

**LEA Application of General Information
2011-2012**

School Improvement Grant 1003(g)

LEA Application: General Information

Corporation Name: Options Charter School - Carmel		Corporation Number: 9325
Contact for the School Improvement Grant: Kevin L. Davis		
Position and Office: District Superintendent	Contact's Mailing Address: Options Charter Schools 9945 Cumberland Pointe Blvd. Noblesville, IN 46060	
Telephone: 317 945-7723	Fax: 317 773-8659	
Email Address: kdavis@optionsined.org		
Superintendent (Printed name) Kevin L. Davis	Telephone: 317 945-7723	
Signature of Superintendent X 	Date: 07/13/2011	

- Complete and submit this form one time only.
- Complete a second form, "Tier I and II Application" for each school applying for a school improvement grant.

A. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I and Tier II schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an "X" indicating the tier and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Options Charter School – Carmel	9-12		X		X			
2.								
3.								
4.								
5.								
6.								

B. Explanation if LEA is Not Applying to Serve Each Tier I School

We will serve all of our Tier I schools.

We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

C. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: Options Charter School – Carmel **School Number:** 9325

Stakeholder Group	Mode of Communication	Date
Parent Group	Internet Survey Newsletters Parent Meetings BSU Constituent Survey	December 2010 – February 2011 3/21/2011, 12/14/2010, 9/23/2010 9/8/2011, 2/1/2011 – 5/1/2011
Student Group	Internet Survey Newsletters Town Hall Meetings	December 2010 – February 2011 3/21/2011, 12/14/2010, 9/23/2010 Weekly
Staff	Staff Meetings Internet Survey BSU Constituent Survey	Weekly December 2010- February 2011 2/1/2011 – 5/2/2011
School Improvement Team	Meetings	Weekly
School Board Members	Meetings – President's Report and Principal's Reports	Monthly
Vendors, Donors, Alumni and others (1,312 currently in database)	Newsletters	3/21/2011, 12/14/2010, 9/23/2010
General Public	Website	Always Available

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

This is **NOT APPLICABLE**. We are a charter school. No teacher's Union has been formed.

E. Assurances

Options Charter School – Carmel assures that it will

- X 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- X 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- X 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- X 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

Transformation-LEA Application for Each Tier I and Tier II School

**School Improvement Grant 1003(g)
2011-2012**

LEA School Application: Tier I and Tier II

**The LEA must complete this form for each Tier I or II school
applying for a school improvement grant.**

School Corporation : Options Charter School – Carmel Number 9325

School Name: Options Charter School - Carmel

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

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A. LEA Analysis of School Needs

➤ *Instructions:*

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts – Note: In our small, alternative school setting 24 total students tested (ECA English 10) in the 2010-11 school year. No student data is reported for student groups less than 30. Consequently, no groups listed above met that threshold. Therefore, data below is reported as “Overall.”

Overall AYP	75%	11	High – have passed 2.0-3.0 or more times	High – 84% for formal schooling from non-Indian ethnic culture
Overall	58%	14	High	High – 84% have experienced persistent academic failure

Mathematics: Note: In our small, alternative school setting 18 total students tested (ECA Algebra I) in the 2010-11 school year. No student data is reported for student groups less than 30. Consequently, no groups listed above met that threshold. Therefore, data below is reported as "Overall."

Overall	56%	10	High	High – 89% have experienced persistent academic failure

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. "</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>
<ol style="list-style-type: none"> 1. Difference in performance between student groups is not statistically significant. 2. The overall population performs lower than state averages (-18% Eng.10 / -19% Alg. I) 3. The student population performs significantly lower than the local traditional public high school (-50% 	<ol style="list-style-type: none"> 1. Since Options – Carmel is a small, alternative high school, ECA testing provides important overall performance data; however, subgroup analysis is hindered by a lack of statistical significance. 2. Options – Carmel is an alternative school program enrolling the majority of its students after they have already experienced failure in high school. <ul style="list-style-type: none"> <u>Students 5 or more credits behind upon enrollment</u> 2009-2010 - 71% 2010-2011 - 68% <p>The school lacks sufficient instructional time and effective instructional strategies to close achievement gaps at a rate that will prepare students to be successful.</p> 3. Working with the local public school corporation, Options has successfully attracted those students most in need of instructional interventions; however, the school lacks sufficient instructional time and

Eng. 10 / - 49% Alg. 1) on the percentage of students passing ECA.

