Describe the role of the local community and other communities in the development of the state's regions. **Example**: Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana. 3.1.4 Give examples of people, events and developments that brought important changes to your community and the region where your community is located. **Example**: Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry. **Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research** 3.1.5 Create simple timelines that identify important events in various regions of the state.	**Functions of Government** 3.2.3 Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws. 3.2.4 Explain that the United States has three levels of government (local, state and national) and that each level has special duties and responsibilities. **Roles of Citizens** 3.2.5 Explain the importance of being a responsible citizen* of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship*. **Example**: Being respectful, trustworthy, practicing tolerance and working with others to solve problems * **citizen**: someone with rights and responsibilities in a particular community, city, state or country * **citizenship**: the act of practicing one's rights and responsibilities as a member of a community, state or nation	3.3.4 Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another **Places and Regions** 3.3.5 Explain that regions are areas that have similar physical and cultural characteristics*. Identify Indiana and the local community as part of a specific region. **Example**: States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the Midwest because of their location relative to other states. ***cultural characteristics**: human features, such as population, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures. 3.3.6 Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.	3.4.2 Give examples of goods and services provided by local business and industry. 3.4.3 Give examples of trade in the local community and explain how trade benefits both parties. 3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services. Interdependence: reliance on each other to produce goods and services 3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier. **Characteristics of money**: scarce (not easily found), durable, easy to carry and easy to divide 3.4.6 Explain that buyers and sellers interact to determine the prices of goods and services in markets.

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
3.1.6 Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts and architecture. **Example:** Libraries, museums, county historians, chambers of commerce, Web sites, and digital newspapers and archives **3.1.7** Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories. **Example**: Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts; Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a primary source **3.1.8** Describe how your community has changed over time and how it has stayed the same. **Example**: Shawnee villages in Southern Indiana and Conner Prairie settlement	**3.2.6** Explain the role citizens have in making decisions and rules within the community, state and nation such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way **3.2.7** Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders and civic issues.	**3.3.7** Compare the cultural characteristics of their community within communities in other parts of the world. **Physical Systems** **3.3.8** Identify the major climate regions of the United States and explain their characteristics **3.3.9** Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. **Example**: Growing seasons, types of crops grown, and animal hibernation and migration **Human Systems** **3.3.10** Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region. **Example**: Identify patterns of rural, urban and suburban development, including population demographics. **3.3.11** Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.	**3.4.7** Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers. **Example**: When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car. **3.4.8** Gather data from a variety of resources about changes that have had an economic impact on your community. **Example**: Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families. **3.4.9** Identify different ways people save their income and explain advantages and disadvantages of each. **Example**: Home "piggy bank," savings accounts, etc.

Standard 1: History	Standard 2: Civics and Government	Standard 3: Geography	Standard 4: Economics
3.1.9 Define immigration and explain how immigration enriches community. • We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War • E pluribus unum (out of many, one) http://greatseal.com/mottoes/unum.html Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President)		**Environment and Society** **3.3.12** Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems. **3.3.13** Identify and describe how human systems and physical systems have impacted the local environment. **Example:** List examples of changes in land use in the local community.	

UNITED STATES GOVERNMENT

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. A focus on American interactions with other nations, and the government's role in world affairs, will also be included. Using primary and secondary resources, students articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- DOE Code; 1540
- *Recommended Grade Level: Grades 11 or 12*
- *Recommended Prerequisites: None*
- *Credits: 1 semester, 1 credit*
- *Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma*

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, society and culture (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

CONTENT STANDARDS

Standard 1 — The Nature of Politics and Government

Students identify, define, compare and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

Standard 2 — Foundations of Government in the United States

Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.

Standard 3 — Purposes, Principles and Institutions of Government in the United States
Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.

Standard 4 — The Relationship of the United States to Other Nations in World Affairs
Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

Standard 5 — Roles of Citizens in the United States
Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

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Standard 1: The Nature of Politics and Government

Students identify, define, compare and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.

USG.1.1 Define civic life, political life, and private life and describe the activities of individuals in each of these spheres. (Individuals, Society and Culture)

USG.1.2 Define the terms and explain the relationship between politics, government, and public policy. (Economics)

USG.1.3 Interpret the purposes and functions of government found in the Preamble of the United States Constitution. (Economics)

USG.1.4 Compare and contrast types of government including direct democracy, monarchy, oligarchy, and totalitarianism. (History; Individuals, Society and Culture)

USG.1.5 Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.

USG.1.6 Compare and contrast unitary, confederate, and federal systems of government.

USG.1.7 Define and provide examples of constitutionalism, rule of law, limited government, and popular sovereignty in the United States Constitution and explain the relationship of these constitutional principles to the protection of the rights of individuals. (History; Individuals, Society and Culture)

USG.1.8 Evaluate the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.

USG.1.9 Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties. (History; Individuals, Society and Culture)

Standard 2: Foundations of Government in the United States

Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.

USG.2.1 Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791). (History; Individuals, Society and Culture)

USG.2.2 Understand the concept of compromise and evaluate its application during the Constitutional Convention.

USG.2.3 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.

USG.2.4 Explain the history and provide examples of foundational ideas of American government embedded in the Founding-Era documents such as: natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism, and individual rights.

USG.2.5 Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.

USG.2.6 Explain how a shared American civic identity is based on commitment to foundational ideas in Founding-Era documents and in core documents of subsequent periods of United States history. (History)

USG.2.7 Using primary documents compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government on ratification of the United States Constitution (1787–1788). (History)

USG.2.8 Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy. (Individuals, Society and Culture)

Standard 3: Purposes, Principles and Institutions of Government in the United States

Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students also describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.

USG.3.1 Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional and representative democracy.

USG.3.2 Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, republican government or representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of Indiana.

USG.3.3 Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.

USG.3.4 Explain the relationship between limited government and a market economy. (Economics)

USG.3.5 Explain the section of Article IV, Section 4, of the United States Constitution which says, "The United States shall guarantee to every State in the Union a Republican form of government."

USG.3.6 Compare and contrast the enumerated, implied and denied powers in the United States Constitution and the Indiana Constitution.

USG.3.7 Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.

USG.3.8 Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups and businesses. (Economics)

USG.3.9 Explain how a bill becomes law in the legislative process of the United States and the state of Indiana.

USG.3.10 Describe the procedures for amending the United States and Indiana Constitutions and analyze why it is so difficult to amend these Constitutions.

USG.3.11 Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review and an independent judiciary.

USG.3.12 Analyze the functions of major departments of the executive branch in the United States and in Indiana. (Individuals, Society and Culture)

USG.3.13 Explain the electoral process in terms of election laws and election systems on the national, state and local level.

USG.3.14 Analyze the election of Benjamin Harrison, Indiana's only president, his approach to the presidency, his relationship to the legislative branch, and his re-election defeat, considering the effects of party politics and public opinion.

USG.3.15 Summarize the evolution of political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state and local levels of the federal system. (History; Individuals, Society and Culture)

USG.3.16 Explain and evaluate the original purpose and function of the Electoral College and its relevance today.

USG.3.17 Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens.

USG.3.18 Identify the role and development of special interest groups in politics and explain their impact on the development of state and local public policy. (Economics; History; Individuals, Society and Culture)

USG.3.19 Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as Marbury v. Madison (1803), Baker v. Carr (1962), United States v. Nixon (1974), Clinton v. City of New York (1998) and Bush v. Gore (2000).

USG.3.20 Identify the historical significance of and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as McCulloch v. Maryland (1819), Alden v. Maine (1999) and the denial of certiorari for the Terri Schiavo case (2005). (History; Individuals, Society and Culture)

certiorari: a writ from a high court to a low court requesting a transcript of the proceedings of a case for review

USG.3.21 Describe the influence of the media and technology on public opinion and public policy.

Standard 4: The Relationship of the United States to Other Nations in World Affairs

Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

USG.4.1 Compare and contrast governments throughout the world with the United States government in terms of source of the government's power.

USG.4.2 Describe how different governments interact in world affairs. (Individuals, Society and Culture)

USG.4.3 Analyze reasons for conflict among nations, such as competition for resources and territory, differences in ideology, and religious or ethnic conflicts.

USG.4.4 Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.

USG.4.5 Analyze powers the United States Constitution gives to the executive, legislative and judicial branches of government in the area of foreign affairs.

USG.4.6 Identify and describe strategies available to the United States government to achieve foreign policy objectives. (Economics; Geography; History; Individuals, Society and Culture)

USG.4.7 Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy. (Economics)

USG.4.8 Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world. .

USG.4.9 Discuss specific foreign policy issues that impact local community and state interests. (Economics; Individuals, Society and Culture)

Standard 5: Roles of Citizens in the United States

Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

USG.5.1 Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana and understand the criteria used for attaining both.

USG.5.2 Analyze the roles and responsibilities of citizens in Indiana and the United States. (Individuals, Society and Culture)

USG.5.3 Discuss the individual's legal obligation to obey the law, serve as a juror, and pay taxes.

USG.5.4 Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court; analyze and evaluate landmark cases of the United States Supreme Court concerning civil rights and liberties of individuals.

USG.5.5 Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this. (History)

USG.5.6 Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups.

USG.5.7 Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.

USG.5.8 Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state and national levels of government.

USG.5.9 Use information from a variety of resources to describe and discuss current American political issues. (History, Economics, Geography)

Indiana Academic Standards
Content Area Literacy: History/Social Studies
Approved April 2014

Guiding Principle: *Students develop discipline-specific reading and writing skills. Within the areas of History/Social Studies, students apply these skills in order to develop a deeper understanding of the content area.*

There are six key areas found in the Literacy in History/Social Studies section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Literacy in History/Social Studies.

Note that the standards in this section are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6-12 (e.g., History/Social Studies teachers, Science teachers, Career and Technical Education teachers, etc.) on expectations for integrating reading and writing skills into their classrooms.

In Literacy in History/Social Studies, students are expected to do the following:

LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences		
GRADES 6-8	**GRADES 9-10**	**GRADES 11-12**
6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	**9-10.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	**11-12.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.

6-8.LH.1.2. Write routinely over a variety of time frames for a range of discipline-specific tasks,	**9-10.LH.1.2.** Write routinely over a variety of time frames for a range of discipline-specific tasks,	**11-12.LH.1.2.** Write routinely over a variety of time frames for a range of discipline-specific tasks,

LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)

Extract and construct meaning from history/social studies texts using a variety of comprehension skills

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	**9-10.LH.2.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**11-12.LH.2.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct	**9-10.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or	**11-12.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the
6-8.LH.2.3: Identify key steps in a text's description of a process related to history/social studies (e.g., *how a bill becomes a law, how interest rates are raised or lowered*).	**9-10.LH.2.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	**11-12.LH.2.3:** Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters

LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)

Build understanding of history/social studies texts, using knowledge of structural organization and author's purpose and message

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	**9-10.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	**11-12.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., *how Madison defines faction in Federalist No.*
6-8.LH.3.2: Describe how a text presents information (e.g., *sequentially, comparatively, causally*).	**9-10.LH.3.2:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	**11-12.LH.3.2:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the
6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose (e.g., *loaded language, inclusion or avoidance of particular*	**9-10.LH.3.3:** Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include	**11-12.LH.3.3:** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and

LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)

Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.4.1: Integrate visual information (e.g., *charts, graphs, photographs, videos, or maps*) with other information in print and digital texts.	**9-10.LH.4.1:** Integrate quantitative or technical analysis (e.g., *charts, research data*) with qualitative analysis in print or digital text.	**11-12.LH.4.1:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., *visually, quantitatively, as well as in words*) in order to address a question or
6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	**9-10.LH.4.2:** Assess the extent to which the reasoning and evidence in a text support the	**11-12.LH.4.2:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	**9-10.LH.4.3:** Analyze the relationships among primary and secondary sources on the same topic.	**11-12.LH.4.3:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LH.5: WRITING GENRES (WRITING)

Write for different purposes and to specific audiences or people

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.5.1: Write arguments focused on discipline-specific content.	**9-10.LH.5.1:** Write arguments focused on discipline-specific content.	**11-12.LH.5.1:** Write arguments focused on discipline-specific content.
6-8.LH.5.2: Write informative texts, including analyses of historical events.	**9-10.LH.5.2:** Write informative texts, including analyses of historical events.	**11-12.LH.5.2:** Write informative texts, including analyses of historical events.

LH.6: THE WRITING PROCESS (WRITING) Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
GRADES 6-8	**GRADES 9-10**	**GRADES 11-12**
6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	**9-10.LH.6.1:** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	**11-12.LH.6.1:** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	**9-10.LH.6.2:** Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**11-12.LH.6.2:** Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LH.7: THE RESEARCH PROCESS (WRITING)

Build knowledge about the research process and the topic under study by conducting short or more sustained research

GRADES 6-8	GRADES 9-10	GRADES 11-12
6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**9-10.LH.7.1:** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating	**11-12.LH.7.1:** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating
6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., *APA or Chicago*).	**9-10.LH.7.2:** Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., *APA or Chicago*).	**11-12.LH.7.2:** Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any
6-8.LH.7.3: Draw evidence from informational texts	**9-10.LH.7.3:** Draw evidence from informational	**11-12.LH.7.3:** Draw evidence from informational

ATTACHMENT 4

Proposed School Calendar
Sample Schedule

2018/19 School Calendar

School Not in Session Students / families may choose 15 days of vacation time in addition to the days the school is not in session.

2018					2019							
August	September	October	November	December	January	February	March	April	May	June	July	August
	1 Sa	1 Mo	1 Th	1 Sa	1 Tu New Year's Day	1 Fr	1 Fr	1 Mo	1 We	1 Sa	1 Mo	1 Th
	2 Su	2 Tu	2 Fr	2 Su	2 We	2 Sa	2 Sa	2 Tu	2 Th	2 Su	2 Tu	2 Fr
	3 Mo Labor Day	3 We	3 Sa	3 Mo	3 Th	3 Su	3 Su	3 We	3 Fr	3 Mo	3 We	3 Sa
	4 Tu	4 Th	4 Su	4 Tu	4 Fr	4 Mo	4 Mo	4 Th	4 Sa	4 Tu	4 Th Independence Day	4 Su
	5 We	5 Fr	5 Mo	5 We	5 Sa	5 Tu	5 Tu	5 Fr	5 Su	5 We	5 Fr	5 Mo
	6 Th	6 Sa	6 Tu	6 Th	6 Su	6 We	6 We	6 Sa	6 Mo	6 Th	6 Sa	6 Tu
	7 Fr	7 Su	7 We	7 Fr	7 Mo	7 Th	7 Th	7 Su	7 Tu	7 Fr	7 Su	7 We
	8 Sa	8 Mo Columbus Day	8 Th	8 Sa	8 Tu	8 Fr	8 Fr	8 Mo	8 We	8 Sa	8 Mo	8 Th
	9 Su	9 Tu	9 Fr	9 Su	9 We	9 Sa	9 Sa	9 Tu	9 Th	9 Su	9 Tu	9 Fr
	10 Mo	10 We	10 Sa	10 Mo	10 Th	10 Su	10 Su	10 We	10 Fr	10 Mo	10 We	10 Sa
	11 Tu	11 Th	11 Su Veterans Day	11 Tu	11 Fr	11 Mo	11 Mo	11 Th	11 Sa	11 Tu	11 Th	11 Su
	12 We	12 Fr	12 Mo	12 We	12 Sa	12 Tu	12 Tu	12 Fr	12 Su	12 We	12 Fr	12 Mo
	13 Th	13 Sa	13 Tu	13 Th	13 Su	13 We	13 We	13 Sa	13 Mo	13 Th	13 Sa	13 Tu
	14 Fr	14 Su	14 We	14 Fr	14 Mo	14 Th	14 Th	14 Su	14 Tu	14 Fr	14 Su	14 Fr
15 We	15 Sa	15 Mo	15 Th	15 Sa	15 Tu	15 Fr	15 Fr	15 Mo	15 We	15 Sa	15 Mo	
16 Th	16 Su	16 Tu	16 Fr	16 Su	16 We	16 Sa	16 Sa	16 Tu	16 Th	16 Su	16 Tu	
17 Fr	17 Mo	17 We	17 Sa	17 Mo	17 Th	17 Su	17 Su	17 We	17 Fr	17 Mo	17 We	
18 Sa	18 Tu	18 Th	18 Su	18 Tu	18 Fr	18 Mo Presidents' Day	18 Mo	18 Th	18 Sa	18 Tu	18 Th	
19 Su	19 We	19 Fr	19 Mo	19 We	19 Sa	19 Tu	19 Tu	19 Fr	19 Su	19 We	19 Fr	
20 Mo	20 Th	20 Sa	20 Tu	20 Th	20 Su	20 We	20 We	20 Sa	20 Mo	20 Th	20 Sa	
21 Tu	21 Fr	21 Su	21 We	21 Fr	21 Mo Martin L. King Day	21 Th	21 Th	21 Su	21 Tu	21 Fr	21 Su	
22 We	22 Sa	22 Mo	22 Th Thanksgiving Day	22 Sa	22 Tu	22 Fr	22 Fr	22 Mo	22 We	22 Sa	22 Mo	
23 Th	23 Su	23 Tu	23 Fr	23 Su	23 We	23 Sa	23 Sa	23 Tu	23 Th	23 Su	23 Tu	
24 Fr	24 Mo	24 We	24 Sa	24 Mo	24 Th	24 Su	24 Su	24 We	24 Fr	24 Mo	24 We	
25 Sa	25 Tu	25 Th	25 Su	25 Tu Christmas Day	25 Fr	25 Mo	25 Mo	25 Th	25 Sa	25 Tu	25 Th	
26 Su	26 We	26 Fr	26 Mo	26 We	26 Sa	26 Tu	26 Tu	26 Fr	26 Su	26 We	26 Fr	
27 Mo	27 Th	27 Sa	27 Tu	27 Th	27 Su	27 We	27 We	27 Sa	27 Mo Memorial Day	27 Th	27 Sa	
28 Tu	28 Fr	28 Su	28 We	28 Fr	28 Mo	28 Th	28 Th	28 Su	28 Tu	28 Fr	28 Su	
29 We	29 Sa	29 Mo	29 Th	29 Sa	29 Tu		29 Fr	29 Mo	29 We	29 Sa	29 Mo	
30 Th	30 Su	30 Tu	30 Fr	30 Su	30 We		30 Sa	30 Tu	30 Th	30 Su	30 Tu	
31 Fr		31 We		31 Mo	31 Th		31 Su		31 Fr		31 We	

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Sample Schedule With and Without Therapy

Elementary With Therapy	Elementary Without Therapy
8:15-11:45am Core Subjects & STEAM	8:15-11:45am Core Subjects & STEAM
11:45-12:45 Lunch & Specials	11:45-12:45 Lunch & Specials
12:45-4:15pm Therapy	12:45-1:45 Auxiliary Classroom
Dismissal	Dismissal

Secondary With Therapy	Secondary Without Therapy
8:15-11:45am Core Subjects & STEAM	8:15-11:45am Core Subjects & STEAM
11:45-12:45 Lunch & Specials	11:45-12:45 Lunch & Specials
12:45-4:15pm Therapy/Vocational/Life Skills/STEAM Projects	12:45-2:45 Auxiliary Classroom/ Vocational/Life Skills/STEAM Projects
Dismissal	Dismissal

ATTACHMENT 5

School Admissions Policy

Admission Policy

DMA will ensure that all potential applicants thoroughly understand the school's mission and focus. Any student who enrolls, including those without special needs or diagnosis (medical or educational) of autism, will be given equal access to admission.

Tentative dates for the application period will be March 1- March 31, prior to each operational year. Intent-to Enroll forms are available on the website, along with a description of the enrollment procedure. The forms will also be available for pick up in the Dynamic Minds Academy school office. Intent-to Enroll forms will be accepted in person or via U.S. Postal Service. Applicants will be put on an enrollment list in the order the Intent-to-Enroll forms were received. If the number of eligible applicants does not exceed the number of vacancies for the building, then all qualified applicants who applied will be offered admission. If the number of applicants exceeds the number of vacant seats, Dynamic Minds Academy will hold a lottery to determine who will fill those spots.

Tentative lottery date each year will be April 15th. This is two weeks after the closing of the application period. If there are more eligible applicants than available spaces in the building, then a lottery will be conducted by random drawing in a public meeting at a time set by the administration each year. Dynamic Minds Academy will use a software program, to be determined, that has the component to facilitate the application process and lottery. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name is drawn will be offered admission. Notification will be made by telephone, e-mail, or U.S. Postal Service. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within three (3) business days of a post-marked letter, will forfeit his/her position in the application process. Parents or guardians notified by mail will be instructed to call the school immediately upon receipt of the notice in order to preserve their child's position in the lottery.

The remaining names in the lottery will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied. Students are able to withdraw from Dynamic Minds Academy at any time during the school year. If a student would choose to re-enroll during the school year, they will be put on the waitlist, unless there is an open seat in their grade level. Currently enrolled students are not required to re-enroll each year. Dynamic Minds Academy will accept transfer students; they must follow the enrollment policy set forth by the school. Exceptions: Dynamic Minds Academy will exempt from the lottery students already admitted and siblings of students already admitted if there is a space available.

Dynamic Minds Academy admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

ATTACHMENT 6

School Discipline Policy

Discipline, Suspension, and Expulsion

Student Discipline: School's Obligations and Powers

Administrators, teachers, and the students themselves are responsible for fostering an environment that promotes desirable student behavior. Students must follow responsible directions from teachers and other school employees in all educational settings and refrain from disruptive behavior that interferes with the educational environment.

An administrator, teacher, or other staff member who has students under the individual's charge may take action toward a student that is reasonably necessary to carry out or prevent an interference with an educational function that the individual supervises. An administrator, teacher, or other staff member may remove a student for period not to exceed five (5) days from an educational function supervised by such individual.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for "student misconduct" or "substantial disobedience" as those terms are defined in the School's *Student and Parent Handbook* and the student misconduct or substantial disobedience in question occurs:

(a) On school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group;

(b) Off school grounds at a school activity, function, or event; or

(c) Traveling to or from school or a school activity, function, or event.

Notwithstanding the foregoing or the maximum term of an expulsion specified below, a student who is identified as bringing a firearm (as defined by IC 35-47-1-5) or destructive device (as defined by IC 35-47.5-2-4) to school or on school property, or who is in possession of a firearm or destructive device on school property, shall be expelled for at least one (1) calendar year, with the return of the student to be at the beginning of the first school semester after the end of the one (1) year period. The *CEO* may modify the period of expulsion on a case-by-case basis for any student expelled for a violation of this paragraph.

Notwithstanding the foregoing or the maximum term of an expulsion specified below, a student who is identified as brining a deadly weapon (as defined by IC 35-31.5-2-86) to school or on school property, or who is in possession of a deadly weapon on school property, may be expelled for not more than one (1) calendar year.

Procedure for Suspension

The Director of Operations may suspend a student for not more than ten (10) school days provided the student has the opportunity for a meeting with the of Operations Director, during which the student is entitled to the following:

(a) A written or an oral statement of the charges against the student;

(b) If the student denies the charges, a summary of the evidence against the student; and

(c) An opportunity for the student to explain the student's conduct.

If the conduct in question requires immediate removal of the student, the meeting mentioned above must occur as soon as reasonably possible after the student's suspension. Following a suspension, the Director shall send a written statement to the parent of the suspended student describing the student's misconduct and the action taken.

Notwithstanding the foregoing paragraph, the Director may suspend a student for more than ten (10) days provided such suspension is pending expulsion and it is determined that such continued suspension will prevent or substantially reduce the risk of:

(a) Interference with an educational function or school purposes; or

(b) A physical injury to the student, other students, school employees, or visitors of the school.

Procedure for Expulsion

The CEO may conduct an expulsion meeting (as expulsion examiner) or appoint legal counsel, or a qualified, independent expulsion examiner, provided such appointee has not expelled the student in question during the current school year and was not involved in the events giving rise to the current expulsion. The Expulsion Examiner may issue subpoenas, compel the attendance of witnesses, and administer oaths to those giving testimony at the expulsion meeting.

Prior to the expulsion meeting, the Expulsion Examiner must give the student and the student's parent notice of their right to appear at the expulsion meeting. Such notice must meet the following requirements:

(a) Provided by certified mail or personal delivery;

(b) Contain the reasons for the expulsion; and

(c) Contain the procedure for requesting an expulsion meeting.

If the student or student's parent fails to request and appear at an expulsion meeting within ten (10) days after receiving notice, then the student and the student's parent forfeit all rights to contest and appeal the expulsion. Notice shall be deemed to have been provided when sent by certified mail or personally delivered to the student and the student's parent.

If the student or the student's parent request an expulsion meeting, the Expulsion Examiner or appointed person shall conduct the expulsion meeting and, within a reasonable time following the meeting's conclusion, perform the following:

(a) Issue a written summary of the evidence heard at the expulsion meeting;

(b) Take action the individual finds appropriate; and

(c) Give notice of the action taken to the student and the student's parent.

Within ten (10) days of receipt of the action taken, the student or the student's parent may submit a written appeal to the Board. Within a reasonable time following receipt of a written appeal, the Board shall hold a meeting to consider:

(a) The written summary of the evidence issued by the *[insert title]* or appointed person; and

(b) The arguments of the person advocating for expulsion and the student or the student's parent.

Upon considering these items, the Board may take action it finds appropriate.

The student or the student's parent may seek judicial review of an expulsion decision as provided by IC 20-33-8-21.