4. Based on 2010-11 NWEA fall and spring assessments, Options students frequently exceed national growth norms (79% Reading, 50% Language, 81% Math).

effective instructional strategies to close achievement gaps at a rate that will prepare students to be successful.

4. Though students are reengaging in the educational process, Options - Carmel lacks sufficient instructional time and effective instructional strategies to close achievement gaps at a rate that will prepare students to be successful.

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2009-2010	2010-2011
1. Number of minutes within the school year that students are required to attend school	64,800	64,800
2. Dropout rate*	15% 28/183 Disaggregated data shows that 25 of 28 dropouts were 5 or more credits behind peers upon enrollment. 19 of 28 were 10 or more credits behind	13% 29/223 Disaggregated data shows that 25 of 29 dropouts were 5 or more credits behind peers upon enrollment. 20 of 29 were ten or more credits behind
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	94.7	93.2

4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N=4 2%	N=6 3%
5. Number of students completing dual enrollment classes	0 – Not Offered	5
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	SS	SS
7. Discipline incidents*	34	36
8. Truants (# of unduplicated students, enter as a whole number)	14	17
9. Distribution of teachers by performance level on LEA's teacher evaluation system <i>NOTE: Tier 1 is highest</i>	1 – 25% 2 – 50% 3 – 12.5% 4 – 12.5%	1 – 37.5% 2 – 37.5% 3 – 12.5% 4 – 12.5%
10 Teacher attendance rate	95.5%	96.2%

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> "Teachers are absent a lot." <i>Appropriate example:</i> " Teachers on average are out of the classroom 32 days of the school year."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>" Teachers don't feel like coming to school" <i>Appropriate example:</i> "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms"</p>
<ol style="list-style-type: none"> 1. 13-15% of the student population drops out of school before completing graduation requirements. 2. Students have few opportunities to extend instructional time. 3. Attendance rate (92.3%) is below the state average. 4. A high percentage (nearly 10%) of the student population is habitually truant from school. 5. The evaluation of teacher effectiveness is widely distributed. 	<ol style="list-style-type: none"> 1. The school lacks the resources (technology, professional development) and instructional time for effective credit recovery programs. Students become frustrated and drop out. 2. The school has operated at the state's minimum instructional time mandate. 3. The school lacks resources for home visitation and family intervention to change the pattern of students who do not attend school regularly. 4. The school lacks resources for home visitation and family intervention to change the pattern of students who do not attend school regularly. 5. The school lacks an effective teacher evaluation / incentive system that would bring all teachers to the top levels or mandate their replacement. The school also lacks an effective incentive pay system based primarily on student achievement.

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ Instructions:

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.	X				1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.		X			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.			X		3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school			X		4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.				X	5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.			X		3. Uses multiple sources beyond

<p>4. Does not include technology.</p> <p>5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>textbooks.</p> <p>4. Includes frequent use of technology.</p> <p>5. Works in teams, discussing student learning and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
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Curriculum	1	2	3	4	Curriculum
<p>1. Leadership does not observe or evaluate teachers for use of the curriculum.</p> <p>2. Is considered to be the textbook or the state standards.</p> <p>3. Is not aligned within or across grade levels.</p> <p>4. Is not rigorous or cognitively demanding.</p> <p>5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.</p> <p>6. Is not differentiated for struggling students.</p>		X			<p>1. Is observed by school leadership that it is being taught.</p> <p>2. Is developed by the district/teachers based on unpacking the state standards.</p> <p>3. Is aligned within and across grade levels.</p> <p>4. Is rigorous and cognitively demanding.</p> <p>5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.</p> <p>6. Is differentiated for struggling students.</p>
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
<p>1. Are not regularly used by teachers.</p> <p>2. Are not routinely disaggregated by teachers.</p> <p>3. Are not used to determine appropriate instructional strategies.</p>	X				<p>1. Are used to implement an aligned instructional program.</p> <p>2. Are used to provide differentiated instruction.</p> <p>3. Are discussed regularly in teacher groups to discuss student work</p>
Professional Development	1	2	3	4	Professional Development
<p>1. Is individually selected by each teacher; includes conferences and conventions.</p> <p>2. Is not related to curriculum, instruction, or assessment.</p> <p>3. Is short, i.e., one-shot sessions.</p>		X			<p>1. Is of high quality and job-embedded.</p> <p>2. Is aligned to the curriculum and instructional program.</p> <p>3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.</p>