Maximum Term of Expulsion

Except for misconduct specified above relating to a firearm, explosive device, or deadly weapon, a student may not be expelled for a longer period than the remainder of the school year in which the expulsion took effect if the misconduct occurs during the first semester. If a student is expelled during the second semester, the expulsion

remains in effect for the summer school (if applicable) and may remain in effect for the first semester of the following school year.

Special Disciplinary Rules for Students with Disabilities

Notwithstanding the foregoing or any other law or policy, a suspension, expulsion, or other disciplinary action against a student who is a child with a disability (as defined by IC 20-35-1-2) is subject to the procedural requirements of 20 U.S.C. 1415 *et seq.* and 511 I.A.C. 7-1-1 *et seq.*

ATTACHMENT 7

Community Partnerships

Community Partnerships

The following summarizes programs developed through The Hope Source:

In 2016, we partnered with the University of Indianapolis occupational therapy department and their first class of doctoral students to study our inter-professional planning model. Under the direction of Dr. Victoria Willburn, the researchers videotaped and analyzed the transition meetings. The goal is to understand the interplay of all of the professions so that we can effectively and efficiently meet the needs of students with autism. We hope the results of this study will be published within the next year or two.

Our apprenticeship program for transition planning involves true collaboration of clinicians and educators working towards a holistic approach to independent living and quality of life for adolescents and young adults on the spectrum. The planning involves an interdisciplinary team coming together to discuss goals from their unique perspective. From these meetings, treatment and education goals are developed for long term and short term application. The team will develop authentic opportunities for the students to work on the skills for real world acquisition. Opportunities will include the hope source café, partnerships and with local organizations and companies.

Hope Source Café is a dream that I had in 2012 to be able to offer our students real world opportunity to learn different job skills in a slow pace therapeutic environment. Thanks to the Telamon foundation who granted us nearly $9000 to build out the café, this dream is possible. Due to the facility move into 2015, the project was delayed. The café will be a fully functioning café, providing opportunity to not only learn vocational skills but also to apply mathematics and other executive functioning skills. The hope is that not only will it be a learning opportunity but parents will also have the opportunity to enjoy the café and see their children grow. Right now we are seeking partnerships with local vendors like Harvest Cafe Coffee Co to be able to supply our food needs. Harvest coffee company has agreed to come in and provide education to the students and allow us to go into the roasting facility so students can see how coffee is roasted in Indianapolis. By using local vendors the students will have real connections to the community and vice versa. By understanding our mission, local vendors will be able to work with students on ordering inventory planning and problem-solving.

With skills learned at our center and school partnerships, like our new one formed with Bee Free students will be able to intern and get paid jobs to help me and you facture cookies and granola. Intern we will have the opportunity to teach local companies and organizations about skills needed and how to support a growing workforce of individuals on the spectrum.

We are also excited about our future facility that already houses a full fitness facility with checkout desk. With the Monon Center being strong in support of special needs, in addition to the YMCA, this will be a new opportunity to teach adolescents and young adults skills that can be directly applied to plentiful jobs.

These programs will be fully shared with Dynamic Minds Academy.

Julie Brant Gordon, LCSW
The Hope Source, President

ATTACHMENT 8

Proposed School Leader Resumé

Lisa Chandler

Programs Director - The Hope Source

Pittsboro, IN 46167
lisachandler87@yahoo.com - 317-361-6850

To continue to grow professionally in the field of education and autism.
Authorized to work in the US for any employer

WORK EXPERIENCE

Education and Development Director

The Hope Source, Inc. - Indianapolis, IN - September 2016 to Present

- Provides oversight of daily functions of educational and therapeutic programs grades K-12
- Ensures implementation of program curriculums, both therapeutically and educationally
- Conduct new hire interviews
- Coordinate new hire Trainings and Observations
- Conducts and Coordinates new CPI Trainings
- Works collaboratively with multi-disciplinary team
- Ensures staff is following report protocols and responsibilities
- Completes teacher observations and follow up training
- Responsible for program development and delegation to coordinators
- Curriculum and assessment oversight (K-5)
- Marketing and representation of center
- Upholds ethics and standards

Lil' Sprouts

Pittsboro, IN - January 2016 to September 2016

Home based preschool

Programs Director

The Hope Source - June 2011 to August 2015

Description of responsibilities:

- Provides oversight of daily functions of educational and therapeutic programs grades K-12
- Ensures implementation of program curriculums, both therapeutically and educationally
- Develops and ensures proper implementation of behavior plans
- Works collaboratively with multi-disciplinary team
- Ensures staff is following report protocols and responsibilities
- Completes teacher observations and follow up training
- Responsible for program development and delegation to coordinators
- Responsible for hiring and training of new staff
- Manages all coordinators and direct staff, including addressing concerns
- Coordinates daily schedule of therapists and teachers among four separate programs.
- Collaborating with parents: conferences, daily communication, home extension
- First point of contact for direct staff
- Schedules regular meetings for staff collaboration
- Marketing and representation of center
- Upholds ethics and standards

Educational Coordinator
The Hope Source - June 2010 to June 2011

Description of responsibilities:
- Primary focus is to monitor all education goals for all students.
- Conduct initial educational assessments for new students and follow-up assessments as needed.
- Administer ISTEP and ISTAR
- Assist in planning with all teachers
- Monitor implementation of educational goals so that they meet both Indiana Standards and Therapy Protocol.
- Ensure consistent and adequate educational time for all students.
- Monitor readiness of dyadic or group learning.
- Update online documentation consistently and complete progress reports thoroughly.
- Collaborate with parents for home carry-over or home school support.
- Attend regularly scheduled meetings.
- Provide guides with feedback in regards to education questions/implementation.
- Assist and coordinate training of new teachers.

Behavior Therapist
The Hope Source - May 2009 to June 2010

Description of responsibilities:
- Implement Treatment Plans directly with clients in a 1:1 setting
- Document completion (progress notes, behavior plans, knowledge journals, CPI intervention forms, assessments, OT communication, medication logs, incident reports, parent communication, etc.)
- Attend all required meetings (Team, Monthly, Weekly)
- Plan activities before and after clients
- Implement OT, education and project plans as instructed
- Self-reflection: Video review and Goal Attainment
- Respectfully collaborate with all staff
- Activity setup/clean up, including any end of the day workplace maintenance
- Report ethical violations or dilemmas immediately to Programs Director

Classroom Co-teacher
Avon Community School Corporation - August 2008 to May 2009

2/3 MAP (Multi-Age Program)

Description of responsibilities: Carry out day to day operations in gifted and talented CR

EDUCATION

MA program coursework in ABA
Ball State University
August 2012

Bachelor of Science in Elementary Education
Indiana University Purdue University Indianapolis
June 2006

SKILLS

special education, autism, director

CERTIFICATIONS/LICENSES

Crisis Prevention Intervention
June 2013 to October 2018
Certified Instructor

Lisa Chandler

Lisa Chandler always knew she wanted to be an educator. After earning her BS in Elementary Education, she spent time teaching in charter and public school systems. It wasn't until Lisa joined The Hope Source in 2009, that she found her true calling in Special Education. Since that time, Lisa has played a key role in the development and integration of educational programs into behavior therapy. Lisa's strengths include program development and curriculum design, collaborating with other disciplines and communicating and training teachers and therapists how to implement The Hope Source philosophy.

ATTACHMENT 9

School Leadership Positions Beyond Education Director

School Leadership and Management Team
Beyond Educational Director

The remaining leadership positions at the school level are Curriculum Director and On-Site Special Education Director. With several "internal" candidates from The Hope Source, these positions will be filled early in 2018.

Curriculum Director

Job Description

- Responsible for providing guidance and leadership in the ongoing development of Dynamic Mind Academy's curriculum and instructional development, implementation assessment and improvement
- Work with the Education Director, teaching staff and therapy service providers to reach performance targets, carry out Board directives and provide focused professional development, training and support
- Foster cooperation and collaboration between STEAM education and computer-based instruction courses.
- Directly oversee all components of instructional programs
- Responsible for ensuring that instruction at all levels is aligned with curriculum goals

Job Requirements

- Promote the corporation's mission, vision and goals.
- Maintains open lines of communication with Education Director and teaching staff
- Coordinates Professional Development activities for staff
- Directs programming in all areas of instruction, including High Ability, At-Risk, Response to Intervention, Title I and Special Education
- Coordinates data collection, analysis and reporting to drive decision-making process
- Coordinates standardized testing process
- Oversees other such duties related to curriculum, instruction, data analysis, and assessment that may be assigned by the Education Director
- Work alongside teaching staff and lead development of STEAM project based lessons aligned to Indiana's College and Career Ready Standards
- Coordinate Plato curriculum to align with STEAM projects
- At least 5 years successful teaching or administrative experience
- Effective organizational planning and project management skills
- Knowledge of research related to successfully teaching students with Austism Spectrum Disorder

On-Site Special Education Director

Job Description

Under the direction of the Education Director, the on-site special education director plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and therapy services and other needed supports.

Job Requirements

- Provide coordination of special education services including development of IEP's
- Provide instruction to special education students alongside other special education and general education teachers
- Maintain accurate and compliant school records and prepare documentation as required by law
- Arrange and chair the case conference committee meetings to assist in developing measurable goals, benchmarks, and objectives to meet students' needs
- Bachelor's degree in special education
- Successful experience with IEP development and implementation
- Demonstrates an understanding of federal, state and local mandates governing the determination and delivery of special education services

ATTACHMENT 10

Organization or Network Annual Reports

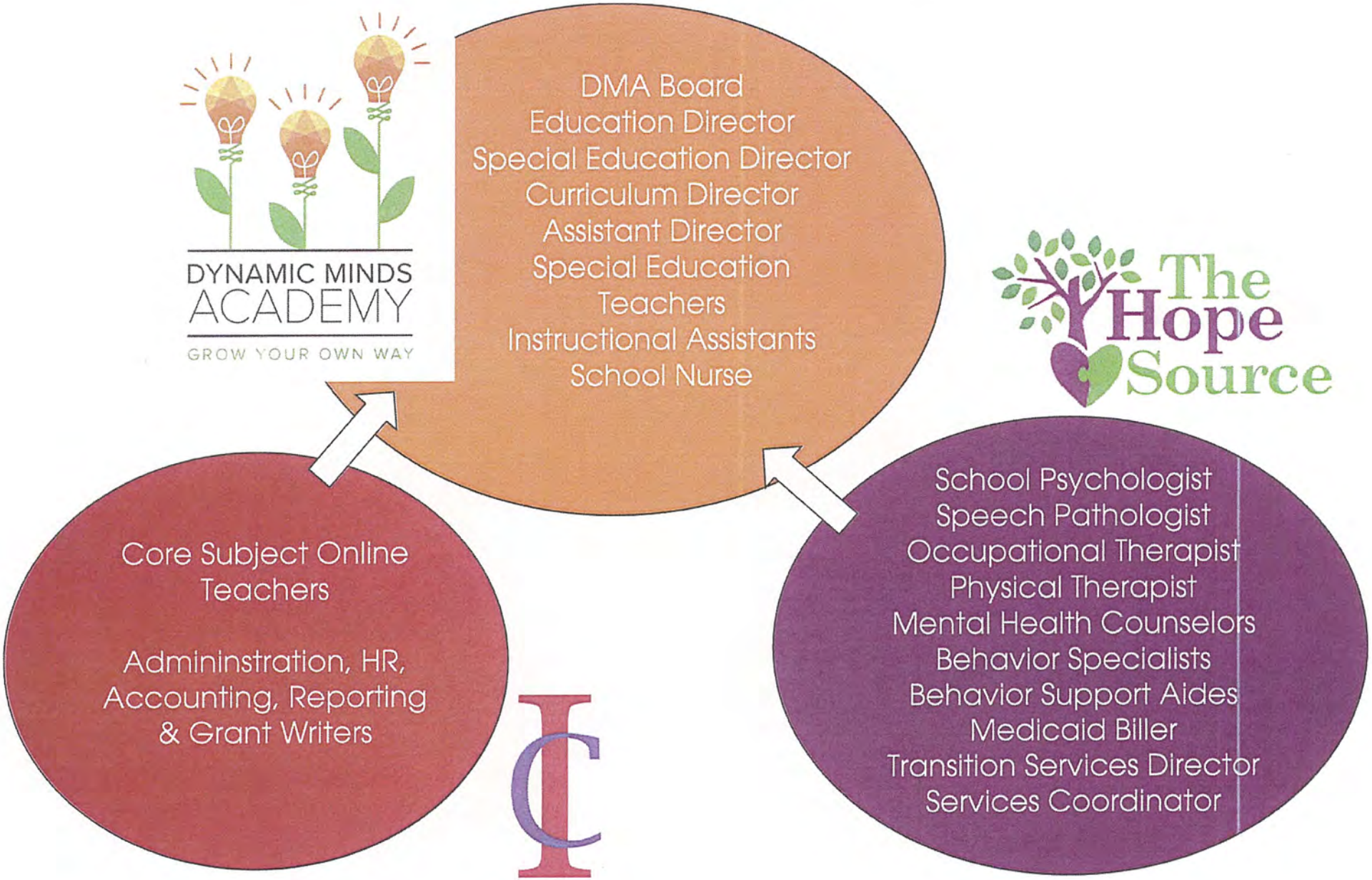
Not Applicable

Indiana Charters provides limited educational services as an ESP. It is not a manager of this school or a network of schools.

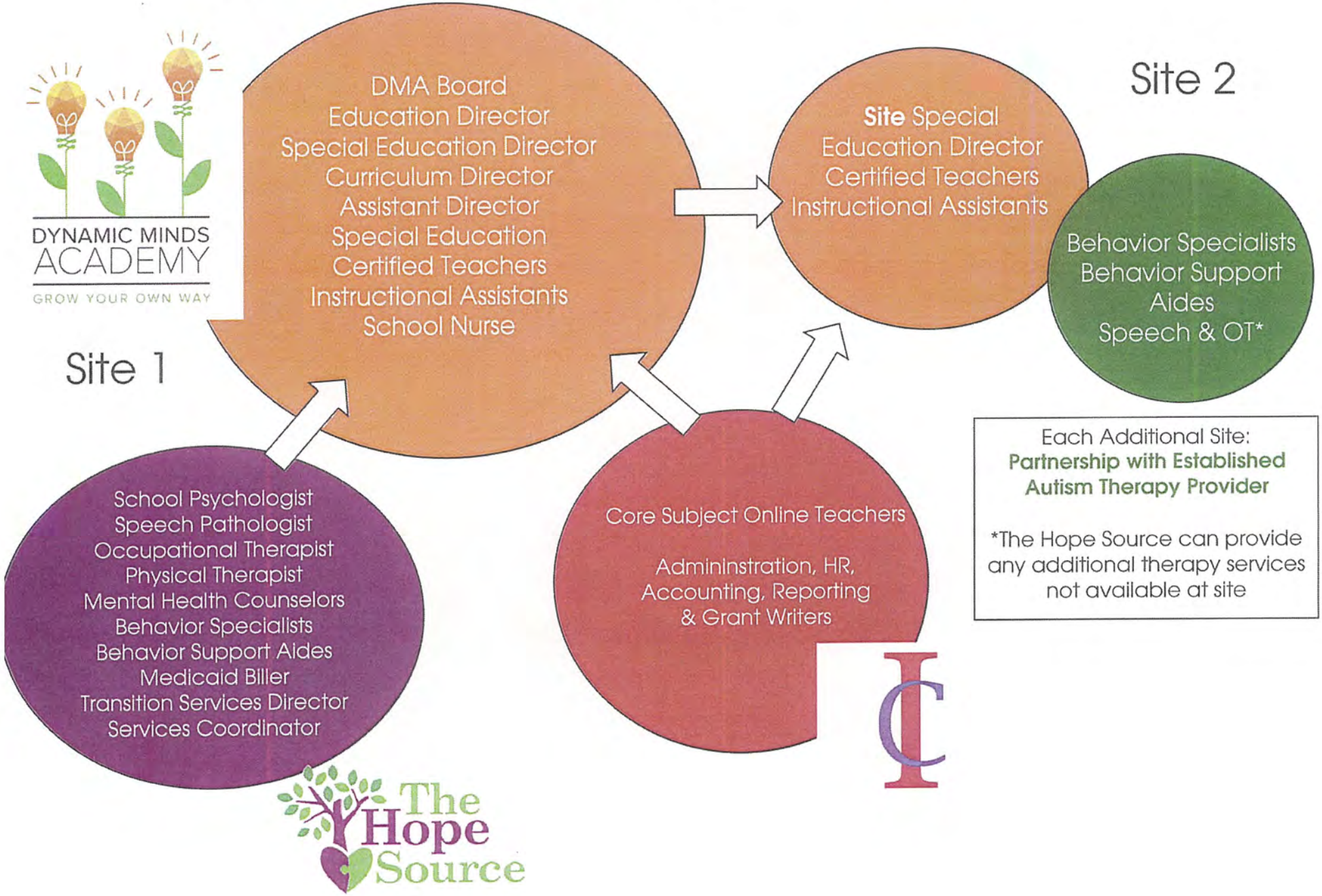
ATTACHMENT 11

Organizational Charts

Organizational Chart: 1 Main Site



Year 6 Organizational Chart: 1 Additional Site



ATTACHMENT 12

Articles of Incorporation
Non-Profit Status
Tax-Exempt Status
By-Laws

The entity to hold the charter will be a 501 (c) (3) non-profit entity named Dynamic Minds Academy. Documents created originally as "The Hope Source Foundation" will have an organization name change and a change in purpose to "educational institution." DMA officials are in the process of making these changes through the U.S. Internal Revenue Service.

These documents will be filed with the IRS by April 1, 2017.

State of Indiana
Office of the Secretary of State

Certificate of Amendment
of

THE HOPE SOURCE FOUNDATION INC.

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Amendment of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

The name following said transaction will be:

DYNAMIC MINDS ACADEMY, INC.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, June 01, 2017.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, June 01, 2017

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

2012111300024 / 7615435

To ensure the certificate's validity, go to https://bsd.sos.in.gov/PublicBusinessSearch

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/01/2017 12:52 PM

ARTICLES OF AMENDMENT

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID	2012111300024
BUSINESS TYPE	Domestic Nonprofit Corporation
BUSINESS NAME	THE HOPE SOURCE FOUNDATION INC.
PRINCIPAL OFFICE ADDRESS	8350 Craig Street, Indianapolis, IN, 46250, USA
DATE AMENDMENT WAS ADOPTED	06/01/2017

EFFECTIVE DATE

EFFECTIVE DATE	06/01/2017

ARTICLE IV - PERIOD OF DURATION

DATE OF ADOPTION	06/01/2017
EXPIRATION DATE	Perpetual

ARTICLE IV - CORPORATION TYPE AND MEMBERSHIP

DATE OF ADOPTION	06/01/2017
TYPE OF CORPORATION	Public benefit corporation, which is organized for a public or charitable purpose
WILL THE CORPORATION HAVE MEMBERS?	Yes

DISTRIBUTION OF ASSETS UPON DISSOLUTION OR FINAL LIQUIDATION

In the event of Dissolution of the Corporation, the Board of Directors shall after paying and making provisions for the payment of all liabilities, distribute all the assets of the Corporation dedicated to charitable and/or educational purposes and which has been recognized as a 501c3 Corporation by the Internal Revenue Service. Provided that the Board dedicated Indiana Public or Private School meets the preceding qualifications, the assets shall be distributed to an Indiana School upon Dissolution of the Corporation.

ARTICLE I - PRINCIPAL OFFICE ADDRESS

DATE OF ADOPTION	06/01/2017
PRINCIPAL OFFICE ADDRESS	8350 Craig Street, Indianapolis, IN, 46250, USA

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/01/2017 12:52 PM

ARTICLE I - BUSINESS NAME CHANGE

DATE OF ADOPTION	06/01/2017
NEW BUSINESS NAME	Dynamic Minds Academy, Inc.

ARTICLE IV - STATEMENT OF PURPOSE

DATE OF ADOPTION	06/01/2017

STATEMENT OF PURPOSE

Said Corporation is organized exclusively for charitable, religious, educational, literary and scientific purposes, including for such purposes the making of distributions to corporations that qualify as exempt corporations within the meaning of section 501c3 of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law)as well as any lawful purpose, as authorized by State law.

ARTICLE II - CURRENT REGISTERED AGENT

DATE OF ADOPTION	06/01/2017
NAME	Julie Gordon
ADDRESS	10139 N 50 W , Fortville, IN, 46040, USA
TYPE	Individual

ARTICLE III - PRINCIPAL INFORMATION

DATE OF ADOPTION	06/01/2017
TITLE	CEO
NAME	Julie Gordon
ADDRESS	10139 N 50 W, Fortville, IN, 46040, USA

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
06/01/2017 12:52 PM

ARTICLE IV - GENERAL INFORMATION

DATE OF ADOPTION 06/01/2017

MANNER OF ADOPTION AND VOTE

Action by Board of Directors:

The Board of Directors duly adopted a resolution proposing to amend the Articles of Incorporation.

Vote of the Board of Directors at meeting held on 06/01/2017, at which a quorum of such Board was present.

Action by Members:

If approval of members was not required

The Amendment(s) were approved by a sufficient vote of the Board of Directors or incorporators and approval of members was not required.

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

THE MANNER OF THE ADOPTION OF THE ARTICLES OF BUSINESS AMENDMENT AND THE VOTE BY WHICH THEY WERE ADOPTED CONSTITUTE FULL LEGAL COMPLIANCE WITH THE PROVISIONS OF THE ACT, THE ARTICLES OF INCORPORATION, AND THE BYLAWS OF THE CORPORATION.

THE UNDERSIGNED OFFICER OF THIS NONPROFIT CORPORATION EXISTING PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT DESIRES TO GIVE NOTICE OF ACTION EFFECTUATING BUSINESS AMENDMENT OF CERTAIN PROVISIONS OF ITS ARTICLES OF INCORPORATION.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **June 1, 2017.**

SIGNATURE Julie Gordon

TITLE CEO

Business ID : 2012111300024
Filing No. : 7615435

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

DEPARTMENT OF THE TREASURY

Date: DEC 28 2017

DYNAMIC MINDS ACADEMY INC
8350 CRAIG ST
INDIANAPOLIS, IN 46250

Employer Identification Number:
46-1416195
DLN:
17053334306047
Contact Person:
MRS. KREBS ID# 31072
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
May 15, 2015
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
170(b)(1)(A)(ii)
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

Based on the information you submitted in your application, we approved your request for reinstatement under Revenue Procedure 2014-11. Your effective date of exemption, as listed at the top of this letter, is retroactive to your date of revocation.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

DYNAMIC MINDS ACADEMY INC

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen a. martin

Director, Exempt Organizations
Rulings and Agreements

Article I
Bylaws

Bylaws

Chapter 1
Identifying Information

1.1 *Name.* The name of the Nonprofit Corporation ("Corporation") is Dynamic Minds Academy, Inc.

1.2 *Seal.* The corporation shall not require a seal.

Chapter 2
Fiscal Year

The fiscal year of the corporation shall begin on July 1 and conclude on June 30, and shall be subject to change by the Board of Directors ("Board").

Chapter 3
Purpose

The Corporation is a non-profit corporation organized under the laws of the State of Indiana and its purposes are set forth in the Corporation's Articles of Incorporation ("Articles").

Chapter 4
Board of Directors

4.1 *Functions and Powers Generally.* The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board, subject to the provisions of the Articles and these Bylaws.

The Board shall have all powers and authority for the management of the business, property, and affairs of the Corporation, except as expressly provided in the Articles and these Bylaws, and may take such lawful acts as the Board deems proper and appropriate to promote the purposes and objectives of the Corporation. The Board may delegate to officers of the Corporation such powers as it may see fit for specified periods of time or in connection with specified matters.

4.2 *Qualifications and Number.* The Board shall have the number of directors, not less than five (5) and not greater than nine (9), as designated by resolution of the Board from time to time. At all times all directors of the Board shall be residents of the State of Indiana, and at least one-half (1/2) of the directors of the Board shall, as of the date of election or appointment to the board, be residents of any Indiana county of residence of one or more current students at the charter school(s) operated by the Corporation ("School").

No individual may serve on the Board if that individual has been convicted of any offense set forth in Indiana Code ("IC") 20-26-5-11(b) or of any offense substantially equivalent to any of the offenses listed in IC 20-26-5-11(b) in which the

judgment of conviction was entered under the law of any other federal or state jurisdiction unless the candidacy of such individual is approved by the School's sponsor (as the term is defined in IC 20-24-1-9) (the "School's Sponsor"). If order to effectuate this requirement, at least fourteen (14) days before an individual is seated as a director of the Board, an expanded criminal history check (as defined by IC 20-26-2-2) shall be performed as to each director. If the organizer (as defined in IC 20-24-1-7) ("Organizer") is leasing from a religious organization, no director of the religious board and no religious leader of the religious organization may simultaneously serve on the Board.

4.3 *Terms, Vacancies, and Election.* At the regular meeting of the Board immediately preceding the expiration of the term of any director, the Board may elect by majority vote a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until a successor is elected and qualified.

Any vacancy among the directors caused by death, resignation, removal, increase in the number of directors or otherwise may be filled by a majority vote of the remaining directors. The term of office of a director chosen to fill a vacancy shall expire at the later of the expiration of the unexpired term which the director was chosen to fill, or at such time as a successor shall be duly appointed and qualified.

No director shall serve more than two (2) successive terms. Once a director has served two (2) full three (3)-year terms, at least one (1) year must elapse before the director again may be elected or appointed to the Board. The Corporation shall notify the School's Sponsor promptly upon the election of any new director of the Board. All newly elected directors shall participate in a board training session approved by the School's Sponsor.

In order to ensure reasonable continuity among the Board, the directors' terms may be staggered as necessary.

4.4. *Removal of Director.* The Board may remove one or more directors with or without cause pursuant to the provisions of IC § 23-17-12 *et seq.*

4.5 *Committees.* The Board may create and appoint individuals to one or more advisory committees having such responsibilities as the Board shall specify. Members of such committees may, but need not, be directors of the Board. Each committee may have one or more members, all of whom serve at the pleasure of the Board. The creation of a committee and the appointment of committee members must be approved by the greater of (a) a majority of all the directors in office when the action is taken, or (b) the number of directors required by the Articles or these Bylaws to take action under the provisions of IC § 23-17-15-6. The provisions of IC §§ 23-17-15 *et seq.*, which govern meetings, action without meetings, notice, and waiver of notice, apply to committees and their members.

A committee member appointed by the Board may be removed by the Board with or without cause.

Chapter 5
Meetings and Action of the Board of Directors

5.1 *Time.* The Board shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board, for the purpose of transacting such business as properly may come before the Board. The Board shall hold regular meetings on a monthly basis during the academic year of the School and shall hold at least one (1) regular meeting during summer break.

Notwithstanding the preceding paragraph, the Board may hold special meetings for any lawful purpose, aside from the election of directors of the Board, upon not less than two (2) business days' notice, and upon call by the Chair and at least one (1) other director of the Board, or by two (2) or more directors of the Board. A special meeting shall be held at such date and time as specified in the notice of the meeting.

5.2 *Compliance with Open Door Law.* Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law, IC 5-14-1.5-1 *et seq.*, in connection with all regular or special meetings of the Board. Without limiting the foregoing, the Board shall post notice of any regular or special meeting, including the agenda for such meeting, not less than two (2) business days before such meeting at the place at which such meeting shall be held and shall provide such other notice of such meeting as shall be required under the Indiana Open Door Law.

5.3 *Notice of Special Meetings.* Oral or written notice of the date, time, and place of each special meeting of the Board shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each director of the Board so that such notice is effective at least two (2) business days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Notice of a meeting to a director may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

5.4 *Place.* All regular and special meetings shall be held at the physical facility housing the charter school unless such facility is not reasonably available by reason of construction or casualty, in which event regular meetings shall be held at such location as may be approved in advance by the School's Sponsor.

5.5 *Quorum and Action.* A majority of the directors in office immediately before a regular or special meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board.

5.6 *Chairperson of the Meeting.* Meetings of the Board shall be presided over by any Director chosen by the Board.

Chapter 6
Officers

6.1 *Titles and Vacancies.* The officers of the Corporation shall consist of a President, a Vice President, a Secretary, a Treasurer, and such other officers as the Board may otherwise elect. An officer may not simultaneously hold more than one (1) office.

An officer shall be a director of the Board. Any vacancy in any office shall be filled by the Board, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until a successor is elected and qualified.

6.2 *Term.* Each officer shall be elected by the Board and shall serve for one (1) year, or such other period as prescribed by the Board at the time of such election, and until the officer's successor is elected and qualified.

6.3 *Authority.*

(a) *President.* The President shall have general supervision, management, control, and oversight of the business of the Corporation, subject to these Bylaws and subject to the orders of the Board, and shall, in general, perform all the duties usually incident to the office of President or that may be imposed or prescribed by the Board. The President may enter into and execute any and all certificates, contracts, and other instruments of the Corporation that are approved by the Board. The President may delegate, as needed, to any other officer any and all duties of the office of President. The President shall also exercise and perform any and all other powers and duties as may be prescribed by the Board from time to time.

(b) *Vice President.* The Vice President shall perform all the duties of the President in the event of the President's absence or disability. In case both the President and Vice President are absent or unable to perform their duties, the Board may appoint an acting President.

(c) *Secretary.* The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board may prescribe.

(d) *Treasurer.* The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets

coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board or the President, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board may prescribe.

(e) *Other Officers.* Each other officer of the Corporation shall perform such duties as the Board may prescribe.

Chapter 7
Conflicts of Interest

7.1 *Purpose and Provisions.* It is the policy of the Corporation and its Board that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole blood, half blood, or marriage), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or a relative owns a significant financial interest or by which the officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved by, the Board.

(e) Should the Board elect to engage an educational management organization ("EMO") to manage the School's operations, no director of the Board or any of their respective spouses or immediate family members may have any direct or indirect ownership, employment, contractual or management interest in such EMO. All directors of the Board shall thoroughly familiarize themselves with the contract between the Corporation and the EMO and the rights and responsibilities of the parties thereunder.

(f) The Board shall require the Corporation's directors, officers, and employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

7.2 *Effect of Conflicting Provisions.* The failure of the Corporation, its Board, or any of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

7.3 *Compensation.* No director of the Board shall receive any compensation for serving in such office; provided that, the Corporation may reimburse any director of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the Corporation shall be construed as a gift to the Corporation.

Chapter 8
Non-Discrimination Statement

8.1 *Non-Discrimination in Employment.* The Corporation shall not discriminate on the basis of race, religion, national origin, sex, age, disability, or other protected category in accordance with applicable federal, state, and local laws in hiring or other employment practices of the School.

8.2 *Non-Discrimination in Educational Programs.* The School shall be open to all students in its authorized geographic area on a space-available basis and shall not discriminate in its admission policies or practices on the basis of race, religion, national origin, sex, age, disability, or other protected category in accordance with applicable federal, state, and local laws. The School shall conduct all of its activities in accordance with applicable federal, state, and local anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the state of Indiana.

Chapter 9
Indemnification

To the extent allowed by law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by such person in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person acted in good faith, in what the person reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what the person reasonably believed to be in the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that the alleged criminal conduct was lawful (or no reasonable cause to believe that the alleged criminal conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of *nolo contendere* or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this chapter.

Chapter 10
Adoption, Amendment, or Repeal of Bylaws

The power to make, alter, amend, or repeal these Bylaws is vested in the Board; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws and any amendment to the Articles must be approved in writing by the School's Sponsor prior to the Board taking any action.

Chapter 11
Dissolution

Upon dissolution of the school's Organizer, all remaining assets, except funds received from the Department of Education, shall be used for nonprofit educational purposes; remaining funds received from the Department of Education shall be returned to the Department not more than thirty (30) days after dissolution.

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Certificate of Adoption

I, the duly elected President of the Corporation, hereby certify that these Bylaws were duly adopted by the Board of Directors of the Corporation this _____ day of _____, _____.

_____
Signature

_____
Printed Name

ARTICLE II
HUMAN RESOURCES

Non-Discrimination and Equal Employment Opportunity

The School does not discriminate on the basis of race, color, religion, sex, national origin, disability, veteran's status, pregnancy status, genetic information, or any other protected category in its employment practices as required by the Indiana Civil Rights Act, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Equal Pay Act of 1973, the Pregnancy Discrimination Act, the Genetic Information Non-Discrimination Act, and any other applicable federal, state, or local law.

Anti-Harassment, Anti-Retaliation, and Complaint Investigation

Harassment is Prohibited

The School is committed to providing a work environment that is free from harassment. Harassment, whether overt or subtle, or of a sexual nature or otherwise unlawful, is a form of employee misconduct that is demeaning to the victim, undermines the integrity of the employment relationship, and is contrary to the School's goal of having employees serve as role models for students. Accordingly, all forms of unlawful harassment are strictly prohibited.

"Sexual Harassment" is defined as unwelcome sexual advances, unwelcome requests for sexual favors, or other unwelcome verbal or physical conduct of a sexual nature when:

(a) Submission to such conduct is made a term or condition of employment;

(b) Submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the employee; or

(c) Such conduct has the effect of unreasonably interfering with the employee's work performance or of creating a hostile or offensive work environment.

Examples of sexual harassment include the following:

(a) Verbal conduct of a sexual nature such as talking about sex or sexual feelings, telling sexual jokes or stories, making sexual comments or innuendoes, whistling, or making other sexually suggestive sounds;

(b) Nonverbal conduct of a sexual nature such as displaying materials with sexually suggestive words or pictures, making sexual gestures, giving gifts or other items of a sexual nature, staring at a person's body or clothing, invading a person's space by standing closer than appropriate under the circumstances;

(c) Physical conduct of a sexual nature such as touching, kissing, hugging, massaging, or brushing up against another person.

Harassment against an employee based on any other protected category listed in the School's Non-Discrimination and Equal Employment Opportunity Policy is also prohibited. As with sexual harassment, harassment based on any of these categories may consist of unwelcome verbal, nonverbal, or physical conduct.

Retaliation is Prohibited

The School prohibits retaliation against any employee who complains about harassment or who participates in a harassment complaint investigation.

Harassment Complaint Investigation

Any employee who believes he or she has been subjected to harassment should promptly report the incident to the employee's immediate supervisor. If the employee's immediate supervisor is unavailable or the employee does not want to report the incident to the immediate supervisor, the employee must report the incident to the School's Harassment Complaint Investigation Officer or any other person with supervisory authority over the employee's immediate supervisor.

The School, through its Harassment Complaint Investigation Officer, will investigate a complaint of harassment in the manner specified below. Any of the following deadlines may be extended at the School's discretion, provided the School gives written notice of the same to the complaining employee and the alleged harasser.

The complaining employee must submit a signed complaint in writing to the appropriate contact person listed above. The employee must provide a reasonable description of the incident, including the identity of the alleged harasser, the date it occurred, and any witnesses to the incident.

The Harassment Complaint Investigation Officer ("HCI Officer") will initiate an investigation of the complaint within 7 calendar days of receipt of the written complaint. The investigation may include separate interviews with the complaining employee, the alleged harasser, any witnesses identified by the complaining employee, and any other person who may have information relating to the complaint. The HCI Officer may seek assistant from a third party to conduct or assist with all or part of the investigation.

At the conclusion of the investigation, the HCI Officer shall prepare and deliver to the Education Director a written report summarizing the information gathered during the investigation and the HCI Officer's opinion regarding whether the complaint is substantiated. Unless the deadline is extended as specified above, the HCI Officer shall complete the investigation within 30 days from receipt of the complaint.

Within 7 calendar days from receipt of the HCI Officer's written report, the Education Director will either issue a final written decision regarding whether the complaint is substantiated or request the HCI Officer to investigate further as specified by the Education Director*]*. If the Education Director concludes the complaint is substantiated, discipline may be imposed against the harasser up to and including termination of employment. A copy of the final written decision shall be provided to the complaining employee and the alleged harasser.

Throughout the complaint investigation process, anonymity (including particularly the identity of the complaining employee) shall be maintained to the extent reasonably possible under the circumstances. However, in some circumstances an investigation will require the disclosure of names and allegations such that the identity of the complaining employee is apparent.

Nothing in the foregoing complaint investigation procedure is intended to interfere with a complaining employee's right to file a charge of discrimination with the United States Equal Employment Opportunity Commission, the Indiana Civil Rights Commission, or any applicable local fair employment practices agency.

Expanded Criminal History Check

The School shall conduct an expanded criminal history check (as that term is defined in IC 20-26-2-1.5) for any employee of the School or applicant for employment with the School.

The School must conduct an expanded criminal history check by no later than three (3) months after the applicant's first day of work.

In addition, the School requires that any individual subject to this policy perform the following:

(a) pay any fees associated with conducting the individual's initial expanded criminal history check;

(b) pay any fees associated with conducting any subsequent expanded criminal history check during the individual's employment with the School, provided that the individual is not required to pay such fees more frequently than one (1) time during a five (5) year period; and

(c) provide a set of fingerprints to the School.

Consistent with applicable law, the School may require any individual subject to this policy to answer questions concerning the individual's expanded criminal history check. The failure to honestly answer any such questions is grounds for discipline up to and including termination of employment.

Information obtained from an expanded criminal history check must be used in accordance with the Fair Credit Reporting Act (15 U.S.C. §§ 1681 *et seq.*) and any other applicable law.

Social Media

The School understands that social media can be a fun and rewarding way for employees to share their lives and opinions with family, friends, and co-workers around the world. However, use of social media also presents certain risks and carries with it certain responsibilities. To assist employees in making responsible decisions, the School has established this policy for appropriate use of social media.

For purposes of this policy, "social media" includes all means of communicating or posting information or content of any sort on the Internet, including to an employee's or someone else's web log or blog, journal or diary, personal web site, social networking or affinity web site, web bulletin board, or a chat room, whether or not associated or affiliated with the School, as well as any other form of electronic communication.

Employees are solely responsible for what they post online. Before creating online content, employees should consider the risks that are involved. Any conduct that adversely affects an employee's job performance, the performance of co-workers, or otherwise adversely affects other members of the School community or the School's legitimate interests may result in disciplinary action up to and including termination.

Know and Follow the Rules

Employees should review this policy, and ensure that their postings are consistent with *this policy]*. Inappropriate postings, including those that contain discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct, will not be tolerated and may subject an employee to disciplinary action up to and including termination.

Be Respectful

Employees should be fair and courteous to co-workers and other members of the School community. Also, employees should be aware that they are more likely to resolve work-related complaints by speaking directly with a co-worker or by contacting a supervisor than by posting complaints to a social media outlet.

Nevertheless, if an employee decides to post complaints or criticism, the employee should avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, threatening, intimidating, or that disparages co-workers or other members of the School community, including conduct that might constitute harassment or bullying. Examples of such conduct include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by applicable law or School policy.

Be Honest and Accurate

Employees should ensure they are always honest and accurate when posting information or news. If a mistake is made, the employee should correct it quickly. An employee should be open about any previous post that has been altered.

Employees should be aware that the Internet archives almost everything; therefore, even deleted postings can be searched. An employee should not post rumors or other information that the employee knows to be false about the School, co-workers, or other members of the School community.

Post Only Appropriate Content

Employees shall maintain the confidentiality of the School's private or confidential information, including identifiable student information. Employees should not post internal reports, procedures or other internal School-related communications.

Employees must respect all copyright and other intellectual property laws. For the School's protection, as well as the protection of employees, it is critical that employees show proper respect for the laws governing fair use of intellectual property. This applies to intellectual property owned by the School, as well as intellectual property owned by others.

An employee shall not create a link from the employee's blog, website, or other social networking site to the School's website without self-identifying as an employee of the School.

An employee should only express personal opinions. An employee must never self-identify as a spokesperson for the School. If the School or a School-related issue is the subject of the content the employee is creating, the employee should be clear and open about the fact that the employee is an employee of the School and make it clear that the employee's views do not represent those of the School or other members of the School community. In such instances it is best to include a disclaimer such as, "The postings on this site are my own and do not necessarily reflect the views of the School."

Using Social Media at Work

An employee shall refrain from using social media while on work time or on equipment provided by the School, unless it is work-related as authorized by the employee's supervisor.

An employee shall not use the School's email addresses to register on social networks, blogs, or other online tools designated for personal use.

Retaliation is Prohibited

The School prohibits taking adverse action against any employee for reporting a possible violation of this policy or for cooperating in an investigation. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

This Policy does not Apply to Protected Concerted Activity

This policy is not intended to prevent employees from engaging in discussions regarding their wages, hours, or working conditions with any other employee or engaging in protected concerted activity. Employees will not be disciplined or retaliated against for such discussions.

Resignation

Upon receiving a written resignation, the Education Director shall have authority to accept such resignation on behalf of the School, subject to ratification by the Board. Unless otherwise stated in the written resignation, the resignation will be effective immediately upon acceptance by the Education Director.

Article III
Operations

Student Records

Definitions:

"Educational record" shall mean all official files and documents directly related to a student maintained by the Corporation and intended for school use. This includes, but is not limited to identifying data, completed academic work completed, documents required for enrollment (for example: proof of residency, proof of age, immunization records) documents notifying levels of achievement (grades, standardized achievement test scores), attendance data, standardized test scores, aptitude and psychological test results, health data, family background information, staff observations, discipline reports, and verified reports of serious behavior patterns, and individualized education plans. "Records" means information or data recorded in any medium, including electronic documents, hard copies, emails, and audio and video recordings. "Educational record" shall not include:

a) Personal files maintained in the sole personal custody by licensed or certified staff or consultants used for their personal use and not maintained for general school use. Such records shall be the property of the person who makes them.

b) Student work product.

c) Communications that are privileged under federal or state law.

d) Records maintained by law enforcement for the purpose of law enforcement.

"Student" means any person who is or has been in attendance in the school and for which the school maintains educational records.

"Parent" or "Parents" shall mean the legally recognized biological parent or adoptive parent, custodian, or legal guardian of the student. With children of divorce or of unmarried parents, "parent" includes both custodial and non-custodial parents.

Maintenance of Records

Educational records should be housed in the school in which the student is enrolled. The custodians of the educational records are building principals who are responsible for collecting, maintaining, and disseminating education records. The building principal may designate teachers, administrative assistants, counselors, athletic directors, other administrators, school nurse to collect, maintain, and disseminate those types of education records appropriate for their responsibilities.

Right to Access

Parents, students eighteen (18) years of age or older, and those for whom records are otherwise maintained by the school (for example, alumni) shall have a right to inspect and review their (or their child's) education records and to make

copies. The requested materials should be made available within a reasonable time and the time for inspection shall be made by mutual agreement.

The contents of a student's records may be furnished to another person with the written consent of the student's parents or the student if 18 years of age or older. The person requesting the records shall specify the records to be released, the reasons the records are to be released, and to whom. To the extent reasonably possible, the school system shall release information to persons under this Section solely on the condition they will maintain the confidentiality of the information.

The school may not release information about a student (except directory information as discussed below) or grant access to education records, without the written consent of the parents or the student if 18 years of age or older except to or in accordance with the following:

(a) School personnel who have a legitimate educational interest in the student.

(b) Authorized government representatives, provided, however, that no personally identifiable information shall be included or information that would permit a student to be identified unless the collection of personally identifiable information is authorized by law.

(c) In compliance with a subpoena or court order, provided that the student or his parents are notified prior to the record being produced.

(d) An agency case worker or other representative of a State or local child welfare agency who has the right to access a student's records and when the agency or organization is legally responsible for the child's care and protection.

Where records contain information on more than one student, the parents, a student 18 years of age or older, any other person/entity receiving the record shall only receive the part of the record that pertains to the student at issue. If that cannot be reasonably accomplished, the requesting party shall be informed of the contents of the record or data that pertains to the student at issue without receiving the record.

Directory Information

The Corporation may release certain "directory information" without consent, to media organizations, colleges, civic or school-related organizations, or state or local governmental agencies. The directory information that the school may release, unless the parent requests specifically that this material be withheld, will include:

(a) Name, address, telephone number.

(b) Date of birth, hair and eye color, race, sex, height and weight, and grade level.

(c) Major field of study.

(d) Participation in school activities and sports.

(e) Dates of school attendance.

(f) Honors and awards.

(g) Other similar information: e.g., height and weight of athletes, honor roll members, information generally found in yearbooks.

(h) Pictures of students involved in school activities.

(i) Motor vehicle description and license plate number.

(j) Unlawful activities on or near school property to the appropriate agency.

(k) Recommended disciplinary action for school related offenses to the appropriate agency.

At the beginning of the school year, the school shall notify parents and students 18 years of age or older that the school will produce directory information, if requested from the entities identified above. The parents and students 18 years of age or older shall have 14 calendar days from the date of the notice to object in writing to the release of any of the above information.

Challenge to Records

A parent or student 18 years of age or older may challenge a record as being inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The following procedures are added if the parents or student 18 years of age or older seek to correct educational records:

(a) The parent or student 18 years of age or older should complete a written form describing their request to correct a record.

(b) The parents or student 18 years of age or older shall meet with the Corporation Lead Administrator or designee. If the Corporation Lead Administrator or designee decides a correction should be made, the correction should be forwarded the principal who shall see that all effected records are changed.

(c) In the event that the request is not resolved to the parent or student's satisfaction, they may request a further hearing into the matter. In this event, the Corporation Lead Administrator or the designee will appoint a "hearing examiner" to hold a hearing on the matter. The

request for a hearing shall be in writing. The parent or student 18 years of age or older shall have an opportunity to present evidence and may be represented by attorney at their expense. The hearing examiner shall have no direct interest in the situation and shall notify the parents or student 18 years of age or older of the procedures governing the hearing, including what rights the parents shall have and how the hearing will be recorded. Upon the conclusion of the hearing, the hearing examiner will issue a ruling within a reasonable period of time, and if the parents or students 18 years of age or older are not satisfied, they may appeal to the U.S. Department of Education.

Reporting Child Abuse and Neglect

School employees shall report any suspected child abuse and neglect. In compliance with IC 31-33-5-1 *et seq.*, any employee who has knowledge of suspected child abuse will report this knowledge to the Education Director. The counselor will be responsible for making a report to Child Protective Services (C.P.S.) and appropriate law enforcement. If the counselor is unavailable, the building administrator will make the report. The school counselor will be responsible for all follow-up communications with C.P.S. and any law enforcement officials and inform appropriate school personnel about the outcome of reported child abuse or neglect.

The law protects those who report suspected child abuse or neglect: those who report child abuse or neglect or who participate in any judicial proceeding or other proceeding resulting from such report is immune from any civil or criminal liability, provided that the individual is acting in good faith.

If investigators want to interview a student who is a suspected victim of abuse or neglect, the building principal shall determine whether or not the student's parents should be notified. If it is appropriate, the principal shall notify the parents of the time and place of the interview.

Retention of Records

The following parts of a student's education records shall be kept permanently:

(a) Name, address, telephone number.

(b) Those records required for enrollment (for example: proof of birth, proof of residency, immunization records).

(c) Attendance records and grades/transcripts.

(d) Standardized test results.

(e) Date of graduation, transfer, or withdrawal.

The following parts of a student's education records shall be kept for two years beyond the date the student graduates, transfers, or withdraws:

(a) Health and medical information, unless it must otherwise be destroyed according to law.

(b) Records concerning the rights and responsibilities of parents (for example: custodial or guardianship documents).

(c) Student's awards, honors, and recognitions.

(d) Discipline records.

(e) Records concerning identification, evaluation, or placement of disabled students.

Substantive emails concerning students, school policy, or other school-related issues shall be retained no less than three years.

All other records shall be retained no less than three years, unless they otherwise are required by law to be destroyed.

Operations

It is the policy of the Board that the Education Director shall be the school's purchasing agent.

The /Education Director may purchase up to $50,000 maximum for a single item or a group of similar items without seeking any quotes.

If the purchase is anticipated to be more than $50,000 but less than $150,000, the Education Director shall seek at least three price quotes and shall mail an invitation to quote to at least three persons known to deal in the lines of class of items to be purchased. The invitation to quote shall be mailed at least seven (7) days before the time fixed for receiving quotes. If the Education Director receives a satisfactory quote, he or she shall award the contract to the lowest responsible and responsive offeror. The Education Director may reject all quotes. If the Education Director does not receive a quote from a responsible and responsive offeror, the Education Director may make a purchase on the open market.

If the purchase is anticipated to be more than $150,000, then the Education Director shall obtain competitive bids and shall follow the bidding process described in IC 5-22-7-1 *et seq.*

Exceptions to the foregoing requirements may be permitted when purchasing from suppliers who have been awarded contracts with the State of Indiana or when making purchases from authorized State institutions.

Those purchases that are allowed for in the school's budget may be made upon the purchasing agent's authorization.

Community Use of School Facilities

The school's facilities are to primarily be used for school functions. When the school's facilities can be made available for other community use without interfering with school functions, the facilities will be available under the following guidelines.

Permitted Uses of School Facilities

The following uses are permitted:

(a) School related extra-curricular and co-curricular activities if at least one faculty member shall be continuously present.

(b) Civic and other community nonprofit organizations.

(c) Parent Teacher Organizations.

(d) Religious activities led by students provided that staff members do not organize or lead the activity or encourage, recommend, or endorse student participation, if at least one faculty or staff member agrees to be and is continuously present.

A fee may be charged for uses (b), (c), and (d), but the fee shall not exceed the cost to the school for allowing the use.

Prohibited Uses of School Facilities

The school facilities shall not be used for activities that:

(a) Violate or advocate violating school rules;

(b) Advocate violence or breaking the law;

(c) Present a substantial risk of injury to person or property;

(d) Are led by an organization or group that has failed in the past to use the school facilities in an appropriate manner; or

(e) Involve tobacco or alcohol use.

Procedures for Use of School Facilities

All requests to use school facilities shall be written and delivered to the Education Director. The Education Director shall determine whether the proposed activity is consistent with this policy. The Education Director may immediately terminate the use and require those in attendance to exit immediately. If an organization or group that intends to use school facilities is not covered by the school's liability insurance policies, the Education Director/ shall require the group or organization to execute in writing a release and indemnification agreement, agreeing to

hold the school harmless from all claims arising out of the group or organization's use of the facilities, including claims of any invitees of the group or organization.

No Tobacco Use

Smoking and all use of tobacco products are prohibited in all school facilities, in school-owned vehicles, and on school grounds, both during and outside regular school hours. Anyone who is seen smoking or using tobacco products on school property shall be asked to stop. If the individual does not comply, the individual shall be asked to leave and the violation may be referred to the Education Director/, or if the violation does not occur in or on schoolhouse grounds, to Education Director. Repeated violations may lead to the individual being asked to no longer enter school property.