4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	X				4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children. 3.		X	X	X	1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.				X	1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.				X	2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.			X		3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.		X			4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.			X		5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels."</p> <p><i>Appropriate example:</i> "We only teach flags, festivals and foods with our students. "</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Appropriate example "</i> We don't know how to align our curriculum across grade levels."</p> <p><i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."</p>
<ol style="list-style-type: none"> 1. The principal spends more time managing the school than in the classroom. 2. The curriculum (both project-based and credit recovery) lacks academic rigor and alignment with academic standards. 3. Professional Development has been short one-sot sessions without follow-up. 4. Teachers do not regularly use available 	<ol style="list-style-type: none"> 1. Administrative duties limit the time available for classroom observation and analysis of curriculum. 2. The school has struggled to develop a project-based curriculum and provide opportunities for credit recovery in the same physical location. 2A Teaching staff is asked to become proficient in the delivery of two instructional models that have diverse, and sometimes opposing, philosophies and goals. 3. The school lacks the resources, including the support of a network of schools, and time to prepare to deliver an effective and academically rigorous curriculum. 4. There is a lack of knowledge and

<p>data to inform decisions regarding instructional programming and assessment.</p> <p>5. The school supplies only minimal extended supports with a high-risk student population.</p>	<p>experience in utilizing data to improve instruction.</p> <p>5. In this alternative school setting, family and social supports are often missing from the students' lives. The mentoring program is the primary extended service program. Additional community connections connecting the school, home and community are inadequate.</p>
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B. Selection of School Improvement Model

➤ **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

Turnaround Model	Transformation Model
Required Elements	Required Elements
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.	<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
Promote the use of student data to inform and differentiate instruction.	<p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform
Establish schedules and implement strategies that provide increased learning time.	
Provide appropriate social-emotional and community-oriented services and supports for students.	

Turnaround Model
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
<i>Permissible Elements</i>
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide "response-to-intervention" model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
<i>Required Elements</i>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

- **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected: Transformation

(1) Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.

The “Transformation Model” requires an unusually strong commitment to change that requires results as its outcome. Options Charter School – Carmel opened in 2002 as a conversion charter school to replace a dismantled alternative high school program within Carmel Clay Schools. Though there were many fundamental changes in the charter school’s philosophy, the program was designed primarily to build strong adult relationships with struggling students. At that time, academic expectations were low. Options – Carmel has been successful in building strong relationships, and this has resulted in *some* academic gains for these students. This is simply not enough.

The SI team believed that both the Transformation and Turnaround Model presented the kind of commitment needed to make this significant leap forward. Our group believed, that the timing of the grant application made some of the Turnaround elements difficult to implement in a timely manner. As a result, we strongly believe the Transformation Model will result in the results desired.

Our **data findings** support some general beliefs we have held for some time. We have built strong relationships with students, but the academic growth lags behind what it will take to move these students from disengaged students to students prepared for college success. Though data is used to evaluate effectiveness, the staff does not regularly use data to make informed decisions on instruction. Our principal has been tied to school management activities and has failed to become an effective instructional leader with a presence in the classroom. Professional development activities have been one-shot activities; and we have left a young teaching staff without the support, education, technology resources, and time to implement these programs effectively. Finally, we are failing to keep students in school. Truancy and dropouts rates are alarming, and the school often fails to make adequate connections between family, school and community.

Root Cause Analysis and Self-Assessment point to several factors. First, the school does not have sufficient instructional time to close the achievement gap of its students. If these students aren’t within range of graduation by age 18-19, they often drop out and do not complete their education. It’s not the amount of time in school, it’s the amount of time that passes in their lives that causes the students to give up and drop out. For students who don’t enter significantly behind, the project-based instruction lacks academic rigor and connection to academic standards due to the lack of a supportive network and job-embedded professional development. Both programs lack high expectations for students. Often both students and teachers are confused by the tension that exists between a project-based learning environment and a credit recovery program. The lack of incentive pay and an evaluation system that rewards the best teachers and eliminates poor teachers does not exist. The non-teaching personnel have been tied down to management duties; this has impacted the time for the principal to be in the classroom and time for developing the home/school/community ties that impact students’ lives.