Article IV
Students

Non-Discrimination, Equal Educational Opportunity, and Anti-Harassment

Policy Statement

The School will foster an educational environment that provides an equal educational opportunity for all students pursuant to all applicable federal, state, and local laws. The School follows all applicable federal, state, and local non-discrimination laws in its educational programs. The School does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or any other protected category specified in applicable federal, state, or local law.

Harassment is Prohibited

All students, administrators, and employees are responsible for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school grounds immediately before, during, or immediately after school hours; in any school program or activity taking place in school facilities, on school transportation, or at other off-campus locations, such as at school-sponsored field trips or a training program; or using property or equipment provided by the school, including school-owned computers and the school's computer network.

Anyone who believes that a student has been or is the victim of harassment is encouraged to immediately report the situation to an appropriate staff member such as a teacher, counselor, or the designated anti-harassment coordinator listed below.

The School has designated staff members as coordinators of non-discrimination and anti-harassment; their contact information is listed below. The coordinators are responsible for ensuring compliance with applicable federal and state law. The coordinators shall receive and process any formal complaints of discrimination or harassment based on a protected class, shall document all reports, and shall establish a recordkeeping protocol.

Title	**Name**	**Phone**	**Email**	**Mailing Address**	**Forms of Harassment Addressed by this Coordinator**
Section 504 Coordinator	*TBD*	*[insert information]*	*[insert information]*	*[insert information]*	Disability
Title IX Coordinator	*TBD*	*[insert information]*	*[insert information]*	*[insert information]*	Race
Title VI	*TBD]*	*[insert*	*[insert*	*[insert*	Gender

Coordinator		*information]*	*information]*	*information]*	
Anti-Harassment Coordinator	*TBD information]*	*[insert information]*	*[insert information]*	*[insert information]*	All other forms of harassment

Sexual Harassment

Students shall not engage in any activity to harass an employee or student through conduct or communications of a sexual nature.

"Sexual Harassment" is defined as unwelcome sexual advances, unwelcome requests for sexual favors, or other unwelcome verbal or physical conduct of a sexual nature when:

(a) Submission to such conduct is made a term or condition of employment or education;

(b) Submission to, or rejection of, such conduct is used as a basis for academic or employment decisions affecting that individual;

(c) Such conduct has the effect of unreasonably interfering with the individual's academic or professional performance or of creating a hostile or offensive work environment;

(d) Denial of an employment or educational opportunity occurs directly because an individual refused to submit to unwelcome requests for sexual favors made by a supervisor or teacher;

(e) Such conduct is engaged in by volunteers and/or non-employees over which the School has some degree of control of their behavior while on school property.

Examples of sexual harassment include the following:

(a) Verbal conduct of a sexual nature such as talking about sex or sexual feelings, telling sexual jokes or stories, making sexual comments or innuendoes, whistling or making other sexually suggestive sounds;

(b) Nonverbal conduct of a sexual nature such as displaying materials with sexually suggestive words or pictures, making sexual gestures, giving gifts or other items of a sexual nature, staring at a person's body or clothing, invading a person's space by standing closer than appropriate under the circumstances; or

(c) Physical conduct of a sexual nature such as touching, kissing, hugging, massaging, or brushing up against another person.

Legal Citation:

Indiana Civil Rights Act

Title VII of the Civil Rights Act of 1964

Americans with Disabilities Act

IC 20-33-1-1 to -7

Internet Safety (Children Internet Protection Act)

The School recognizes that making the Internet and related technology available may enhance the learning process, if such technology is appropriately accessed and safety procedures are implemented. This policy applies any time a student uses:

(a) a School-owned computer or other technological device to access the School network/internet connection;

(b) a School-owned computer or other technological device to access a private network/internet connection;

(c) a privately owned computer or other technological device to access the School network/internet connection; or

(d) a privately owned computer or other technological device to access a private network/internet connection while on School property.

The School shall provide age-appropriate education to students regarding safe and appropriate online behavior, including interacting with other individuals on the Internet and cyberbullying awareness and response. The School will implement technology protection measures such as filters that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or harmful to minors. In accordance with the Child Internet Protection Act, the School shall also design and implement measures to restrict minors' access inappropriate material, monitor the online activities of minors, and protect against the unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors. Web browsing may be monitored and web activity records may be retained indefinitely.

Students who engage in unauthorized access, including hacking and other unlawful online activities, will be subject to disciplinary rules and applicable criminal statutes.

Legal Citation:

47 U.S.C. § 254(h)(5)(B)-(C), 254(l)
20 U.S.C. § 6777
47 C.F.R. § 54.520(c)(1)(i)

Anti-Bullying

Bullying is **prohibited** by the Corporation. Students who commit any acts of bullying are subject to discipline including but not limited to suspension, expulsion, arrest, and/or prosecution.

Definition

"Bullying" is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically); physical acts committed; aggression; or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student, creating for the targeted student an objectively hostile school environment that:

(1) places the targeted student in reasonable fear of harm to his or her person or property;

(2) has a substantially detrimental effect on the targeted student's physical or mental health;

(3) has the effect of substantially interfering with the targeted student's academic performance; or

(4) has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Bullying does **not** include, and should not be interpreted to impose any burden or sanction on, the following:

- participating in a religious event;
- acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger;
- participating in an activity consisting of the exercise of a student's freedom of speech rights;
- participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one (1) or more adults;
- participating in an activity undertaken at the prior written direction of the student's parent; or
- engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.

Applicability

The Corporation prohibits bullying in all forms. This policy may be applied regardless of the physical location in which the bullying behavior occurred, whenever the individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within the Corporation and disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment. The Corporation prohibits bullying through the use of data or computer software that is accessed through any computer, computer system, or computer network.

Education

The Corporation will provide training and/or instruction on anti-bullying prevention and policy to all students in grades 1 through 12, as well as staff, in accordance with Indiana law.

Reporting

Anyone who believes that a student has possibly been or is the victim of bullying is encouraged to **immediately** report the situation to an appropriate staff member such as a teacher, school counselor, or administrator (including the Corporation Lead Administrator). All staff, volunteers, and contracted service providers who observe or receive a report of suspected bullying shall notify a designated school administrator in charge of receiving reports of suspected bullying within the same day. If a staff member does not know who to make a report to, he or she should report directly to the building principal or Corporation Lead Administrator. Bullying reports to the Department of Child Services and/or law enforcement must be made as required by law, such as when a staff member believes that a student is the victim of abuse or neglect. Any person who makes a report of bullying and requests to remain anonymous will not be personally identified as the reporter or complainant to extent permitted by law. The Corporation will act appropriately to discipline staff members, volunteers, or contracted service providers who receive a report of bullying and fail to initiate or conduct an investigation of a bullying incident and for persons who falsely report an incident of bullying. The Corporation will act appropriately to discipline students, staff members, visitors, or volunteers who make false reports of bullying.

Investigation

Once a report of suspected bullying is received by the designated school administrator, an expedited investigation shall follow. The investigation should be facilitated by the designated school administrator or other appropriate school staff. Information relating to the investigation will be gathered using means including, but not limited to: witness interviews, request for written witness statements, record identification and review, and an assessment of whether bullying occurred. The investigation will be initiated within one (1) school day of the report to the designated school administrator and will ordinarily be completed within ten (10) school days.

Intervention/ Responses

If a report of suspected bullying is substantiated through an investigation, then the Corporation shall take appropriate intervention and responses as consistent with policy and procedure. The Corporation will take prompt and effective steps reasonably calculated to stop the bullying, remedy the bullying, and prevent the bullying from recurring. Interventions and responses include, but are not limited to: separating the bully and the target; follow-up school counseling for the target; bullying education for the bully; and prompt disciplinary action against the bully. These steps should not penalize the target of the bullying. Disciplinary actions against the bully may include, but are not limited to: suspension and expulsion for students; discharge for employees; exclusion for parents, guests, volunteers, and contractors; and removal from any office for governing body members. Also, if the acts of bullying rise to the level of serious criminal offense the matter may be referred to law enforcement. The Corporation shall inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services.

Parental Involvement

Parents are encouraged to be involved in the process of minimizing bullying. Parents should report suspected acts of bullying to an appropriate school official. In addition, parents of students suspected of bullying will be notified with a phone call or through other appropriate means of communication. Conversely, parents of students suspected of being the target of acts of bullying will also be notified with a phone call or through other means of appropriate communication. Parent notifications will occur in an expedited manner within two (2) school days after the designated school administrator receives the report of suspected bullying. Parents of students who are disciplined for acts of bullying will be involved in the disciplinary process consistent with the law and Corporation policy.

Reporting to IDOE

Each school within the Corporation will record and report to the Corporation Lead Administrator or his or her designee the frequency of bullying incidents in the following categories: verbal bullying, physical bullying, social/relational bullying, and electronic/written communication bullying (or a combination or two or more of the above categories). The Corporation Lead Administrator or his or her designee shall report the number of bullying incidents by category for each school and the entire corporation for each school term to the Indiana Department of Education by July 1.

Legal Citations:

IC 5-2-10.1-12
IC 20-20-8-8
IC 20-26-5-34.2
IC 20-30-5-5.5
IC 20-33-8-0.2
IC 20-33-8-13.5
IC 20-34-6-1

IC 21-39-2-2.1

Social Media

The School recognizes that the Internet and related technology enhances the learning process, if such technology is appropriately accessed. Students are expected to use social media responsibly and employ their own good judgment. The School has a separate Social Media Policy that applies to all staff. Students are encouraged to review this policy for guidance on appropriate use of social media.

The School prohibits bullying through the use of data or computer software that is accessed through any computer, computer system, or computer network. Students using social media to bully or harass other students are subject to the Anti-Bullying Policy and discipline procedures. Students should alert a teacher or other staff member if they see threatening, inappropriate, or harmful content online (including messages, posts, images, etc.)

Student Health: Medication, Immunization, Wellness

Medication

No medication shall be administered without the written and dated consent of the student's parent or guardian. A student's parent or guardian shall be required to provide consent at least once every school year. The student's parent or guardian shall provide a copy of the physician's original prescription or pharmacy label and the School shall maintain such copy on file.

The School shall maintain medication in a secure location and administer medication in accordance with the physician's prescription. Only designated School employees shall be authorized to administer medication.

If the medication is to be terminated prior to the date on the prescription, the parent or guardian shall provide written and dated consent or withdraw of consent.

Legal Citation:

511 I.A.C. 7-36-9

Immunization

The parent or guardian of a student shall provide written proof of immunization not later than the first day of school in every grade, pursuant to Indiana law. A student without proper proof of immunization on the first day of attendance is considered in violation of Indiana law and will not be allowed to attend classes unless the School Nurse or a designee determines that the student qualifies for a waiver or extension as permitted by Indiana law.

The School shall maintain an immunization record of each student and shall annually file a written report to the State Board of Health and local board of health as required by Indiana law.

Legal Citations:

IC 20-34-3
IC 20-34-4

Wellness

The School is committed to establishing, maintaining, and evaluating a healthy school environment and student population. To this end, the School shall:

(a) Provide opportunities for nutrition education;

(b) Provide opportunities for physical activity;

(c) Establish nutrition guidelines for all foods available on School campus during the school day that are consistent with federal nutritional guidelines and promote student health and reduce childhood obesity;

(d) Provide students access to nutritious food and beverages;

(e) Require that all meals served by the School meet the federal nutritional guidelines issued by the U.S. Department of Agriculture and follow principals of the Dietary Guidelines for Americans; and

(f) Provide other school-based activities that promote student wellness.

The Education Director or a designee shall establish goals and procedures for the implementation of this policy. Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are permitted to participate in the development, implementation, and periodic review and update of this policy and procedures.

The Education Director or a designee shall ensure that this policy and procedures are duly implemented, complied with, and evaluated. The content and implementation of this policy and procedures shall be made available to the public.

On an annual basis, the Education Director or a designee shall assess this policy and procedures, including the extent to which the School is in compliance with the policy, the extent to which the policy compares to a model policy, and a description of the progress made in attaining the goals of the policy. The Education Director or a designee shall report to the Board on an annual basis an assessment of this policy and corresponding procedures. This assessment shall be made available to the public.

Legal Citation:

42 U.S.C § 1758b

Special Education

The School is committed to educating students with disabilities consistent with applicable federal and state law.

Least Restrictive Environment

The School recognizes the importance of educating students with disabilities in the least restrictive environment.

The School shall ensure to the maximum extent appropriate that students with disabilities are educated with nondisabled students and that students are removed from the general education environment only when the nature and severity of the disability is such that education in general education classes using supplementary aids and services cannot be satisfactorily achieved. The School shall ensure that a continuum of services is provided in order to meet the individual needs of students with disabilities, including supplementary services to be provided in conjunction with general education placement. In selecting the least restrictive environment, consideration shall be given to any potential harmful effect on the student or quality of services needed.

The student's case conference committee shall determine the placement in which a student will receive services, to be delivered in the least restrictive environment regardless of the identified disability.

The School shall take reasonable measures to see that students with disabilities are in classes and buildings with their chronological peers unless an alternative is determined appropriate by the student's case conference committee, as documented in the appropriate written notice. Students with disabilities shall not be removed from education in age-appropriate general education classes solely because of needed modifications in the general curriculum.

In addition, the School shall take reasonable measures to see that a student with a disability has an equal opportunity to participate with nondisabled students in nonacademic and extracurricular services and activities to the maximum extent possible.

The Special Education Director or a designee shall promulgate procedures to implement this policy.

Legal Citation:

511 I.A.C. 7-42-10

Special Education Transition Services

The School shall take reasonable measures to see that children participating in early intervention programs under Part C of the of the Individuals with Disabilities

Education Act experience a smooth and effective transition to early childhood special education under Part B of the Individuals with Disabilities Education Act .

The Special Education Director or a designee shall promulgate procedures to implement this policy.
Legal Citations:
511 I.A.C. 7-43-2
20 U.S.C. 1400 et. seq.

Procedural Safeguards

The Special Education Director or a designee shall establish and maintain procedures to provide reasonable safeguards with respect to the provision of special education services.

Legal Citation:

20 U.S.C. 1415(d), 34 C.F.R. 300.504

Article 7

Discipline for special education students is subject to the requirements of 20 U.S.C. 1415 *et seq.* and 511 I.A.C. 7-1-1 *et seq.*

The Special Education Director or a designee shall promulgate procedures and guidelines to implement this policy in accordance with IDEA and Article 7.

Enrollment and Residency Requirements

In accordance with state law, the School is a charter school open to any student who resides in Indiana. The School shall enroll any eligible student who submits a timely application for enrollment and shall not limit student admissions on the basis of any factor other than capacity or as otherwise authorized by law.

The School may limit new student admissions in order to ensure that a student who attends the School during the school year may continue to attend in subsequent years, and to allow the siblings of an enrolled student to attend the School.

If the School receives a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission. The School shall determine which of the applicants will be admitted to the School or the program, class, grade level, or building by a random drawing in a public meeting.

The Education Director or a designee shall promulgate procedures to implement this policy.

Legal Citation:

IC 20-24-5 *et seq.*

Restraint and Seclusion

As part of the emergency procedures in place in our school, no student will be restrained and/or placed in seclusion by school staff unless the student's behavior poses an imminent risk of injury to him/herself or others. However, significant violations of the law including assaults on students and staff must be reported to the police. As soon as possible after any such use of restraint and/or seclusion, the parents or guardian must be informed when any of these actions have occurred and be provided with a detailed account of the incident including the circumstances that led to the use of restraint and/or seclusion.

Discipline, Suspension, and Expulsion

Student Discipline: School's Obligations and Powers

Administrators, teachers, and the students themselves are responsible for fostering an environment that promotes desirable student behavior. Students must follow responsible directions from teachers and other school employees in all educational settings and refrain from disruptive behavior that interferes with the educational environment.

An administrator, teacher, or other staff member who has students under the individual's charge may take action toward a student that is reasonably necessary to carry out or prevent an interference with an educational function that the individual supervises. An administrator, teacher, or other staff member may remove a student for period not to exceed five (5) days from an educational function supervised by such individual.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for "student misconduct" or "substantial disobedience" as those terms are defined in the School's Education Director and the student misconduct or substantial disobedience in question occurs:

(a) On school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group;

(b) Off school grounds at a school activity, function, or event; or

(c) Traveling to or from school or a school activity, function, or event.

Notwithstanding the foregoing or the maximum term of an expulsion specified below, a student who is identified as bringing a firearm (as defined by IC 35-47-1-5) or destructive device (as defined by IC 35-47.5-2-4) to school or on school property, or who is in possession of a firearm or destructive device on school property, shall be expelled for at least one (1) calendar year, with the return of the student to be at the beginning of the first school semester after the end of the one (1) year period. The Education Director may modify the period of expulsion on a case-by-case basis for any student expelled for a violation of this paragraph.

Notwithstanding the foregoing or the maximum term of an expulsion specified below, a student who is identified as brining a deadly weapon (as defined by IC 35-31.5-2-86) to school or on school property, or who is in possession of a deadly weapon on school property, may be expelled for not more than one (1) calendar year.

Procedure for Suspension

The Education Director may suspend a student for not more than ten (10) school days provided the student has the opportunity for a meeting with the Education Director/, during which the student is entitled to the following:

(a) A written or an oral statement of the charges against the student;

(b) If the student denies the charges, a summary of the evidence against the student; and

(c) An opportunity for the student to explain the student's conduct.

If the conduct in question requires immediate removal of the student, the meeting mentioned above must occur as soon as reasonably possible after the student's suspension. Following a suspension, the Education Director shall send a written statement to the parent of the suspended student describing the student's misconduct and the action taken by the Education Director.

Notwithstanding the foregoing paragraph, a Education Director may suspend a student for more than ten (10) days provided such suspension is pending expulsion and the Education Director determines that such continued suspension will prevent or substantially reduce the risk of:

(a) Interference with an educational function or school purposes; or

(b) A physical injury to the student, other students, school employees, or visitors of the school.

Procedure for Expulsion

The Education Director may conduct an expulsion meeting or appoint legal counsel or a member of the Education Director's administrative staff, provided such member has not expelled the student in question during the current school year and was not involved in the events giving rise to the current expulsion. The Education Director or appointed person may issue subpoenas, compel the attendance of witnesses, and administer oaths to those giving testimony at the expulsion meeting.

Prior to the expulsion meeting, the Education Director or appointed person must give the student and the student's parent notice of their right to appear at the expulsion meeting. Such notice must meet the following requirements:

(a) Provided by certified mail or personal delivery;

(b) Contain the reasons for the expulsion; and

(c) Contain the procedure for requesting an expulsion meeting.

If the student or student's parent fails to request and appear at an expulsion meeting within ten (10) days after receiving notice, then the student and the student's parent forfeit all rights to contest and appeal the expulsion. Notice shall be deemed to have been provided when sent by certified mail or personally delivered to the student and the student's parent.

If the student or the student's parent request an expulsion meeting, the Education Director or appointed person shall conduct the expulsion meeting and, within a reasonable time following the meeting's conclusion, perform the following:

(a) Issue a written summary of the evidence heard at the expulsion meeting;

(b) Take action the individual finds appropriate; and

(c) Give notice of the action taken to the student and the student's parent.

Within ten (10) days of receipt of the action taken, the student or the student's parent may submit a written appeal to the Board. Within a reasonable time following receipt of a written appeal, the Board shall hold a meeting to consider:

(a) The written summary of the evidence issued by the Education Director or appointed person; and

(b) The arguments of the person advocating for expulsion and the student or the student's parent.

Upon considering these items, the Board may take action it finds appropriate.

The student or the student's parent may seek judicial review of an expulsion decision as provided by IC 20-33-8-21.

Maximum Term of Expulsion

Except for misconduct specified above relating to a firearm, explosive device, or deadly weapon, a student may not be expelled for a longer period than the remainder of the school year in which the expulsion took effect if the misconduct occurs during the first semester. If a student is expelled during the second semester, the expulsion remains in effect for the summer school (if applicable) and may remain in effect for the first semester of the following school year.

Special Disciplinary Rules for Students with Disabilities

Notwithstanding the foregoing or any other law or policy, a suspension, expulsion, or other disciplinary action against a student who is a child with a disability (as defined by IC 20-35-1-2) is subject to the procedural requirements of 20 U.S.C. 1415 *et seq.* and 511 I.A.C. 7-1-1 *et seq.*

Student Attendance

The School shall establish student entrance requirements consistent with state law. Recognizing that absence from school affects a student's academic progress, the School requires all enrolled students to attend school regularly in accordance with state law. Students shall be present and on time for each school day, each class, and each activity, unless such attendance is excused.

The School shall report habitually truant students to the Bureau of Motor Vehicles in accordance with state law.

The Education Director or a designee shall promulgate procedures to implement this policy. Such procedures shall include the following:

(a) Obtaining proper documentation from a student initially enrolling in the School, including guidelines for requesting and acquiring educational records from the school last attended by an enrolling student;

(b) Excused and unexcused reasons for absence;

(c) Guidelines when a student withdraws from school before age eighteen (18), including exit interviews and written acknowledgment of withdrawal;

(d) Reporting habitually truant students to the Bureau of Motor Vehicles;

(e) Reporting suspected missing children to the Indiana clearinghouse in accordance with IC 20-33-2-10.

Legal Citation:

IC 20-33-1-1 et seq.
511 I.A.C. 1-3-1 and -2

Homeless Students

The School recognizes the barriers to education faced by homeless youth and children. In accordance with the federal McKinney-Vento Homeless Assistance Act, the School will work with homeless students and their families to the extent practical to ensure stability in school attendance and other services.

Definition

"Homeless children and youth" are defined as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children who:

(a) are "doubled up" (sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason);

(b) are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;

(c) are living in emergency or transitional shelters;

(d) are abandoned in hospitals;

(e) are awaiting foster care placement;

(f) have a primary nighttime residence that is not designed for, or ordinarily used as, a regular sleeping accommodation for humans;

(g) are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(h) are migratory children who qualify as homeless because they are living in circumstances described above.

Prohibition against Segregation and Stigmatization

The School shall not segregate a homeless child or youth in a separate school, or in a separate program within a school, based on the student's status as homeless. The School shall adopt procedures to ensure that homeless students are not isolated or stigmatized based on their status as homeless.

Homeless students will be provided School services and programs for which they are eligible.

"Best Interest" Determination

The School shall make placement determinations on the basis of the "best interest" of the student. The School shall, to the extent feasible, keep a homeless student in the school of origin while they remain homeless or until the end of the academic year, unless doing so is contrary to the wishes of the student's parent or guardian. If a dispute arises over school selection or placement, the school in which enrollment is sought by the parent or guardian shall immediately enroll the homeless student, pending resolution of the dispute. The parent, guardian, or unaccompanied youth will be informed of the corporation's decision and their appeal rights in writing. The School's liaison will execute the dispute resolution in accordance with state law.

If the School is selected on the basis of a "best interest determination," the School shall immediately enroll the homeless student, even if the student is unable to produce the records normally required for enrollment (such as previous academic records, medical records, proof of residency, birth certificates, or other documentation). The School will immediately contact the school last attended by the student to obtain relevant educational or immunization records. Emergency contact information may be required at the time of enrollment.

Transportation

At the request of the homeless student's parent or guardian (or in the case of the unaccompanied youth, the liaison), the School shall ensure that transportation is provided to and from the school of origin to the school where they are to be enrolled.

If the School of origin is a different Corporation, or a homeless student is living in another Corporation but will attend this School, the two schools will coordinate upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the schools cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.

Liaison and Reporting

The School shall designate a staff member to serve a liaison between homeless families and school staff, school administration, shelter workers, and other service providers.

The School shall comply with all reporting requirements under state and federal law. Homeless students will be provided a written statement of their educational rights when they enroll in the School and at least two times per year.

The School shall post information regarding the educational rights of homeless students in the community, schools, and other places that homeless families may frequent.

Procedures

The Education Director or a designee shall promulgate procedures to implement this policy. These procedures shall include, but are not limited to:

(a) easing the tracking, obtaining, and transferring a homeless student's educational records;

(b) effective systematic transportation procedures for homeless students;

(c) necessary steps to protect children who are victims of domestic violence, such as protecting children's identity in school database systems and arranging for anonymous pick-up and drop-off locations for school buses;

(d) resolution procedures and rights to resolve disputes over enrollment;

(e) the role and duties of the homeless liaison, in compliance with federal and state law; and

(f) reaching out to the community to ensure homeless students and their families are aware of their educational rights.

Legal citation:

42 U.S.C. 11432

ATTACHMENT 13

Statement of Assurances

Statement of Assurances

The charter school (Organizer) agrees to comply to all of the following provisions: (*Read and check*)

☑ 1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with the application and to provide such additional information as required.

☑ 2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

☑ 3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.

☑ 4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

☑ 5. Organizer will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.

☑ 6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

☑ 7. Organizer shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

☑ 8. Organizer will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.

☑ 9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date

of final payment. BSU must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits

☑ 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.

☑ 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.

☑ 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.

☑ 13. Organizer will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.

☑ 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to BSU, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.

☑ 15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

Signature

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Organizer Authorized Representative	Date
, LCSW	03/23/17

ATTACHMENT 14

Board Member Information Sheet

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Dynamic Minds Academy (DMA)

2. Full name: Julie Brant Gordon
   Home Address: 10139 N 50 W, Fortville, Indiana 46040
   Business Name and Address: The Hope Source, Inc. 7739 E 88th Street, Indianapolis, Indiana 46256 (legal address)

   Telephone No.: 317-514-1838
   E-mail address: Julie@asdhopesource.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
   ☐ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   X☐ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school? *Dynamic Minds Academy has been my vision since 2013 when The Hope Source began its first partnership with an online charter school to help serve our clients with Autism Spectrum Disorder. I feel that my presence on the Board is essential to maintaining and carrying out the vision of the school.*

6. What is your understanding of the appropriate role of a public charter school board member? *A public charter board member is a critical piece to a collective governing body. Like our intended holistic approach, it is important that a board member bring his/her own talents, expertise, and perspective to form a diverse and thorough group. The board*

member should be confident in speaking and educating other members of the board on areas they feel most skilled in to ensure the public population that we are serving is represented as much as possible.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *While I do not have experience as a board member, I have solely owned a small business for 10 years. The business currently has over 50 employees and a 4 million dollar operating budget. Through my experience in running a company, I have learned hard lessons and evolved my strategies to ensure that my business, staff and clients are healthy and thriving.*

8. Describe the specific knowledge and experience that you would bring to the board. *As a licensed clinician, ethical standards are the top priority. I have extensive experience in training on these standards and well as upholding them. As a board member, I feel that strict understanding of "Dual Relationships", "Conflict of Interest" and the confidentiality and privacy laws that govern healthcare, will help guide the ethical standards of the board.*

   In addition, I bring my knowledge of managing the high therapeutic and educational needs of special education students with Autism Spectrum. I began this journey 16 years ago, supporting them in their homes, as aides in schools, as a family counselor, as an intensive treatment supervisor and as their educational alternative. I understand the needs of both the student and the family across the school-age span.

   I have also had the experience of working with other public charter schools for the last 3-4 years. While seeing the administrative problems as well as them being very hands off of our first partnership, I learned quite a bit about funding formulas, IEPs, management companies, enrollment processes and basic charter operations. The students thrived with our hybrid model and it was my staff doing all the work. Our current partnership with Options Charter School has been a great success and I have learned even more from working closely with an established charter school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *DMA's mission is to bridge the gap between treatment and education for students with Autism Spectrum and related disorders. Right now, families have a choice between intensive treatments or a traditional public school model – choices that may no longer be good fits for their child's needs. Our belief is that in the optimal environment of trained staff the areas that prevents the student from being successful in traditional schools – from behavior management to social opportunity.*

2. What is your understanding of the school's proposed educational program? *The educational program will be 3 fold to best meet the unique learning styles of students with ASD: Online Curriculum, Project-Based Learning and Independent Concepts Instruction. This way the students are learning in a variety of meaningful methods and applications.*

3. What do you believe to be the characteristics of a successful school? *A successful school is a school that puts the students' needs first. One that finds a way to adjust to new challenges that are presented in society, population or culture. One that students feel safe,*

supported and challenged. One that staff believes in the mission and is supported in upholding it.

4. How will you know that the school is succeeding (or not) in its mission? *The mission should be broken down and defined. What does the gap look like? What does evidence-based practice (EBP) look like? When do we know when to change EBP's for a student, a classroom or school-wide? By defining the mission, a rubric can be developed to measure the mission against.*

Governance

1. Describe the role that the board will play in the school's operation. *The Boards role in DMA is to ensure the mission, vision, standards and protocols are defined and maintained. In addition, I see the Board as a "checks and balances" due to the nature of working with other entities and providers so closely.*

2. How will you know if the school is successful at the end of the first year of operation? *The Board should develop a rubric which we should measure our defined goals against at the end of each quarter, semester and/or year. The rubric should include enrollment, student progress on standardized and non-standardized testing, parent satisfaction, budget items and other areas that match DMA's mission and vision.*

3. How will you know at the end of four years if the school is successful? *In addition to the rubric, the Board should elect to use SMART Goals to determine short and long term success. (For example, one goal could be parent satisfaction increases by X. The enrollment packet can include parent satisfaction or related survey and given each subsequent year.)*

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *By using clearly defined goals with the above tools, the Board can analyze the success and make recommendations and develop strategies to remedy any areas that need improvement.*

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *I would recommend the Board proceed as I would with ethical violations in my clinic: If there is a gross and clear ethical violation, the Board should vote for immediate termination of membership. If there is an ethical concern, the concern should be discussed in a one-on-one manner with terms for improvement drafted and voted on by the Board. If no progress has been made or the member makes another violation, immediate termination may be warranted.*

   I strongly believe that ethics should be discussed regular at every meeting in order to prevent misconduct or to refer to in situations that result in termination.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. X☐ Yes
Joel Harris and Doug Downey have been consumers of The Hope Source services. Matt Jackson has been assisting The Hope Source with its commercial realty since 2007.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two
years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. X☐ Yes *The proposed school director, Lisa Chandler, has been an employee of The Hope Source since 2009, working directly under me. In addition, I will have been an employer of any other currently employed teachers or administrative personal that will be transferring to DMA.*

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☐ I / we do not anticipate conducting any such business. X☐ Yes *As the owner of The Hope Source, I will be conducting business with DMA to provide the therapeutic side of the hybrid program as long as the Board deems the partnership to be a success.*

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. X☐ Yes *Kevin Davis of Indiana Charters and I have worked together within the partnership of The Hope Source and Options Charter School.*

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ Does not apply to me, my spouse or family. X☐ Yes *One of my siblings is employed as a Team Leader at The Hope Source who plans to partner with DMA.*

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☐ None X☐ Yes *Due to my ownership of The Hope Source, a partnership essential to upholding the model for the charter school, I will have many conflicts of interests arise that I will be diligent in ensuring that I maintain an "arm's length" and excuse myself on Board decisions that my benefit my company financially.*
Additionally, there will be "dual relationship" ethical standards that exist from having two Board members as current consumers of The Hope Source services. All releases will need to be filed and it will be my responsibility to maintain strict ethical standards while serving with them.

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for _____ Charter School is true and correct in every respect.

_____ _____
Signature Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Dynamic Minds Academy (DMA)

2. Full name: Douglas M Downey
   Home Address: 9925 Northwind Circle, Indianapolis, IN 46256
   Business Name and Address: HighPoint Global 300 N. Meridian Street, Suite 190 Indianapolis, IN 46204

   Telephone No.: 317-590-7276
   E-mail address: dougdowney@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
   ✓ ☑ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   ✓ ☑ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school? *As a parent of a child with Autism, I have a very motivated desire to help shape schools the DMA. If I can serve on this board, I can influence the overall curriculum and culture of this school.*

6. What is your understanding of the appropriate role of a public charter school board member? *My understanding of the board member is to provide governance to the school. Provide oversight to the administrators. I believe that a board member should offer skills and talents to the board, the school administration and ultimately - the students.*

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have over 20 years of experience in operational, healthcare, and information technology project management. This includes strong skills and talent in communications, stakeholder management, finance, and operations. My most recent position produces and delivers curricula products to 1-800-Medicare callers/beneficiaries. It is the project management and communications experience that I have that I believe will be my strengths by serving on the board.

8. Describe the specific knowledge and experience that you would bring to the board.

As a parent of a child with Autism, I will bring a knowledge of the parent and family experience and perspective. That includes communications that a family attending the school require.

As a professional, having an operational background in project management. I hope to bring a project based approach to the board. That includes understanding the risk and benefit to actions taken by the board and overall stakeholder impacts.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

It is my understanding that DMA's mission is to focus on treatment and education for students with Autism Spectrum and related disorders. As a parent of a child this mission is extremely appealing. I have had a child at a treatment center that was solely focused on the ABA therapies, but very lax on education. I have had my child in a school, where the educators were just not current on treatment (nor was it in their job). The mission of this school is unique because it aims to strike that balance between academics and treatment.

2. What is your understanding of the school's proposed educational program?

From what I have been told, the educational program will be 3-fold approach. ASD: Online Curriculum, Project-Based Learning and Independent Concepts Instruction.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school is student focused. By that I mean the needs to the student are a priority. Followed very closely behind by the entire family of the student plus the overall culture and morale of the staff. That last point deserves a bit more elaboration. The culture must be such that DMA attracts and retains the best staff possible to achieve positive student and family outcomes.

4. How will you know that the school is succeeding (or not) in its mission?

The success of the school should be broken down into goals that are measurable. From Family and Staff satisfaction to student achievement.

Governance

1. Describe the role that the board will play in the school's operation.

   The Boards role in DMA is to ensure the mission, vision, standards and protocols are defined and maintained. In addition, I see the Board as a "checks and balances" due to the nature of working with other entities and providers so closely.

2. How will you know if the school is successful at the end of the first year of operation?

   I would refer to goals that were set by the board and assessed at least annually with tangible metrics.

3. How will you know at the end of four years if the school is successful?

   Metrics around improved student outcomes. Financial health. Staff retention rates and enrollment rates.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   By using clearly defined goals with the above tools, the Board can analyze the success and make recommendations and develop strategies to remedy any areas that need improvement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   I would gather evidence to support my claim of unethical behavior and act upon that in full transparency of the board. I would recommend a total board investigation if needed but certainly recommend termination from the board. I would have a very low tolerance for unethical behavior.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☑ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two
   years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☑ Yes I have a child at the School. Therefore, I know many on the staff

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of

your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☑ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☑ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☑ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☑ I / we do not know any such persons. ☐ Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☑ N/A ☑ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☑ N/A ☑ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☑ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☑ None ☐ Yes

Certification

I, Douglas M. Downey, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for DMA Charter School is true and correct in every respect.

Signature

3/23/2017
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: *Dynamic Minds Academy (DMA)*

2. Full name: Joel E. Harris
   Home Address: 6074 N. Carroll Rd., Indianapolis, IN 46235
   Business Name and Address: DAX Intelligence, 6074 N. Carroll Rd., Indianapolis, IN 46235

   Telephone No.: 317-840-9996
   E-mail address: youthgrunt@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
   ☒ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   ☒ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?
   I want to help facilitate merging of the educational and therapeutic aspects of working with students on the autism spectrum. I want to help Dynamic Minds Academy extend their approach to as many students as can be effectively helped. I hope to be able to bring the experiences that I have in business, technology, and as a parent of an autism spectrum child to provide a unique perspective to the board of Dynamic Minds Academy in a unique and useful way.

6. What is your understanding of the appropriate role of a public charter school board member?

- Look out for the best interests of the students of the school
- Be an overseer for the financial accountability of public tax money
- Accountable for the performance of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   I have run a business which included working closely with a board of directors. I have been involved with setting up business processes for several other businesses. I have also worked as a project manager coordinating the activities of many team members.

8. Describe the specific knowledge and experience that you would bring to the board.

   My time running a business and working with business processes will be an asset to the board. My son is on the autism spectrum and has had several years of therapy utilizing the approach that Dynamic Minds Academy will use. My wife and I have worked very closely with The Hope Source and are very familiar with the philosophy.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   Dynamic Minds Academy will focus on being a bridge between treatment and education, focusing on students on the autism spectrum. Among the guiding beliefs are that many students on the autism spectrum need both intensive treatment programs as well as educational approaches that are individualized and adapted to the individual student's needs.

2. What is your understanding of the school's proposed educational program?
   It will provide an educational environment that can fit with the intensive treatments that the students need. The educational program will try to provide various approaches to meet the different learning styles of the students on the autism spectrum. The program will include online learning and project-based learning.

3. What do you believe to be the characteristics of a successful school?
   A successful school is one that adapts to the needs of the student and the student's families and provides for continuous improvement in the student's educational and behavioral goals. It encourages active parental participation in the education of their child. It also provides for a positive work environment.

4. How will you know that the school is succeeding (or not) in its mission?
   Various measures should be created in all key areas of the mission and success criteria.

Governance

1. Describe the role that the board will play in the school's operation.
   Insure that measures of success are created and measured. Make sure that proper processes are defined and followed by the school. Continually review the mission and vision to make sure that they are fitting to the current situations. Provide perspective and guidance to school management when appropriate.

2. How will you know if the school is successful at the end of the first year of operation?
Several measures should be created by the board soon after formation. Measures should include first year enrolment, reenrollment for second year, test scores, satisfaction surveys, and financial performance.

3. How will you know at the end of four years if the school is successful?
Annual measures should be created by the board that measure year over year growth and improvement.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Clearly defining the goals and expectations of school management. Making sure that the school has the tools and resources necessary to reach those goals.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Initial contact should be made one-on-one with the member or members of the board to clarify the situation and behavior. If the concern is founded, then the board should be informed of the breach and formal remedies should be sought through the action of the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
My wife and I have been clients of Julie Brant Gordon at The Hope Source since its inception.
Our son was a patient of Dr. Mary Lou Hulseman for a short period.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I / we do not know any such persons. ☒ Yes
My wife and I have been clients of Julie Brant Gordon at The Hope Source since its inception.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Joel E. Harris, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Dynamic Minds Academy Charter School is true and correct in every respect.

Joel E. Harris 3/23/2017

Signature Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Dynamic Minds Academy (DMA)

2. Full name: Matthew Lucas Jackson
   Home Address: 690 N. 600 W. Lebanon, In 46052
   Business Name and Address: Jackson Investment Group, 425 W. South Street, Indianapolis, IN 46225

   Telephone No.: 317.340.3969
   E-mail address: mjackson@jacksonig.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
   ☒ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   ☒ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school? The concept for this Charter is very much needed in our community and I want to be a resource for the school now and for years to come. I think that my experience on the facilities side of business would be a strong asset to have on the board.

6. What is your understanding of the appropriate role of a public charter school board member? I know my role would include helping the board come to decisions on how best to support the client base that our school would be servicing. I also believe that the assemblage of the board will showcase the multiple backgrounds of the members

allowing for the varied thoughts that will bring about the best consensus ideas for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. In addition to owning my business, which I have operated for four years, I have served on a Little League Baseball board. While the purpose would be different, I believe the structure will be the same. During that time I utilized my personal network to maximize the leagues ability to provide a solid product for the children of the league. Working with the other board members was something I enjoyed to do this was something I enjoyed.

8. Describe the specific knowledge and experience that you would bring to the board. I have been an active member in the Commercial Real Estate community for 12 years now, starting my own company in 2013. My experience in real estate, facilities and operating expense management would bring to the board the knowledge of how to help the school operate as efficiently as possible in a building/facility.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The mission would be to provide the appropriate schooling for children and teens that are unable to flourish in the school systems they are currently placed in – namely public schools.

2. What is your understanding of the school's proposed educational program? There will be a three pronged method including online curriculum, project-based learning and independent concepts instruction.

3. What do you believe to be the characteristics of a successful school? For me atmosphere is vital. A child must feel welcomed and safe to put them in a position to succeed. In addition, a sense of community and teamwork is very important and I believe that is what this charter will be able to provide.

4. How will you know that the school is succeeding (or not) in its mission? By being an active participant and staying in contact with the leadership team along with analysis of progress driven analytics.

Governance

1. Describe the role that the board will play in the school's operation. Helping the charter achieve is mission and goal while also helping with the operations.

2. How will you know if the school is successful at the end of the first year of operation? I believe we will develop a rubric to help measure our defined goals.

3. How will you know at the end of four years if the school is successful? In addition to the rubric, the board will work with the school leaders to create goals that we can survey parents on to determine if we are meeting those goals and expectations.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The board will need to incorporate the vision and goals

stated into the everyday operations and fabric of the charter. I believe that a regular analysis of goals versus progress will allow us to ENSURE the success of the charter.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I believe if there is more than one member that feels this way that the rest of the board should address the matter immediately and determine if said board member is or is not acting in the best interest of the charter. If its determined by a vote that they are not, I would recommend immediate removal of that member from the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two
years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I / we do not know any such persons. ☒ Yes I would be part of the ownership group that would be the Landlord for the charter.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☐ I / we do not anticipate conducting any such business. ☒ Yes I would be part of the ownership group that would be the Landlord for the charter.

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any

business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Matthew L. Jackson, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Dynamic Minds Academy Charter School is true and correct in every respect.

Signature

3/22/17
Date

ATTACHMENT 15

Proposed Conflict of Interest and Code of Ethics Policies

Conflicts of Interest

7.1 *Purpose and Provisions.* It is the policy of the Corporation and its Board that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole blood, half blood, or marriage), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or a relative owns a significant financial interest or by which the officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved by, the Board.

(e) Should the Board elect to engage an educational management organization ("EMO"), Charter Management Organization ("CMO") to manage the School's operations, or and Educational Services Provider ("ESP") to provide specific educational services, no director of the Board or any of their respective spouses or immediate family members may have any direct or indirect ownership, employment, contractual or management interest in such EMO, CMO or ESP. All directors of the Board shall thoroughly familiarize themselves with the contract between the Corporation and the EMO,CMO or ESP and the rights and responsibilities of the parties thereunder.

(f) The Board shall require the Corporation's directors, officers, and employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board shall be responsible for oversight of all

disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

7.2 *Effect of Conflicting Provisions.* The failure of the Corporation, its Board, or any of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

7.3 *Compensation.* No director of the Board shall receive any compensation for serving in such office; provided that, the Corporation may reimburse any director of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the Corporation shall be construed as a gift to the Corporation.

ATTACHMENT 16

Proposed ESP Term Sheet
Draft ESP Agreement

Educational Service Provider

Proposed TERM SHEET

Parties:

Indiana Charters LLC, an Indiana domestic limited liability Educational Services Provider doing business at 17054 Kirkland Dr., Westfield, Indiana 46074, (the "Educational Services Provider") and Dynamic Minds Academy, an Indiana domestic non-profit corporation located at 8350 Craig Sheet, Indianapolis, IN 46250 (the "Organizer")

Service Charge:

Pre-operational	$ 5,000
Year one:	$103,800 + per course computer-based instructional fees estimated at $40,000
Year two:	$108,000 + per course computer-based instructional fees estimated at $50,000
Year three:	$108,000 + per course computer-based instructional fees estimated at $60,000

Services Provided:

Year One: Under the direction of Organizer, Educational Services Provider (ESP) will provide the following products and services:

1. **Full Board Policy Template aligned to Indiana Code:** Organizer may alter the template to meet the needs of the organization. Consultation is included at no additional charge.
2. **Assistance, consultation and training for the setup of all operational processes for the school's bookkeeping and accounting system:** Organizer will provide a qualified bookkeeper or accountant. ESP will provide one-on-one training at the school or Organizer's chosen location. The training will be concentrated during the setup phase, but Organizer will have access to ongoing support and assistance throughout the term of this agreement. Time is estimated at three full days of training and setup prior to commencement of financial operations. Ongoing support will include phone support and in-person visitation as deemed necessary to support all aspects of the financial operation of the school.

3. **Form 9 Preparation and Training:** ESP will provide support and assistance for the form 9 submission.
4. **Data Management Services:** On behalf of the organizer, ESP will gather required signatures, prepare and file all required reports to the Indiana Department of Education, Ball State University, and other state and federal agencies as needed. ESP will present reported data to the Organizer's Board of Directors monthly.
5. **Grant Management:** On behalf of Organizer, ESP will apply for and manage state, federal and private foundation grants including reporting, compliance and cash flow management.
6. **Special Education Director:** ESP will provide a special education director to work both onsite and through digital communications to ensure that the school's special education program provides necessary services for students with disabilities. He/she will work with the school's on-site special education director, special education teacher(s) parents, general education teachers, instructional assistants, and administrators to develop and implement individualized education plans to meet the needs of students with special needs; and ensure compliance with all federal, state and school special education requirements. The Special Education Director will provide documented training to all staff.
7. **Staff Development:** ESP in conjunction with the school leader will manage the staff development processes and timelines needed to fully and effectively implement the educational program as described in the charter application. ESP will provide teaching and learning support at no charge when able to do so within its own organization (e.g. special education training). When outside experts and trainers are needed, ESP and Organizer will work together to find effective and cost-efficient personnel to provide the service.
8. **Registrar / Student Information System:** ESP will assist in setup and maintenance of Organizer's student information system working directly with school's administration and staff to manage student records in accordance with FERPA. On behalf of organizer, ESP will compile and report data as required by the IDOE and authorizer.
9. **Administrative Assistance and Mentoring:** ESP is fully committed to assisting the school in all operational practices. Kevin Davis, or his qualified appointee will be on-call 24 hours a day, seven days a week for both emergency consultation and on-going support in any and all operational areas involved with the effective management of the school.
10. **Board meetings:** ESP will attend all board meetings to report general operational activities.

Year two and year three: The contract will be updated to reflect the most efficient and effective use of Organizer's resources.

Organizer Power and Responsibilities / Conditions for Renewal:

Although it is the will of both parties to maintain the contractual relationship through the first three years of the school's operation, Educational Service Provider performs its duties under the direction of, and at the will of Organizer. As specified in the contract, either Organizer of ESP may terminate the contract for any reason by notifying the other party in writing 60 days prior to the termination date. At any time, Organizer may extend the term of the contract during the third year of operation.

Evaluation: Organizer shall evaluate the performance of Educational Service Provider at least annually before June 30 of each operational year. Evaluation measures shall include, but not be limited to 1) performance of duties as outlined in contract 2) school performance as measured by charter agreement with authorizer 3) financial performance and compliance 4) administrative support 5) Communication with board and administration.

REMAINDER OF THIS PAGE LEFT INTENTIONALLY BLANK

INDIANA CHARTERS LLC EDUCATIONAL SERVICES PROVIDER AGREEMENT:

This Agreement ("Agreement") is made and entered into as of the __ of _____, 20__ by and between Indiana Charters LLC, an Indiana domestic limited liability Educational Services Provider doing business at 17054 Kirklin Dr., Westfield, Indiana 46074, (the "Educational Services Provider") and Synamic Minds Academy an Indiana domestic non-profit corporation located at 8350 Craig Street, Indianapolis, IN 46250

Recitals

Whereas, Dynamic Minds Academy is a charter school Organizer under Indiana Code 20-24-1-7 and wishes to obtain the services of an Educational Services Provider to provide specific educational services in order to assist it in operating a charter school in the State of Indiana, specifically, Dynamic Minds Academy, and to provide further consultative and support services during the pre-opening phase and its first year of the school's operation; and

Whereas, Indiana Charters LLC is an Educational Service Provider under Indiana Code 20-24-1-6.1 and is qualified to provide the services needed by the Organizer and agrees to render these services pursuant to the terms of this Agreement;

THEREFORE, consideration of the mutual promises set forth in this contract, it is agreed by and between the Educational Services Provider and the Organizer as follows:

1.0 Retention of Educational Services Provider; Description of Services

Effective as of the date of this Agreement, Organizer shall retain the services of Indiana Charters LLC as an Educational Services Provider, and Indiana Charters LLC hereby accepts such relationship, upon the terms and conditions set forth in this Agreement. Indiana Charters LLC will perform consulting, advisory services on behalf of the Organizer to operate a charter school to be known as Dynamic Minds Academy and to be located in the town of Indianapolis, State of Indiana. As Educational Services Provider, Indiana Charters LLC shall further perform financial, administrative, and general operational support services on behalf of the Organizer during the first two (3) years of said charter school's operation.

Specifically, as Educational Services Provider, Indiana Charters LLC agrees to provide the following services and act in the identified administrative capacities as may be needed by the Organizer during the startup process and the first twelve (12) months of Dynamic Mind Academy's operation:

A) **Data Management Services**: Indiana Department of Education data reporting, federal reporting, authorizer reporting, general startup support, data entry in PowerSchool (or other SIS) as needed, startup data management prior to PowerSchool implementation, general support and capacity building

B) **Financial Services**: business manager support services, grant writing, grant compliance support, fiscal efficiency studies and recommendations, monthly financial reports, full bookkeeping (includes QuickBooks secure sharing and backups), accounting and payroll services with HR support, state and federal tax filings including employee W2, form 9 preparation and filing, general support and capacity building

C) **Administrative Services**: special education director; administrative mentor, expulsion hearing examiner as needed, testing support, 24/7 access with weekly on-site support, general support and capacity building

D) **General Operational Support Services:** board policy assistance and support; student handbook assistance and support, student handbook review, marketing assistance, vendor research, technology needs assessment; school development plans; performance management support, general support and capacity building

E) **Registrar and Clerical Services:** includes setup and management of the school information system, PowerSchool (as purchased by Organizer), customization, data entry, reporting including school report cards, and transcript management.

2.0 Compensation

The Educational Services Provider will provide Organizer with monthly invoices for services rendered under this Agreement. Organizer shall pay the total balance of each invoice within ten (20) days of receipt.

The Educational Service Provider will work cooperatively with the Organizer to lower total operational costs in subsequent years. Rates will be reassessed at least annually, or at the request of either party, based on the needs of the Organizer, receipt of grant money, and progress of training and mentoring activities. The following rates will apply until adjusted through mutual agreement of the Educational Service Provider and Organizer.

Pre-Operational:	$ 5,000
Year One:	$ 103,800
Year Two:	$ 108,000
Year Three:	$ 108,000

2.1. Additional Expenses

ESP will provide licensed, qualified teachers for secondary subject areas in English, math science social studies and elective courses to provide asynchronous and synchronous construction under the direction of the Organizer's Education Director and Curriculum Director. This fee for each course of instruction shall be $200 payable in 6-equal monthly installments. Organizer will have full control over courses assigned. Organizer shall pay for all subscriptions and licenses for the chosen delivery method(s) of the computer-based instruction.

No additional fees, including mileage will be charged by ESP.

3.0 Term & Renewal

The parties hereto contemplate that this Agreement will run from the date hereof, and for the first two (3) years of said school's operation. The parties may renew this Agreement for an additional period of one (1) year at any time during *Organizer's* first, second or third year of operation. Termination of this Agreement under Section 3 or Section 3.1A or B shall not affect the provisions of Section 4, which provision shall survive any termination in accordance with their terms.

3.1 Early Termination

A. Notwithstanding anything to the contrary in Sections 3 and 3.1B & C, this Agreement may be terminated by the Organizer at any time by providing written notice to the Educational Services Provider at least sixty (60) days before the desired termination date. No additional fees will be assessed for early termination.

B. Notwithstanding anything to the contrary in Sections 3, 3.1A, and 3.1C, this Agreement may be terminated at any time, without notice, upon the bankruptcy or dissolution of either party.

C. Notwithstanding anything to the contrary in Sections 3 and 3.1A-B, this Agreement may be terminated by the Educational Services Provider at any time upon the Organizer's failure to pay any amount of compensation due under this Agreement within fifteen (15) days of the established due date. The Educational Services Provider shall provide Organizer written notice of termination under this Section 3C within ten (10) days of deciding to exercise such right.

If the Educational Services Provider relationship is terminated for any of the reasons set forth in Sections 3 and 3.1A- C, the Educational Services Provider shall be entitled to recover any outstanding compensation due to it for services rendered prior to the date notice of termination is provided.

4.0 Confidential Information

A. As used in this Agreement, the following words, terms, and phrases shall have the meanings set forth below:

(1) "Confidential Information" shall mean and include any and all Information (as defined in this Agreement) of the following types: (a) business or financial information, financial statements, projections, business plans, or strategic or marketing plans, market studies, or analyses; (b) cost and expense information, pricing and discount information, gross or net profit margins, or analyses; (c) technical data, specifications, computer software (including both source code and object code or "executable" software), databases, and database designs; (d) processes, transactions, and transaction procedures; (e) production data, shop drawings, engineering studies or reports, feasibility studies or manufacturing studies, parts lists, product specifications, identity of suppliers or terms of supply agreements or arrangements, production procedures, trade secrets, or secret or proprietary processes and formulae; (f) marketing and customer data (including, but not limited to, identity or demographic analyses of customers), focus group reports, "shopping" reports, and marketing or advertising studies; (g) terms, conditions, provisions, or obligations of any contracts or agreements to which Educational Services Provider or Organizer is a party or to which any of its assets are subject, or the identity of any Person who is a party to any contract or agreement with Educational Services Provider or Organizer; (h) procedural or operational manuals, employee manuals, training manuals, or programs; (i) the identity of any employee of Educational Services Provider or Organizer, and the compensation, benefits, or terms of employment of any such employee; and (k) such other information of or regarding Educational Services Provider and Organizer that Educational Services Provider or Organizer actually maintains as confidential or proprietary; provided, however, that such information shall be deemed confidential only to the extent that it (a) has not been previously disclosed to the public, or (b) is not ascertainable from public or published information or trade sources, or (c) is not subsequently publicly disclosed (other than by a violation of this Agreement). Any Information that is marked or otherwise identified as "Confidential Information" at the time of Disclosure shall be presumed to be Confidential Information for the purposes of this Agreement.

(2) "Information" shall mean and include any data or information Disclosed (as defined in this Agreement) in the form of (a) any written information, reports, documents, books, notebooks, memoranda, charts, or graphs; (b) computer tapes, disks, CD-ROM, files, or other mechanical or electronic media; (c) oral statements, representations, or presentations; (d) audio, visual, or audio-visual materials or presentations, including audiotapes, videocassettes, laser discs, or CDs; and (e) any other documentary, written, magnetic, or other permanent or semi-permanent form.

(3) "Disclose" or "Disclosure" shall mean and include any delivery, transmittal, presentation, or representation of Information, by any Person to any other Person.

(4) "Person" shall mean and include any individual or natural person, corporation, trust, proprietorship, partnership, limited partnership, joint venture, limited liability company, limited liability partnership, or any other entity.

B. Organizer agrees to retain and maintain in strict confidence, and to require its agents, employees, independent contractors, and advisors to retain in confidence, any and all confidential information of Educational Services Provider. Organizer agrees that, without the prior express written consent of Educational Services Provider, Organizer shall not, either directly or indirectly, individually or in concert with others: (1) Disclose any such Confidential Information to any other Person; (2) use any such Confidential Information for the benefit of any Person other than Educational Services Provider; or (3) permit any Confidential Information to be Disclosed to or used by any Person other than Educational Services Provider.

C. Organizer expressly agrees and acknowledges that the obligations of Organizer pursuant to this Section 4 shall continue, notwithstanding the expiration of this Agreement, the completion of the services, and/or any termination of this Agreement by either Organizer or Educational Services Provider, so long as Organizer, or any agent, employee, independent contractor, or advisor of Organizer, has any knowledge, possession, or control of, or access to, any Confidential Information of Educational Services Provider. Upon the completion of the services, or any other termination or expiration of this Agreement, for any reason, Organizer shall, if required to do so by Educational Services Provider, promptly return to Educational Services Provider (without retaining copies, in any medium) any and all Confidential Information of Educational Services Provider in the possession or control of Organizer.

D. The obligations placed on Organizer under Section 4B & C in regard to the Confidential Information of the Educational Services Provider shall apply in equal part and identical form to the Educational Services Provider in regard to the Confidential Information of the Organizer.

5.0 Delinquent Compensation

Compensation due under this Agreement shall be paid by Organizer within fifteen (15) days of the established due date. If Organizer fails to pay compensation within this timeframe, a late fee of $15/day will accrue for each day any amount of the delinquent balance remains outstanding. If the Educational Services Provider has to obtain the services of a collection agency and/or initiate litigation to collect delinquent compensation under this Agreement, the Organizer shall be liable for all related costs, including collection costs, reasonable attorney fees, and court costs as may be incurred as a result of such action.

6.0 Assignment and Successors

Educational Services Provider may assign any or all of its rights and duties under this Agreement at any time and from time to time without the consent of Organizer. Organizer may not assign any of its rights or duties under this Agreement without the prior written consent of Educational Services Provider. The parties agree that this Agreement shall be binding upon the successors of each party and shall insure to the benefit of, and be enforceable by, such successors, and any officers or directors thereof.

7.0 Governing Law

The parties agree that this Agreement shall be governed by, and construed in accordance with, the laws of the State of Indiana.

8.0 Notices

Any notices to be given under this Agreement shall be in writing, sent by registered or certified mail, postage prepaid, return receipt requested, or by telegram or facsimile followed by a confirmation letter sent as provided above, addressed to such party as follows:

(a) Notices to the Educational Services Provider:

17054 Kirklin Dr.
Westfield, Indiana 46074

Attn.: *Kevin L. Davis*

(b) Notices to Organizer:

8350 Craig Street, Indianapolis, IN 46250

Attn.: *Education Director*

Notices sent in accordance with this Section shall be deemed effective on the date of dispatch. Any changes in the information set forth in this Section shall be upon notice to the other party delivered in the manner set forth above.

9.0 Entire Agreement

This Agreement constitutes the entire understanding between the parties, and supersedes all prior agreements and negotiations, whether oral or written. There are no other agreements between the parties, except as set forth in this Agreement. No supplement, modification, waiver, or termination of this Agreement shall be binding unless in writing and executed by the parties to this Agreement.

10.0 Indemnity

Except for claims arising from the Educational Services Provider's reckless or intentional breach of Section 4 of this Agreement, the Organizer shall indemnify, release, and hold harmless the Educational Services Provider from any claim or liability whatsoever arising from the Educational Service Provider's activities in delivering services under this Agreement. Except for those claims arising from the intentional or reckless breach of Section 4, the Organizer shall defend, at its costs, against all claims of liability of any kind whatsoever asserted against the Educational Services Provider by any third party as a result of the Educational Services Provider's provision of services under this Agreement.

Educational Service Provider agrees to indemnify and hold harmless Ball State University and its trustees, officers, employees, agents and representatives from claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damages, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage, or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with acts or omissions of the ESP in connection with the charter school's operations or which are incurred as a result of the reliance by the University or any of its trustees, officers, employees, agents or representatives upon information supplied directly or indirectly by the ESP.

11.0 Severability

All agreements and covenants herein contained are severable. In the event that any provision of this Agreement should be held to be unenforceable, the validity and enforceability of the remaining provisions hereof shall not be

affected thereby. Any court construing this Agreement is expressly granted the authority to revise any invalid or unenforceable provision hereof in order to render same enforceable.

IN WITNESS WHEREOF, the parties have executed this Agreement at Dynamic Minds Academy the day and year first above written.

_____

Organizer

_____

Educational Service Provider

ATTACHMENT 17

Employment Policies

These have not yet been developed

ATTACHMENT 18

Leadership Evaluation Tool

This has not yet been developed

ATTACHMENT 19

Facility Letter of Intent

April 28, 2017

The Hope Source, Inc.
Dynamic Minds Academy
c/o Julie Gordon
Indianapolis, IN

Julie, please see below the proposal to lease space at 8350 Craig Street.

Property:	8350 Craig Street, Indianapolis, IN
Size:	Approximately 47,260 SF
Lease Term:	One Hundred and Twenty-Six (126) Months
Delivery of Space:	Landlord will deliver the space to Tenant no later than June 20, 2017
Commencement Date:	Commencement to occur no later than July of 2017
Rent Schedule:	FIRST MONTHS RENT (July-2017) FREE

MONTHS	SF	RENT	MONTHLY	ANNUAL
0-1	47,260	$-	$-	$-
2--12	47,260	$4.07	$17,500.00	$192,500.00
13-24	47,260	$5.60	$22,054.66	$264,656.00
25-36	47,260	$6.00	$23,629.99	$283,560.00
37-48	47,260	$6.40	$25,205.32	$302,464.00
49-60	47,260	$6.80	$26,780.66	$321,368.00
61-72	47,260	$7.20	$28,355.99	$340,272.00
73-84	47,260	$7.60	$29,931.32	$359,176.00
85-96	47,260	$8.00	$31,506.65	$378,080.00
97-108	47,260	$8.40	$33,081.99	$396,984.00
109-120	47,260	$8.80	$34,657.32	$415,888.00
121-126	47,260	$8.98	$35,350.47	$424,205.76

**Above Rental Rate is a NNN structure. Tenant will be responsible for all CAM/NNN Charges*

Renewal Options:	Tenant requests two (2) five (5) year renewal options at then prevailing market rates.
Sub-Lease:	Tenant will sub-lease to Dynamic Minds Academy beginning Month18 for $10,000 per month
NNN Charges:	Approximately $4.50/sf

Security Deposit:	$20,000.00
Landlord Work:	Landlord to deliver the HVAC in good working order.
Signage:	Tenant will be allowed install signage as permitted by local municipalities. Landlord to approval all signage prior to installation.
Agency/Disclosure:	Matt Jackson, Jackson IG is acting as sole advisor in the transaction and will be compensated per a separate agreement.
Non-Binding Provision:	This letter is an outline of the terms and conditions under which the Lessee will agree to lease the property. This is a non-binding outline.

Please contact me if you have any questions regarding the contents of this Letter of Intent. I look forward to working with you to finalize this transaction.

Sincerely,

Matt Jackson
mjackson@jacksonig.com
(m) 317.340.3969
Jackson IG

ATTACHMENT 20

Additional Facility Information

FOR SALE OR LEASE > OFFICE SPACE

8350 Craig St

INDIANAPOLIS, IN

Colliers INTERNATIONAL

Property Highlights

- High density, rare opportunity
- 1-story building available for purchase or lease
- Approximately 47,260 SF
- On-site parking (204 striped spaces/more available)
- Exterior signage available
- Strong interstate access to I-69 & I-465
- Surrounded by numerous dining & retail amenities (Castleton submarket)
- Furniture available
- Asking Price: $1.9M or $16.50 PSF

Open Area

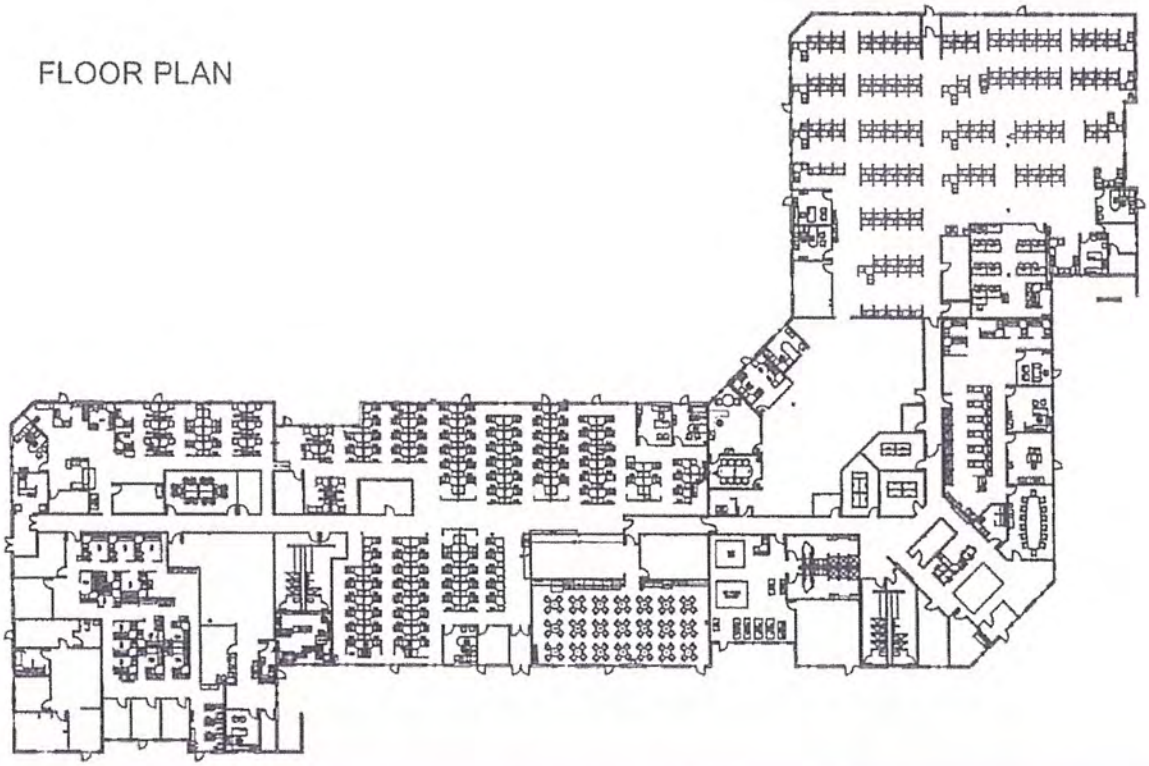
RICH FORSLUND
317 713 2172
rich.j.forslund@colliers.com

MATT LANGFELDT
317 713 2173
matt.langfeldt@colliers.com

COLLIERS INTERNATIONAL
241 N Pennsylvania St, Suite 300
Indianapolis, IN 46204
colliers.com

Photo & Floor Plan

FLOOR PLAN



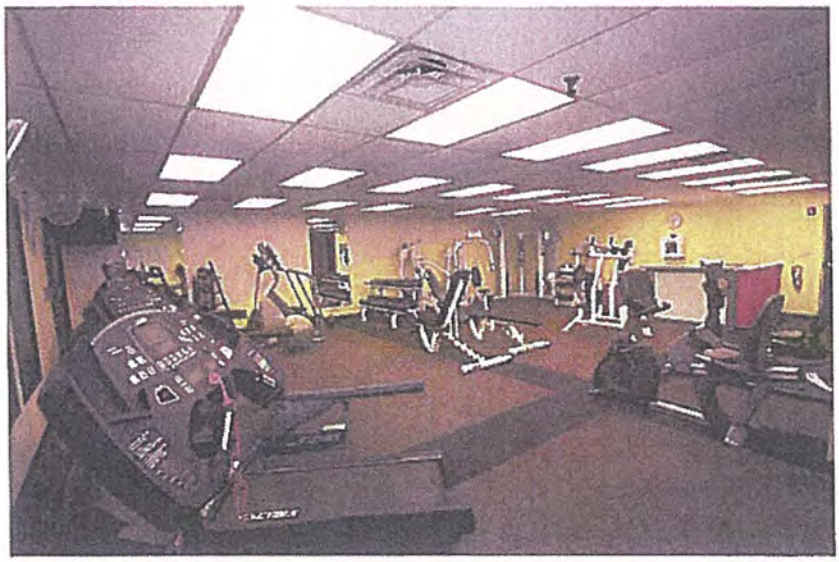
Photos & Detail

PROPERTY INFORMATION	
BUILDING TYPE	General Office
TOTAL BUILDING AREA	± 47,260 SF
NUMBER OF FLOORS	1
LIFE SAFETY	Fully Sprinkled
PARKING	204 Spaces (more available via paid surface lots)
BUILDING SIGNAGE	Available
ZONING	MV1 – C4
OTHER	Showers/Lockers, Fitness, Break Room, Smokers Pavilion
SECURITY	Keycard Access / Security Software & Cameras
SALE PRICE	$1,900,000.00
LEASE RATE	$16.50 PSF – FULL SERVICE

Lobby

Break

Open



Fitness Facility

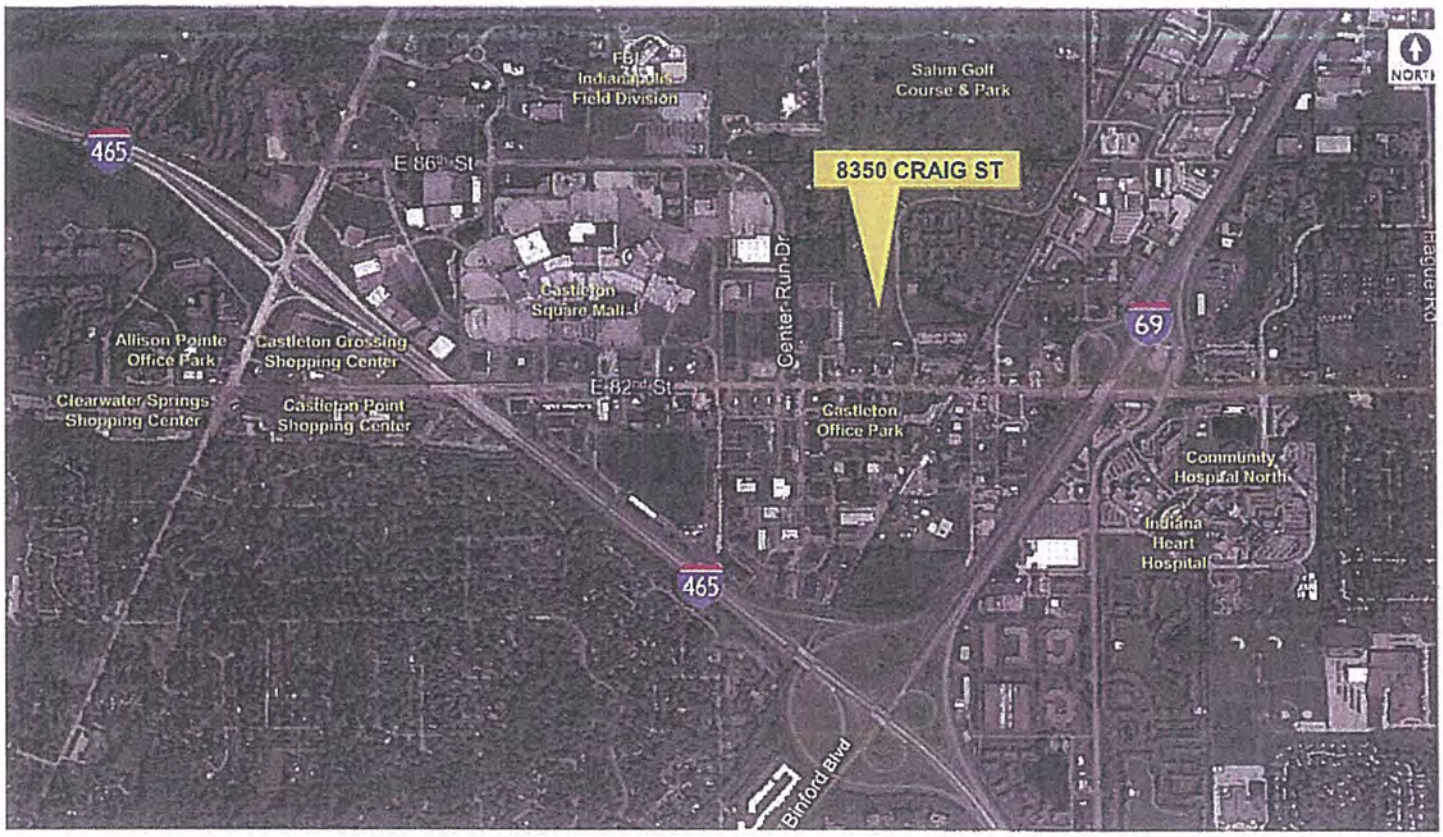
Bull Pen

Exterior

Outdoor Break Out

Cardio Room

Aerial Map



Contact Us

RICH FORSLUND
317 713 2172
rich.j.forslund@colliers.com

MATT LANGFELDT
317 713 2173
matt.langfeldt@colliers.com

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ATTACHMENT 21

Detailed Start-up Plan

Dynamic Minds Academy

PHASE 1: GETTING STARTED	RESPONSIBLE PARTIES	TIMELINE
Review and amend start-up plan	IC	September 2017
Select educational director	B	October 2017
Select curriculum director	B	November 2017
Finalize ESP contract	B	December 2017
Identify professional development needs	B, IC	December 2017
Develop marketing strategies	ED	December 2017
Develop registration workflows	IC	January 2018
Identify additional community partners / liaisons	B	December 2017
Write and design initial information / brochures	ED, CD, THS	December 2017
Finalize curriculum decisions	CD,THS	January 2018
Meet with CBI teachers – Finalize CBI processes	IC, CD, ED	January 2018
Register students	IC	February 2018
Instruction and Assessment		
Plan for classroom learning environment configuration	ED, THS	February 2018
Finalize PLE Contract	ED, B	May 2018
PLE Training for Curriculum Director	CD	July 2018
Finalize teacher evaluation system	ED,CD, IC	March 2018
Address formative assessment needs / grant	IC, CD, ED	June 2018
Create, review and amend STEAM units	CD	January – May 2018
Begin STEAM training	ED	June 2018
Financial Planning		
Adopt Fiscal Policies and Procedures	B, IC	March 2018
Adjust five-year budget and business plan	B, IC	March 2018
PHASE II: PREPARING FOR OPENING		
Review and amend start-up plan	IC, ED	June 2018
Revise and expand comprehensive school accountability plan	B, ED, IC	June 2018
Develop Emergency Preparedness Plan	IC, THS, B	May 2018
Develop Weather Notification Plan	IC, B, ED	June 2018
Upload BSU start-up documents to CSapphire	IC, ED	As detailed in BSU document
Register for state reporting sites STN, DOE Online, Finance Center, etc.	IC	July 2018
Secure Student Information system / begin setup	IC	June 2018
Instruction and Assessment		
Review and amend instructional program	CD, ED, IC	April 2018
Review and amend assessment plan	CD,ED, IC	May 2018
Planning for Special Education		
Review IEP's current THS students who have enrolled (permission based)	OSPED, IC, ED	June 2018
Conduct ESL assessment / determine needs	ED	June 2018
Move-in conferencing	OSPED	July 2018
Facilities		
Finalize school-specific inspections	THS, ED, B	July 2018
Arrange Classroom and Instructional Work Environment	ED	July 2018
Staffing		
Implement recruiting strategy	ED	April 2018
Develop new staff selection and orientation processes	ED, IC	April 2018
Advise staff on legal and regulatory compliance	ED,IC	July 2018

Establish year 1 staff development plan	ED,CD	March 2018
Implement staff development and hiring processes	ED	April 2018
Students		
Accept and review applications	ED	May 2018
Monitor diversity and outreach	ED,B	June 2018
Send updates to prospective students / families on a monthly basis	ED	March – July 2018
Hold lottery if needed	B, ED	April 15, 2018
Conduct Student / Family orientation	ED	
Finance and Operations		
Secure financial software / begin financial processes	IC, B	July 1, 2018
Oversight and Decision-making of accounting system	IC, B, ED	July, 2018
Research and recommend auditing options	B	August 2018
Review and amend budget	B, IC, ED	August 2018
PHASE III – SCHOOL OPENING	B,IC,ED,EC	August 15, 2018

Key:

- B Board
- ED Education Director
- CD Curriculum Director
- OSPED Onsite Special Education Director
- IC Indiana Charters (ESP)
- THS The Hope Source (Therapy Services Provider)

ATTACHMENT 22

Insurance Coverage

Attachment 22 Insurance

The following insurance coverage will be secured on the timeline require by the BSU start-up protocol:

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	$1,000,000 occurrence expressly covers field trips $3,000,000 aggregate limit
Workers Compensation	As specified by Indiana Statutes
Workers' Compensation Part II (Employers' Liability)	$1,000,000
Employee Benefits Liability	$1,000,000 per claim dedicated limit $3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	$1,000,000 combined single limit
Employment Practices Liability	$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	$2,000,000 per claim/annual aggregate dedicated limit
Directors & Officers	$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	$1,000,000 dedicated limit $3,000,000 aggregate limit
Crime / Employee Dishonesty / Fidelity Coverage (Will obtain a Surety Bond as required)	$500,000 - $1,000,000 limits as needed and based on cash flow of the school
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	$300,000 Extra Expense included Business Income as needed based upon cash flow
Student Accident Coverage*	Primary $25,000 CAT at $1,000,000 or $5,000,000
Cyber Security Liability	$1,000,000 per loss or claim/aggregate limit
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to $25,000,000

*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.

ATTACHMENT 23

Operator Budget

Budget Narrative

Revenue and expenditure assumptions are outlined for 2018-2019 school year. See the revenue assumptions below for additional detail.

I. REVENUE ASSUMPTIONS

A. Per Pupil Funding

This funding source may also be termed "basic tuition support" in some references throughout this application. Revenue from this source includes the foundation funding amount combined with the complexity grant amount.

	2018-2019	2019-2020
Foundation Amount	$ 5,352	$ 5,352 (assumes no increase)

The following explains the two components of the per-pupil funding:

Foundation Funding **$5,352 per** / pupil

Complexity Grant Complexity multiplier is estimated as .20. This multiplier is based on an assumption that 20% of students will be recipients of governmental services TANF or food stamps.

The complexity grant is determined by the product of $3,489 and the "multiplier" (.20) listed above.

$ 3,539
x .20
$ 708

$ 5,352
+$ 708
Per Pupil Funding **$ 6,060**

No annual increase in per pupil funding is calculated for year 2 and beyond.

B. Special Education Funding (State)

Based on a Dec. 1 count of special education students, a monthly distribution is made at the same time the state pays the basic tuition support. The revenue amount used in this budget reflects all 35 students receiving support at what is called "Level One" or "Severe Disabilities" category and "communication disorder" services, which is an additional distribution for students with a secondary disability. Typically students with ASD will qualify for both of these funds.

The special education per-pupil funding amounts, which were adjusted in the 2015 General Assembly are listed below: (It is expected that these numbers will also be adjusted up)

Severe Disabilities	$ 8,976	x	140 students	$1,256,640
Mild and Moderate Disabilities	$ 2,300	x	5 students	$ 11,500
Communication Disorders	$ 500	x	100 students	$ 50,000
				$1,318,140

Catch-up distribution occurs in February with 1/12 of the total in each month thereafter.

C. Charter and Innovation Network Schools Grant

This funding source was first enacted with the 2015 budget bill and renewed in the 2017 budget bill. It provides $ 500 per charter school student.

$ 500
x 150
$ 75,000

D. CSP - Quality Counts Charter School Program Grant

This grant application is due December 29, 2017. DMA representatives have participated in the training session and are currently planning for one-on-one technical assistance. This updated budget version assumes $325,000 (schedule A), $105,000 (Schedule B) and $183,000 (Schedule C) revenue from this grant. It should be noted that previous budget submissions prior to this update totally excluded revenue from this source. Though we expect DMA will be awarded this grant, we understand it is a competitive grant process; and we have contingency plans should this amount be lowered.

E. Part B IDEA

Part B of the Individuals with Disabilities Education Act provides reimbursement for the "excess costs" of providing education to students with special needs. The federal funding formula requires states to consider multiple criteria to determine equitable distribution for all LEAs, which includes charter schools. The components of the federal funding formula include: base payment amounts (the number of students with special needs enrolled during the first year of operation for new charter schools), total school population, and poverty factors, based off of free and reduced lunch counts from the October DOE-PE report. It is often difficult to predict the outcome of this formula for new charter schools. For new charter schools, these processes should be complete by January of their first year of operation. In subsequent years, Part B IDEA grants are submitted in late summer with access to reimbursement in October. This budget uses $65,000 as a conservative estimate for this revenue source.

Estimated annual reimbursement **$ 65,000**

F. Title I

Since charter schools do not have their own census poverty data, the IDOE's multi-step approach to determining eligibility will take some time. This budget assumes no funding from this revenue source.

G. Medicaid Reimbursement

School-based Medicaid reimbursement will be minimal. However, if students have school transportation services listed as a service in the IEP, these transportation costs are Medicaid reimbursable. Since we strive to create a realistic picture, we estimated the costs ($22,000) for a small number of students. With a slight lag in funding, Medicaid reimbursement at $20,000 is included.

H. Charter School Capital – Advance of Tuition Support

DMA has prequalified for $250,00 with Charter School Capital, INC (See LOI attachment). $150,000 of this funding will be used to bridge the gap prior to special education state funding. It is a rolling loan that can be repaid and renewed. These funds are visible as revenue on Schedule A and Schedule B. Repayment and associated fees (including interest) are included as expenses on Schedule B. Full repayment and termination is scheduled for February of 2019.

II. EXPENSES

A. Staffing Levels

Providing the staff required to work effectively with students with ASD and additionally provide the operational and accountability resources to operate a school is the biggest challenge faced by DMA. This requires the innovative partnership with The Hope Source along with the contracted relationship with the educational service provider (ESP) Indiana Charters.

<u>Dynamic Minds Academy</u>

DMA provides a robust staff to provide an optimal learning environment for its students (see staffing chart). Three administrators (Education Director, Curriculum Director, On-Site Special Education Coordinator) will participate with twenty licensed certified teachers (both content area and special education) to provide the instructional services to the students. Without calculating the support services from The Hope Source Staff

and the online assistance through licensed teachers employed by our ESP, Indiana Charters, the DMA staff provides a 1:8 teacher per student ratio.

DMA has elected to employ three teacher aids at $14.00 per hour and a school nurse at $30,000 per year.

DMA's Average teacher salary is calculated at $42,000.

Total salary, line 39 is $ 896,833

The Hope Source

The Hope Source staff will provide therapeutic services within the shared facility. The Hope Source staff may accompany and assist with the instructional day as well. Each student's instructional and therapeutic services are individualized through the IEP process. Student who need one-on-one support will be provided that resource through The Hope Source staff.

THS salaries and services are supported through the total fee of $ 527,256 (line 95, Schedule B).

Indiana Charters

Partners, employees and sub-contractors will perform the following duties to ensure organizational and operational success:

- Administrative Mentor
- Coordination of State, Federal and Authorizer reporting
- Financial Services – Accounting and Payroll
- Business Manager Services / Financial Planning
- Special Education Oversight Director

Indiana Charters CBI staff

Contracted support for high school credit attainment

- 5 licensed teachers
- Administrative liaison
- Special education oversight
- Technology support

This teaching staff is supplied at a cost of $200 per course.

B. Employee Benefits

Certified employees may opt into participation in the INPRS (TRF) retirement system. The budget assumes a 10.5 percent of salary contribution to the plan.

Employees who do not participate in the INPRS state retirement plan, whether certified or not, may opt to participate in a qualified 403 (b) plan. These employees will have 10.5 % of their salary deposited in their 403 (b) plan.

Group Health and Dental will be offered to all full-time employees through a cost sharing plan.

The cost of benefits is estimated at $ 253,452 This cost is .28 of the total employee salaries.

C. Facility Costs

Facility fees are paid to The Hope Source. The fee is an all-inclusive fee. There are no additional charges for utilities or maintenance.

BSU Office of Charter Schools
Proposal
Budget Schedule B

Revenue and Expense Detail - Cash Basis
First Fiscal Year

Template 18-b
Budget Worksheets

Projected Enrollment___150___	School Name: Dynamic Minds Academy						Dates Covered: 2018-2019					Minimum Enrollment for Financial Viability: 100		
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
CARRY OVER		$ 150,000												
. CASH IN (INCOME):														
Donations/Gifts (Please Describe)														
Food Service	NA													
Investment Earnings	NA													
ESP Grant		$ 56,750	$ 13,050				$ 5,000		$ 30,000				$ 60,000	$ 104,800
Charter School Capital Revolving loan			$ 150,000			$ 150,000								$ 300,000
Part B IDEA	Federal grant calc at 65,000							$ 43,333.33	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 58,333.33
Medicaid Reimbursement	Only calculated for IEP's transportation services			$ 5,000.00			$ 5,000.00			$ 5,000.00			$ 5,000.00	$ 20,000.00
State Tuition Support (Foundation + complexity)	$ 5,980 per student	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 908,970
Transportation	includes medicare reimbursement for IEP mandated students				$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 18,000.00
State Special Education	Catches up in February								$ 878,760	$ 109,845	$ 109,845	$ 109,845	$ 109,845	$ 1,318,140
Charter and Innovation Network Grant	at $500 per student (IC 20-24-13)			$ 37,500.00			$ 37,500.00							$ 75,000
TOTAL CASH IN (INCOME):		**$ 282,497.50**	**$ 238,797.50**	**$ 118,247.50**	**$ 77,747.50**	**$ 227,747.50**	**$ 125,247.50**	**$ 121,080.83**	**$ 989,507.50**	**$ 195,592.50**	**$ 190,592.50**	**$ 190,592.50**	**$ 255,592.50**	**$ 2,803,243**
I. EXPENDITURES:														
A. Employee Salaries														
Director/Principal		$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 70,000
Curriculum Director		$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 50,000
Other Administration - Business Manager	IC - see service contracts													$ -
Classroom Assistants	3 at $14.00 / hour		$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 66,000
Clerical	IC - see service contracts													$ -
Consultants (Please Describe)	no consultant "employees"													$ -
Librarians														$ -
Overtime Expense														$ -
Social Workers	Provided by THS													$ -
Substitute Teachers	Handled internally													$ -
Teachers	20 @ avg. $42,000		$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 623,333
On-Site Special Educaion Director	1	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 60,000
School Nurse	1 school nurse		$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 27,500
Other Human Resource Expense (Please Describe)														$ -
Total Employee Salaries		**$ 15,000**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 896,833**
B. Employee Benefits														
Group Dental Insurance		$ 452.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 12,761.00
Group Health Insurance		$ 2,021.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 73,521.00
Group Life Insurance	voluntary													$ -
Long-Term Disability Insurance		$ 400.00			$ 400.00			$ 400.00			$ 400.00			$ 1,600.00
Public Employee Retirement	.105 of non-certified salaries		$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 7,012.50
Social Security & Medicare	.0765 of total salaries	$ 1,147.50	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 68,607.75
Teacher Retirement	.105 of certified salaries	$ 1,575.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 84,350.00
Unemployment Compensation								$ 1,500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 4,000.00
Workers Compensation		$ 400.00			$ 400.00			$ 400.00			$ 400.00			$ 1,600.00
Other Employee Benefits														$ -
Total Employee Benefits	Checked at 28% of salaries (Expected range 20% - 30%))	**$ 5,995.50**	**$ 21,914.25**	**$ 21,914.25**	**$ 22,714.25**	**$ 21,914.25**	**$ 21,914.25**	**$ 24,214.25**	**$ 22,414.25**	**$ 22,414.25**	**$ 23,214.25**	**$ 22,414.25**	**$ 22,414.25**	**$ 253,452**
C. Rental of Facilities & Utilities														
Electricity														
Gas, Oil, or Steam Heat														
Grass and Tree Services														
Internet Access														
Mortgage														

Rent														
Repair & Maintenance Services														
Telephone Long Distance														
Trash Removal														
Utilities														
Water & Sewer														
Other Facilities & Utilities Expense	Net facilities fee to THS							$ 10,000	$ 50,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 100,000
Total Rent and Utilities		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 10,000**	**$ 50,000**	**$ 10,000**	**$ 10,000**	**$ 10,000**	**$ 10,000**	**$ 100,000**
D. Insurance														
Board Errors and Omissions		$ 1,000			$ 1,000			$ 1,000			$ 1,000			$ 4,000
General Liability Insurance		$ 2,000			$ 2,000			$ 2,000			$ 2,000			$ 8,000
Health Insurance														$ -
Property & Casualty Insurance		$ 450			$ 450			$ 450			$ 450			$ 1,800
Property & Inland Marine														$ -
Theft Insurance														$ -
Treasurer Bonds		$ 350												$ 350
Umbrella/excess Liability		$ 1,200			$ 1,200			$ 1,200			$ 1,200			$ 4,800
Vehicle Insurance		$ 200			$ 200			$ 200			$ 200			$ 800
Worker's Compensation Insurance	Included in benefits													$ -
Other Insurance Expense (Please Describe)														$ -
Total Insurance		**$ 5,200**	**$ -**	**$ -**	**$ 4,850**	**$ -**	**$ -**	**$ 4,850**	**$ -**	**$ -**	**$ 4,850**	**$ -**	**$ -**	**$ 19,750**
E. Service Contracts														
Accounting & Payroll Services	IC contract	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 21,000
Consulting Services	IC contract / business /special ed / admin. Mentor / startup support	$ 7,000	$ 5,300	$ 5,300	$ 5,300	$ 5,300	$ 5,300	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 69,500
Data Processing Services	IC contract	$ 2,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 16,000
Equipment Rental & Lease														$ -
Food Service Contract														$ -
Legal Services									$ 4,000				$ 4,000	$ 8,000
Professional & Technical Services	computer based instruction - contracted licensed teachers at $200 per course IC administered at 200 courses / diploma students only		$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 39,996
Pupil Transportation Contract	Includes IEP-mandated estimate only		$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 22,000
Security Services														$ -
Staff Development	Consultants / STEAM, CBI	$ 5,000				$ 5,000				$ 5,000			$ 5,000	$ 20,000
Other Service Contracts	THS Therapy Services								$ 351,504	$ 43,938	$ 43,938	$ 43,938	$ 43,938	$ 527,256
Total Service Contracts		**$ 15,750**	**$ 13,686**	**$ 13,686**	**$ 13,686**	**$ 18,686**	**$ 13,686**	**$ 14,886**	**$ 370,390**	**$ 63,824**	**$ 58,824**	**$ 58,824**	**$ 67,824**	**$ 702,752**
F. Supplies & Materials														
Advertising		$ 10,000							$ 10,000					$ 20,000.00
Computer Software	PowerSchool and setup	$ 19,000	$ 5,000											$ 24,000
Custodial Supplies														$ -
Instructional Supplies	STEAM and miscellaneous						$ 5,000		$ 5,000				$ 5,000	$ 15,000
Library Books														$ -
Office Supplies & Expense														$ -
Postage														$ -
Printing														$ -
Subscriptions	Plato subscription	$ 12,000												$ 12,000
Testing & Evaluation Supplies														$ -
Textbooks														$ -
Other Supplies & Materials	STEAM Instructional kits												$ 20,000	$ 20,000
Total Supplies & Materials		**$ 41,000**	**$ 5,000**	**$ -**	**$ -**	**$ -**	**$ 5,000**	**$ -**	**$ 15,000**	**$ -**	**$ -**	**$ -**	**$ 25,000**	**$ 91,000**
G. Capital Outlay														
Computer Hardware													$ 20,000	$ 20,000
Computer Software	Google Chrome Apps only													$ -
Office Furniture & Equipment														$ -
Instructional Furniture & Equipment									$ 15,000				$ 15,000	$ 30,000
Vehicles														$ -
Land Purchases														$ -
Improvements & Alterations														$ -
Other Capital Outlay														$ -
Total Capital Outlay		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 15,000**	**$ -**	**$ -**	**$ -**	**$ 35,000**	$ 50,000
														$ -

I. Other Expenditures															$ -
Audit Expense	in year 2														$ -
Dues & Fees															$ -
Judgements															$ -
Debt Services			$ 160,000				$ 160,000			$ 170,000					$ 490,000
Travel Expense/Mileage															$ -
Reimbursement															$ -
Field Trips				$ 1,500				$ 2,000			$ 2,000			$ 2,000	$ 7,500
Payments to an EMO	In contractual services														$ -
BSU Administrative Fee		$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 27,269
Contingency	Reserved in case of charter revocation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000		$ 70,000
Total Other Expenditures		**$ 2,272**	**$ 162,272**	**$ 3,772**	**$ 2,272**	**$ 162,272**	**$ 4,272**	**$ 2,272**	**$ 172,272**	**$ 4,272**	**$ 2,272**	**$ 2,272**	**$ 4,272**		**$ 524,769**
TOTAL EXPENDITURES		**$ 85,218**	**$ 283,039**	**$ 119,539**	**$ 123,689**	**$ 283,039**	**$ 125,039**	**$ 136,389**	**$ 725,243**	**$ 180,677**	**$ 179,327**	**$ 173,677**	**$ 244,677**		**$ 2,659,557**
REMAINING CASH BALANCE (DEFICIT)		**$ 197,280**	**$ 153,038**	**$ 151,746**	**$ 105,804**	**$ 50,512**	**$ 50,720**	**$ 35,412**	**$ 299,676**	**$ 314,591**	**$ 325,856**	**$ 342,771**	**$ 353,687**		

BSU Office of Charter Schools
Proposal
Budget Schedule A

Pre Operational Year

Template 18
Budget Work

NOTE-All expenditures for services provided by an EMO that are paid to the EMO beyond the EMO fees paid as % of Revenues (Cash In) must be identified in separate footnotes.

SCHOOL NAME:	**DATES COVERED:**	
INCOME		
Cash In -- Funding Source	**Budget Amount**	**Description: Specific Source**
State Grants (Please Describe)		
Other Grants (Please Describe)		
Investment Earnings		
Donations/Gifts (Please Describe)		
CSP Grant	$ 325,000	
Charter School Capital	$ 150,000	final payoff in February of 2019. This is necessitated because of the
*** provide source and terms of all loans**		
TOTAL CASH IN (INCOME)	$ 475,000	
EXPENSES		
Expenditure	**Budget Amount**	**Description: Assumptions**
Legal	$ 10,000	contract support
Accounting and Consulting	$ 5,000	IC setup
Filing		
Fundraising		
Marketing: Including Printing and Postage		
Rent: Office Space and Utilities		
Supplies	$ 40,000	Steam and other curricular
Equipment	$ 40,000	
Labor	$ 80,000	
Other (Please Describe) Remodel	$ 150,000	
TOTAL EXPENSES	$ 325,000	

BSU Office of Charter Schools
Proposal
Budget Schedule B

Revenue and Expense Detail - Cash Basis
First Fiscal Year

Template 18-b
Budget Worksheets

Projected Enrollment___150___	School Name: Dynamic Minds Academy						Dates Covered: 2018-2019					Minimum Enrollment for Financial Viability: 100		
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
CARRY OVER		$ 150,000												
. CASH IN (INCOME):														
Donations/Gifts (Please Describe)														
Food Service	NA													
Investment Earnings	NA													
CSP Grant		$ 56,750	$ 13,050				$ 5,000		$ 30,000				$ 60,000	$ 104,800
Charter School Capital Revolving loan			$ 150,000			$ 150,000								$ 300,000
Part B IDEA	Federal grant calc at 65,000							$ 43,333.33	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 58,333.33
Medicaid Reimbursement	Only calculated for IEP's transportation services			$ 5,000.00			$ 5,000.00			$ 5,000.00			$ 5,000.00	$ 20,000.00
State Tuition Support (Foundation + complexity)	$ 5,980 per student	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 75,748	$ 908,970
Transportation	includes medicare reimbursement for IEP mandated students				$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 18,000.00
State Special Education	Catches up in February								$ 878,760	$ 109,845	$ 109,845	$ 109,845	$ 109,845	$ 1,318,140
Charter and Innovation Network Grant	at $500 per student (IC 20-24-13)			$ 37,500.00			$ 37,500.00							$ 75,000
TOTAL CASH IN (INCOME):		**$ 282,497.50**	**$ 238,797.50**	**$ 118,247.50**	**$ 77,747.50**	**$ 227,747.50**	**$ 125,247.50**	**$ 121,080.83**	**$ 989,507.50**	**$ 195,592.50**	**$ 190,592.50**	**$ 190,592.50**	**$ 255,592.50**	**$ 2,803,243**
I. EXPENDITURES:														
. Employee Salaries														
Director/Principal		$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 70,000
Curriculum Director		$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 4,167	$ 50,000
Other Administration - Business Manager	IC - see service contracts													$ -
Classroom Assistants	3 at $14.00 / hour		$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 66,000
Clerical	IC - see service contracts													$ -
Consultants (Please Describe)	no consultant "employees"													$ -
Librarians														$ -
Overtime Expense														$ -
Social Workers	Provided by THS													$ -
Substitute Teachers	Handled internally													$ -
Teachers	20 @ avg. $42,000		$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 56,667	$ 623,333
On-Site Special Educaion Director	1	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 60,000
School Nurse	1 school nurse		$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 27,500
Other Human Resource Expense (Please Describe)														$ -
Total Employee Salaries		**$ 15,000**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 80,167**	**$ 896,833**
. Employee Benefits														
Group Dental Insurance		$ 452.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 1,119.00	$ 12,761.00
Group Health Insurance		$ 2,021.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 6,500.00	$ 73,521.00
Group Life Insurance	voluntary													$ -
Long-Term Disability Insurance		$ 400.00			$ 400.00			$ 400.00			$ 400.00			$ 1,600.00
Public Employee Retirement	.105 of non-certified salaries		$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 637.50	$ 7,012.50
Social Security & Medicare	.0765 of total salaries	$ 1,147.50	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 6,132.75	$ 68,607.75
Teacher Retirement	.105 of certified salaries	$ 1,575.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 7,525.00	$ 84,350.00
Unemployment Compensation								$ 1,500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 4,000.00
Workers Compensation		$ 400.00			$ 400.00			$ 400.00			$ 400.00			$ 1,600.00
Other Employee Benefits														$ -
Total Employee Benefits	Checked at 28% of salaries (Expected range 20% - 30%))	**$ 5,995.50**	**$ 21,914.25**	**$ 21,914.25**	**$ 22,714.25**	**$ 21,914.25**	**$ 21,914.25**	**$ 24,214.25**	**$ 22,414.25**	**$ 22,414.25**	**$ 23,214.25**	**$ 22,414.25**	**$ 22,414.25**	**$ 253,452**
. Rental of Facilities & Utilities														
Electricity														
Gas, Oil, or Steam Heat														
Grass and Tree Services														
Internet Access														
Mortgage														

Rent															
Repair & Maintenance Services															
Telephone Long Distance															
Trash Removal															
Utilities															
Water & Sewer															
Other Facilities & Utilities Expense	Net facilities fee to THS							$ 10,000	$ 50,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$	100,000
Total Rent and Utilities		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 10,000**	**$ 50,000**	**$ 10,000**	**$ 10,000**	**$ 10,000**	**$ 10,000**	**$**	**100,000**
D. Insurance															
Board Errors and Omissions		$ 1,000			$ 1,000			$ 1,000			$ 1,000			$	4,000
General Liability Insurance		$ 2,000			$ 2,000			$ 2,000			$ 2,000			$	8,000
Health Insurance														$	-
Property & Casualty Insurance		$ 450			$ 450			$ 450			$ 450			$	1,800
Property & Inland Marine														$	-
Theft Insurance														$	-
Treasurer Bonds		$ 350												$	350
Umbrella/excess Liability		$ 1,200			$ 1,200			$ 1,200			$ 1,200			$	4,800
Vehicle Insurance		$ 200			$ 200			$ 200			$ 200			$	800
Worker's Compensation Insurance	Included in benefits													$	-
Other Insurance Expense (Please Describe)														$	-
Total Insurance		**$ 5,200**	**$ -**	**$ -**	**$ 4,850**	**$ -**	**$ -**	**$ 4,850**	**$ -**	**$ -**	**$ 4,850**	**$ -**	**$ -**	**$**	**19,750**
E. Service Contracts															
Accounting & Payroll Services	IC contract	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$	21,000
Consulting Services	IC contract / business /special ed / admin. Mentor / startup support	$ 7,000	$ 5,300	$ 5,300	$ 5,300	$ 5,300	$ 5,300	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$	69,500
Data Processing Services	IC contract	$ 2,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$	16,000
Equipment Rental & Lease														$	-
Food Service Contract														$	-
Legal Services									$ 4,000				$ 4,000	$	8,000
Professional & Technical Services	computer based instruction - contracted licensed teachers at $200 per course IC administered at 200 courses / diploma students only		$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$ 3,636	$	39,996
Pupil Transportation Contract	Includes IEP-mandated estimate only		$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$	22,000
Security Services														$	-
Staff Development	Consultants / STEAM, CBI	$ 5,000				$ 5,000				$ 5,000			$ 5,000	$	20,000
Other Service Contracts	THS Therapy Services								$ 351,504	$ 43,938	$ 43,938	$ 43,938	$ 43,938	$	527,256
Total Service Contracts		**$ 15,750**	**$ 13,686**	**$ 13,686**	**$ 13,686**	**$ 18,686**	**$ 13,686**	**$ 14,886**	**$ 370,390**	**$ 63,824**	**$ 58,824**	**$ 58,824**	**$ 67,824**	**$**	**702,752**
F. Supplies & Materials															
Advertising		$ 10,000							$ 10,000					$	20,000.00
Computer Software	PowerSchool and setup	$ 19,000	$ 5,000											$	24,000
Custodial Supplies														$	-
Instructional Supplies	STEAM and miscellaneous						$ 5,000		$ 5,000				$ 5,000	$	15,000
Library Books														$	-
Office Supplies & Expense														$	-
Postage														$	-
Printing														$	-
Subscriptions	Plato subscription	$ 12,000												$	12,000
Testing & Evaluation Supplies														$	-
Textbooks														$	-
Other Supplies & Materials	STEAM Instructional kits												$ 20,000	$	20,000
Total Supplies & Materials		**$ 41,000**	**$ 5,000**	**$ -**	**$ -**	**$ -**	**$ 5,000**	**$ -**	**$ 15,000**	**$ -**	**$ -**	**$ -**	**$ 25,000**	**$**	**91,000**
G. Capital Outlay															
Computer Hardware													$ 20,000	$	20,000
Computer Software	Google Chrome Apps only													$	-
Office Furniture & Equipment														$	-
Instructional Furniture & Equipment									$ 15,000				$ 15,000	$	30,000
Vehicles														$	-
Land Purchases														$	-
Improvements & Alterations														$	-
Other Capital Outlay														$	-
Total Capital Outlay		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 15,000**	**$ -**	**$ -**	**$ -**	**$ 35,000**	$	50,000
														$	-

H. Other Expenditures															$ -
Audit Expense	in year 2														$ -
Dues & Fees															$ -
Judgements															$ -
Debt Services			$ 160,000				$ 160,000			$ 170,000					$ 490,000
Travel Expense/Mileage															$ -
Reimbursement															$ -
Field Trips				$ 1,500				$ 2,000			$ 2,000			$ 2,000	$ 7,500
Payments to an EMO	In contractual services														$ -
BSU Administrative Fee		$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 2,272	$ 27,269
Contingency	Reserved in case of charter revocation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 70,000
Total Other Expenditures		**$ 2,272**	**$ 162,272**	**$ 3,772**	**$ 2,272**	**$ 162,272**	**$ 4,272**	**$ 2,272**	**$ 172,272**	**$ 4,272**	**$ 2,272**	**$ 2,272**	**$ 4,272**	**$ 524,769**	
TOTAL EXPENDITURES		**$ 85,218**	**$ 283,039**	**$ 119,539**	**$ 123,689**	**$ 283,039**	**$ 125,039**	**$ 136,389**	**$ 725,243**	**$ 180,677**	**$ 179,327**	**$ 173,677**	**$ 244,677**	**$ 2,659,557**	
REMAINING CASH BALANCE (DEFICIT)		**$ 197,280**	**$ 153,038**	**$ 151,746**	**$ 105,804**	**$ 50,512**	**$ 50,720**	**$ 35,412**	**$ 299,676**	**$ 314,591**	**$ 325,856**	**$ 342,771**	**$ 353,687**		

BSU Office of Charter Schools
Proposal
Budget Schedule C

Revenue and Expense Detail - Cash Basis
Second Fiscal Year

Template 18-c
Budget Worksheets

Projected Enrollment 200	School Name: Dynamic Minds Academy						Dates Covered: 2019-2020					Minimum Enrollment for Financial V	
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June
carryover		$ 353,687											
Donations/Gifts (Please Describe)													
Food Service													
Investment Earnings													
CSP Grant		$ 118,000					$ 10,000	$ 20,000					$ 35,000
Part B IDEA		$ 5,416.67	$ 5,416.67	$ 5,416.67	$ 5,416.67	$ 5,416.67	$ 5,416.67	$ 5,416.67	$ 5,416.67	$ 5,416.67	$ 5,416.67	$ 5,416.67	$ 5,416.67
Medicaid Reimbursement	Only calculated for IEP's transportation services			$ 5,000.00			$ 5,000.00			$ 5,000.00			$ 5,000.00
State Tuition Support (Foundation + complexity)		$ 100,997	$ 100,997	$ 100,997	$ 100,997	$ 100,997	$ 100,997	$ 100,997	$ 100,997	$ 100,997	$ 100,997	$ 100,997	$ 100,997
Transportation	includes medicare reimbursement for IEP-mandated students	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
State Special Education		$ 109,845.00	$ 109,845.00	$ 109,845.00	$ 109,845.00	$ 109,845.00	$ 109,845.00	$ 109,845.00	$ 436,085	$ 146,094	$ 146,094	$ 146,094	$ 146,094
Charter and Innovation Network Grant	at $500 per student (IC 20-24-13)			$ 50,000.00			$ 50,000.00						
TOTAL CASH IN (INCOME):		**$ 336,258**	**$ 218,258**	**$ 273,258**	**$ 218,258**	**$ 218,258**	**$ 283,258**	**$ 238,258**	**$ 544,498**	**$ 259,507**	**$ 254,507**	**$ 254,507**	**$ 294,507**
I. EXPENDITURES:													
A. Employee Salaries													
Director/Principal		$ 6,008	$ 6,008	$ 6,008	$ 6,008	$ 6,008	$ 6,008	$ 6,008	$ 6,008	$ 6,008	$ 6,008	$ 6,008	$ 6,008
Assistant Principal		$ 4,292	$ 4,292	$ 4,292	$ 4,292	$ 4,292	$ 4,292	$ 4,292	$ 4,292	$ 4,292	$ 4,292	$ 4,292	$ 4,292
Other Administration Business Manager	IC - see service contracts	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Classroom Assistants	3 at14.42 per hour	$ 6,000	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250	$ 6,250
Clerical	IC - see service contracts	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Consultants (Please Describe)	No "employee" consultants		$ -										
Librarians		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Overtime Expense		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Social Workers	Provided by THS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Substitute Teachers	Handled Internally												
Teachers	4 added (24 total)	$ 72,533	$ 72,533	$ 72,533	$ 72,533	$ 72,533	$ 72,533	$ 72,533	$ 72,533	$ 72,533	$ 72,533	$ 72,533	$ 72,533
On-site special education director		$ 5,150	$ 5,150	$ 5,150	$ 5,150	$ 5,150	$ 5,150	$ 5,150	$ 5,150	$ 5,150	$ 5,150	$ 5,150	$ 5,150
School Nurse		$ 2,575	$ 2,575	$ 2,575	$ 2,575	$ 2,575	$ 2,575	$ 2,575	$ 2,575	$ 2,575	$ 2,575	$ 2,575	$ 2,575
Other Human Resource Expense (Please Describe)		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Employee Salaries		**$ 96,558**	**$ 96,808**	**$ 96,808**	**$ 96,808**	**$ 96,808**	**$ 96,808**	**$ 96,808**	**$ 96,808**	**$ 96,808**	**$ 96,808**	**$ 96,808**	**$ 96,808**
B. Employee Benefits													
Group Dental Insurance		$ 1,231	$ 1,231	$ 1,231	$ 1,231	$ 1,231	$ 1,231	$ 1,231	$ 1,231	$ 1,231	$ 1,231	$ 1,231	$ 1,231
Group Health Insurance	calculated 8% increase + additional staff	$ 7,020	$ 8,020	$ 8,020	$ 8,020	$ 8,020	$ 8,020	$ 8,020	$ 8,020	$ 8,020	$ 8,020	$ 8,020	$ 8,020
Group Life Insurance		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Long-Term Disability Insurance		$ 500	$ -	$ -	$ 500	$ -	$ -	$ 500	$ -	$ -	$ 500	$ -	$ -
Public Employee Retirement		$ 701	$ 701	$ 701	$ 701	$ 701	$ 701	$ 701	$ 701	$ 701	$ 701	$ 701	$ 701
Social Security & Medicare		$ 7,387	$ 7,406	$ 7,406	$ 7,406	$ 7,406	$ 7,406	$ 7,406	$ 7,406	$ 7,406	$ 7,406	$ 7,406	$ 7,406
Teacher Retirement		$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654	$ 8,654
Unemployment Compensation		$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 550
Workers Compensation		$ 440	$ -	$ -	$ 440	$ -	$ -	$ 440	$ -	$ -	$ 440	$ -	$ -
Other Employee Benefits		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Employee Benefits		**$ 26,433**	**$ 26,512**	**$ 26,512**	**$ 27,452**	**$ 26,512**	**$ 26,512**	**$ 27,452**	**$ 26,512**	**$ 26,512**	**$ 27,452**	**$ 26,512**	**$ 26,562**
C. Rental of Facilities & Utilities													

Electricity													
Gas, Oil, or Steam Heat													
Grass and Tree Services													
Internet Access													
Mortgage													
Rent													
Repair & Maintenance Services													
Telephone Long Distance													
Trash Removal													
Utilities													
Water & Sewer													
Other Facilities & Utilities Expense	Net Facility Fee to THS	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000
Total Rent and Utilities		**$ 15,000**	**$ 15,000**	**$ 15,000**	**$ 15,000**	**$ 15,000**	**$ 15,000**	**$ 15,000**	**$ 15,000**	**$ 15,000**	**$ 15,000**	**$ 15,000**	**$ 15,000**
D. Insurance													
Board Errors and Omissions		$ 1,000			$ 1,000			$ 1,000			$ 1,000		
General Liability Insurance		$ 2,000			$ 2,000			$ 2,000			$ 2,000		
Health Insurance		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Property & Casualty Insurance		$ 450			$ 450			$ 450			$ 450		
Property & Inland Marine		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Theft Insurance		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Treasurer Bonds		$ 350	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Umbrella/excess Liability		$ 1,200			$ 1,200			$ 1,200			$ 1,200		
Vehicle Insurance		$ 200	$ -	$ -	$ 200	$ -	$ -	$ 200	$ -	$ -	$ 200	$ -	$ -
Worker's Compensation Insurance			$ -	$ -		$ -	$ -		$ -	$ -		$ -	$ -
Other Insurance Expense (Please Describe)		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Insurance		**$ 5,200**	**$ -**	**$ -**	**$ 4,850**	**$ -**	**$ -**	**$ 4,850**	**$ -**	**$ -**	**$ 4,850**	**$ -**	**$ -**
E. Service Contracts													
Accounting & Payroll Services	IC contract	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750
Consulting Services	IC contract / business /special ed / admin. Mentor / startup support	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000
Data Processing Services	IC contract	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500
Equipment Rental & Lease	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Food Service Contract	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Legal Services	$ -			$ 4,000	$ -	$ -		$ -	$ 4,000		$ -	$ -	$ 4,000
Professional & Technical Services	computer based instruction - contracted licensed teachers at $200 per course IC administered at 250 courses / diploma students only	$ 3,636	$ 4,166	$ 4,166	$ 4,166	$ 4,166	$ 4,166	$ 4,166	$ 4,166	$ 4,166	$ 4,166	$ 4,166	$ 4,166
Pupil Transportation Contract	Includes IEP-mandated estimate only	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Security Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Staff Development	Consultants / STEAM, CBI	$ 10,000	$ -	$ -	$ -	$ 5,000	$ -	$ -	$ -	$ 5,000	$ -	$ -	$ 5,000
Other Service Contracts	THS Therapy Services	$ 43,938	$ 43,938	$ 43,938	$ 43,938	$ 43,938	$ 43,938	$ 43,938	$ 174,434	$ 58,438	$ 58,438	$ 58,438	$ 58,438
Total Service Contracts		**$ 67,074**	**$ 57,604**	**$ 61,604**	**$ 57,604**	**$ 62,604**	**$ 57,604**	**$ 57,604**	**$ 192,100**	**$ 77,104**	**$ 72,104**	**$ 72,104**	**$ 81,104**
F. Supplies & Materials													
Advertising		$ 10,000											
Computer Software		$ 20,000											
Custodial Supplies													
Instructional Supplies		$ 15,000											$ 15,000
Library Books													
Office Suplies & Expense		$ 10,000					$ 5,000					$ 5,000	

Postage														
Printing		$ 5,000				$ 2,000							$ 5,000	
Subscriptions	Plato subscription / other	$ 18,000					$ 10,000							
Testing & Evaluation Supplies														
Textbooks														
Other Supplies & Materials	instructional kits	$ 20,000						$ 20,000						$ 10,000
Total Supplies & Materials		**$ 98,000**	**$ -**	**$ -**	**$ -**	**$ 2,000**	**$ 15,000**	**$ 20,000**	**$ -**	**$ -**	**$ -**	**$ 10,000**	**$ 25,000**	
G. Capital Outlay														
Computer Hardware	Computer Lease Payoff	$ 30,000												
Computer Software	Google Apps only													
Office Furniture & Equipment		$ 10,000					$ 3,000							
Instructional Furniture & Equipment	additional classroom sets	$ 20,000												$ 10,000
Vehicles														
Land Purchases														
Improvements $ Alterations														
Other Capital Outlay	miscellaneous	$ 2,000				$ 2,000				$ 2,000				$ 2,000
Total Capital Outlay		**$ 62,000**	**$ -**	**$ -**	**$ -**	**$ 2,000**	**$ 3,000**	**$ -**	**$ -**	**$ 2,000**	**$ -**	**$ -**	**$ 12,000**	
H. Other Expenditures														
Audit Expense	May be paid by authorizer	$ 7,500												
Dues & Fees														
Judgements														
Debt Services														
Travel Expense/Mileage														
Reimbursement														
Field Trips		$ 5,000		$ 3,000			$ 3,000			$ 3,000				$ 2,000
Payment to an EMO	in contractual services													
BSU Administrative Fee		$ 3,030	$ 3,030	$ 3,030	$ 3,030	$ 3,030	$ 3,030	$ 3,030	$ 3,030	$ 3,030	$ 3,030	$ 3,030	$ 3,030	$ 3,030
Contingency	Reserved in case of charter revocation	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Total Other Expenditures		**$ 15,530**	**$ 3,030**	**$ 6,030**	**$ 3,030**	**$ 3,030**	**$ 6,030**	**$ 3,030**	**$ 3,030**	**$ 6,030**	**$ 3,030**	**$ 3,030**	**$ 5,030**	
TOTAL EXPENDITURES		**$ 287,902**	**$ 198,954**	**$ 205,954**	**$ 204,744**	**$ 205,954**	**$ 204,954**	**$ 204,744**	**$ 333,450**	**$ 223,454**	**$ 219,244**	**$ 213,454**	**$ 261,504**	
REMAINING CASH BALANCE (DEFICIT)		**$ 402,043**	**$ 421,348**	**$ 488,652**	**$ 502,166**	**$ 514,471**	**$ 592,775**	**$ 626,289**	**$ 837,337**	**$ 873,391**	**$ 908,655**	**$ 949,708**	**$ 982,712**	

bility 100

Total
$ 183,000
$ 65,000
$ 20,000
$ 1,211,960
$ 24,000
$ 1,789,375
$ 100,000
$ 3,393,335
$ 72,100
$ 51,500
$ -
$ 74,750
$ -
$ -
$ -
$ -
$ -
$ -
$ 870,400
$ 61,800
$ 30,900
$ -
$ 1,161,450
$ 14,771
$ 95,240
$ -
$ 2,000
$ 8,415
$ 88,851
$ 103,845
$ 6,050
$ 1,760
$ -
$ 320,932

$ 180,000
$ 180,000
$ 4,000
$ 8,000
$ -
$ 1,800
$ -
$ -
$ 350
$ 4,800
$ 800
$ -
$ -
$ 19,750
$ 21,000
$ 72,000
$ 18,000
$ -
$ -
$ 12,000
$ 49,462
$ 24,000
$ -
$ 25,000
$ 715,750
$ 916,212
$ 20,000
$ -
$ 30,000
$ -
$ 20,000

$	-
$	12,000
$	28,000
$	-
$	-
$	50,000
$	**170,000**
$	-
$	-
$	30,000
$	-
$	13,000
$	30,000
$	-
$	-
$	-
$	8,000
$	**81,000**
$	7,500
$	-
$	-
$	-
$	-
$	-
$	16,000
$	-
$	36,359

$	120,000
$	**179,859**
$	**2,764,310**

BSU Office of Charter Schools
Proposal
Budget Schedule D

Budget
Summaries -
Cash Basis

Template 18-d
Budget Worksheets

	School Name: Dynamic Minds Academy		
	Pre-operational (From Schedule A)	**First Fiscal Year (From Schedule B)**	**Second Fiscal Year (From Schedule C)**
Dates Covered	Approval through June 30, 2018	**2018-2019**	**2019-2020**
Projected Enrollment		$ 150	200
Minimum enrollment for financial viability		$ 100	100
CARRY OVER		**$ 150,000**	**$ 353,687**
I. CASH IN (INCOME):			
Donations/Gifts (Please Describe)		$ -	$ -
Food Service		$ -	$ -
Investment Earnings		$ -	$ -
CSP Grant	$ 325,000	$ 104,800	$ 183,000
Charter School Capital Rolling Loan	$ 150,000	$ 300,000	
Part B IDEA		$ 58,333	$ 65,000
Medicaid Reimbursement		$ 20,000	$ 20,000
State Tuition Support (Foundation + complexity)		$ 908,970	$ 1,211,960
Transportation		$ 18,000	$ 24,000
State Special Education		$ 1,318,140	$ 1,789,375
Charter and Innovation Network Grant		$ 75,000	$ 100,000
TOTAL CASH IN (INCOME):	**$ 475,000.00**	**$ 2,803,243**	**$ 3,393,335**
		$ -	$ -
II. EXPENDITURES:		$ -	$ -
A. *Employee Salaries*		$ -	$ -
Director/Principal	$ 30,000.00	$ 70,000	$ 72,100
Curriculum Director	$ 20,000.00	$ 50,000	$ 51,500
Other Administration - Business Manager		$ -	$ -
Classroom Assistants		$ 66,000	$ 74,750
Clerical		$ -	$ -
Consultants		$ -	$ -
Librarians		$ -	$ -

Overtime Expense		$ -	$ -
Social Workers		$ -	$ -
Substitute Teachers		$ -	$ -
Teachers		$ 623,333	$ 870,400
On-Site Special Ed. Director	$ 30,000.00	$ 60,000	$ 61,800
Temporary Salaries		$ 27,500	$ 30,900
Other Human Resource Expense		$ -	$ -
Total Employee Salaries	**$ 80,000.00**	**$ 896,833**	**$ 1,161,450**
		$ -	$ -
B. Employee Benefits		$ -	$ -
Group Dental Insurance		$ 12,761	$ 14,771
Group Health Insurance		$ 73,521	$ 95,240
Group Life Insurance		$ -	$ -
Long-Term Disability Insurance		$ 1,600	$ 2,000
Public Employee Retirement		$ 7,013	$ 8,415
Social Security & Medicare		$ 68,608	$ 88,851
Teacher Retirement		$ 84,350	$ 103,845
Unemployment Compensation		$ 4,000	$ 6,050
Workers Compensation		$ 1,600	$ 1,760
Other Employee Benefits		$ -	$ -
Total Employee Benefits		**$ 253,452**	**$ 320,932**
		$ -	$ -
C. Rental of Facilities & Utilities		$ -	$ -
Electricity		$ -	$ -
Gas, Oil, or Steam Heat		$ -	$ -
Grass and Tree Services		$ -	$ -
Internet Access		$ -	$ -
Mortgage		$ -	$ -
Rent		$ -	$ -
Repair & Maintenance Services		$ -	$ -
Telephone Long Distance		$ -	$ -
Trash Removal		$ -	$ -
Utilities		$ -	$ -
Water & Sewer		$ -	$ -
Other Facilities & Utilities Exepnse		$ 100,000	$ 180,000
Total Rent and Utilities		$ 100,000	$ 180,000
		$ -	$ -
D. Insurance		$ -	$ -

Board Errors and Omissions		$ 4,000	$ 4,000
General Liability Insurance		$ 8,000	$ 8,000
Health Insurance		$ -	$ -
Property & Casualty Insurance		$ 1,800	$ 1,800
Property & Inland Marine		$ -	$ -
Theft Insurance		$ -	$ -
Treasurer Bonds		$ 350	$ 350
Umbrella/excess Liability		$ 4,800	$ 4,800
Vehicle Insurance		$ 800	$ 800
Worker's Compensation Insurance		$ -	$ -
Other Insurance Expense		$ -	$ -
Total Insurance		**$ 19,750**	**$ 19,750**
		$ -	$ -
E. Service Contracts		$ -	$ -
Accounting & Payroll Services	$ 5,000.00	$ 21,000	$ 21,000
Consulting Services		$ 69,500	$ 72,000
Data Processing Services		$ 16,000	$ 18,000
Equipment Rental & Lease		$ -	$ -
Food Service Contract		$ -	$ -
Legal Services	$ 10,000	$ 8,000	$ 12,000
computer based instruction - contracted licensed teachers at $200 per course IC administered at 250 courses / diploma students only		$ 39,996	$ 49,462
Pupil Transportation Contract		$ 22,000	$ 24,000
Security Services		$ -	$ -
Staff Development		$ 20,000	$ 25,000
Other Service Contracts		$ 527,256	$ 715,750
Total Service Contracts	**$ 15,000**	**$ 702,752**	**$ 916,212**
		$ -	$ -
F. Supplies & Materials		$ -	$ -
Advertising		$ 20,000	$ -
Computer Software		$ 24,000	$ 20,000
Custodial Supplies		$ -	$ -
Instructional Supplies	$ 40,000	$ 15,000	$ 30,000
Library Books		$ -	$ -
Office Supplies & Expense		$ -	$ 20,000

Postage		$ -	$ -
Printing		$ -	$ 12,000
Subscriptions		$ 12,000	$ 28,000
Testing & Evaluation Supplies		$ -	$ -
Textbooks		$ -	$ -
Other Supplies & Materials		$ 20,000	$ 50,000
Total Supplies & Materials	**$ 40,000**	**$ 91,000**	**$ 170,000**
		$ -	$ -
G. Capital Outlay		$ -	$ -
Computer Hardware		$ 20,000	$ 30,000
Computer Software		$ -	$ -
Office Furniture & Equipment		$ -	$ 13,000
Instructional Furniture & Equipment	$ 40,000	$ 30,000	$ 30,000
Vehicles		$ -	$ -
Land Purchases		$ -	$ -
Improvements & Alterations	$ 150,000	$ -	$ -
Other Capital Outlay		$ -	$ 8,000
Total Capital Outlay	**$ 190,000**	**$ 50,000**	**$ 81,000**
		$ -	$ -
H. Other Expenditures		$ -	$ -
Audit Expense		$ -	$ 7,500
Dues & Fees		$ -	$ -
Judgements		$ -	$ -
Debt Services		$ 490,000	$ -
Travel Expense/Mileage		$ -	$ -
Reimbursement		$ -	$ -
Field Trips		$ 7,500	$ 16,000
Payment to an EMO		$ -	$ -
BSU Administrative Fee		$ 27,269	$ 36,359
Contingency		$ 70,000	$ 120,000
Total Other Expenditures		**$ 524,769**	**$ 179,859**
			$ -
TOTAL EXPENDITURES	**$ 325,000.00**	**$ 2,659,557**	**$ 2,764,310**
REMAINING CASH BALANCE (DEFICIT)	**$ 150,000**	**$ 353,687**	**$ 982,712**

ASSUMPTIONS	2018-2019
Enrollment	150
Foundation Amount	$ 5,352
Estimated % TANF, FS, FOSTER	0.2000
Complexity Amount	$ 3,539

	Number
Severe Disabilities	140
Mild and Moderate Disabilities	5
Communication Disorders	100

CALCULATIONS	
	2018-2019
Foundation Funding	$ 802,800.00
Complexity Grant	$ 106,170.00
Complexity Grant / Student	$ 707.80
Total Foundation and Complexity (Basic Tuition Support)	**$ 908,970.00**
Basic Tuition Support / Student	$ 6,059.80
Special Education (State)	$ 1,318,140.00
Charter School Grant Program ($500 per student)	$ 75,000.00

ESTIMATED TOTAL OF MAIN REVENUE SOURCES **2,302,110**

Represents 1:8 RATIO

	Description
Education Director (ELEM and HS)	
Curriculum Director (ELEM and HS)	
On-Site Special Education Director (ELEM and HS)	
Classroom Teacher Elem General Education	
Classroom Teacher Elem General Education	
Classroom Teacher ELEM. SPED	
Classroom Teacher ELEM. SPED	
Classroom Teacher ELEM. SPED	
Classroom Teacher ELEM. SPED	
Classroom Teacher ELEM. SPED	
Classroom Teacher ELEM. SPED	
Classroom Teacher MS/HS (MATH)	
Classroom Teacher MS/HS (ENG)	
Classroom Teacher MS/HS SPED	
Classroom Teacher MS/HS SPED	
Classroom Teacher MS/HS SPED	
Classroom Teacher MS/HS SPED	
Classroom Teacher MS/HS SPED	
Classroom Teacher MS/HS SPED	

Classroom Teacher MS/HS SPED

Classroom Teacher ELEM. SPED
Classroom Teacher ELEM. SPED
Classroom Teacher MS/HS SPED
Classroom Teacher MS/HS SPED

20 teaching staff

Classroom Aid @ $14.00 per hour
Classroom Aid @ $14.00 per hour
Classroom Aid @ $14.00 per hour

School Nurse

Updated by HB1001

2019-2020

	200
$	5,352.00
	0.200
$	3,539.00

2018-2019			2019-2020		
$ Per Student	Total		Number	$ Per Student	Total
$ 8,976	$ 1,256,640		185	$ 9,156.00	$ 1,693,860.00
$ 2,300	$ 11,500		7	$ 2,300.00	$ 16,100.00
$ 500	$ 50,000		130	$ 500.00	$ 65,000.00
	$ 1,318,140				**$ 1,774,960.00**

2019-2020

$	1,070,400.00			
$	141,560.00			
$	707.80			
$	**1,211,960.00**			
$	6,059.80			**Calculations Only**
$	1,753,126.20	$ 434,986	$ 581,080	$ 146,094
$	100,000.00			$ 36,248.85

3,065,086

2018-2019	2019-2020
70000	72100
50000	51500
60000	61800
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200
40000	41200

40000	41200
	42500
	42500
	42500
	42500
680000	**870400**
24000	25000
24000	25000
24000	25000
72000	**75000**
30000	32000

$ 289,990.80 $ 436,084.65