□
(2) Describe how the model will create teacher, principal, and student change.

The Transformation Model will create teacher, principal and student change in the following ways:

Increased Learning Time – For the upcoming school year (2011-12), Saturday and after school sessions will increase learning time for students most at risk of dropping out. Beginning in the 2012-13 school year, all students will attend school for twenty additional days (from 180 to 200), with teachers adding 21 days (from 189 to 210).

Instructional Focus - With the approval of this grant, Options will accept an invitation to become an Expeditionary Learning (EL) school (<http://www.elschools.org>). With a network of 165 schools over 30 states, EL schools have consistently outperformed local districts (Appendix D). With a network of support and intense, job-embedded professional development, EL will assist our staff in providing students who do not have to focus on major credit recovery, a rigorous, high interest curriculum tied to academic standards. EL, if advertised well in the community, will draw students to Options earlier – before they fall so far behind their chronological peers.

Options students will also have a credit recovery (CR) program available for those students who enter Options well behind their chronological peers. A broad spectrum of technology-driven instruction, direct instruction, mentoring and standards-based, authentic assessment will make credit recovery occur at a flexible pace rather than based on seat time.

Local School Partnership – Both the EL and CR models require building a specific school culture and climate. Recognizing how difficult it is to build each within one small school, Options Charter School – Carmel and Options Charter School – Noblesville will share services allowing for one physical location to house the EL program and another physical location to house the CR program. This shared services model will require some to be transported to the Options – Noblesville facility. The two Options schools will also share the School Improvement Office. This model has been approved by our authorizer, Ball State University (Appendix D).

School Improvement Office - Two experienced educators will drive the school improvement process. One will be primarily involved with the Expeditionary Learning processes (professional development, monitoring, reporting), and the other will drive the data-driven decision processes, including management of this grant. The office will have hiring/firing powers independent of the district superintendent and direct performance evaluation over the building principal. Student performance will enhance their compensation. They will work closely with the principal, but the principal will manage the compensation and evaluation system of the teaching staff to ensure high quality and student performance.

Home/School/Community – A community mentoring program (Youth Mentoring Initiative) will provide mentors for all students during their junior and senior year. Home visitations will reduce truancy, improve attendance, and enhance relationships. Community partnerships will match students with leaders who will assist with providing career education services out in the community, and each senior will complete a Senior Institute Project (service learning). These programs will be managed by a Director of Community and Transitional Programs who will initially be funded through this grant. The Options – Noblesville SIG grant and IDEA. Part B.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Budget
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Budget
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		Budget
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		Budget

Capacity Task	Yes	No	District Evidence
<p>5. The district has the resources to serve the number of Tier I and II schools that are indicated.</p> <p><i>All models</i></p>	X		NA
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement 	X		Budget / Application

Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	X		<p>Resumes of School Leaders (Appendix E) Ball State University (BSU) Reauthorization of Charter (Appendix C) BSU Accountability Report 2008-2009 (Appendix B) BSU Accountability Report 2009-2010 (Appendix B)</p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	X		<p>BSU Accountability Survey Results Survey (Appendix B) School Calendar Survey Results (Appendix I) School Improvement Team Meeting Notes (Appendix J)</p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	X		<p>School Calendar Survey Results (Appendix I) School Board Meeting Minutes (Appendix G)</p>

Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	X		<p>School Board Meeting Minutes (Appendix G)</p>
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	X		<p>Superintendent Assurance Expeditionary Learning Letter of Support (Appendix D) Ball State University Letter of support (Appendix C) Ball State University Reauthorization Letter (Appendix C) Youth Mentoring Initiative (YMI) letter of support</p>

Capacity Task	Yes	No	District Evidence
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	NA		NA – No union exists / charter school
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	NA		BSU letter of support Expeditionary Learning Letter of Support

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	X		<p>The district superintendent has identified an internal candidate for this position. In addition to completing university advance coursework, this candidate has been involved in a two-year internship with Options – Carmel. This candidate has participated for two years in our administrative mentoring program.</p>
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 	X		<p>Implementation Timeline</p> <p>With the 2011-2012 school year beginning at approximately the time grant notifications will be made. Some changes (e.g school year calendar) cannot be effectively modified at this date. Expeditionary Learning requires a preparation and professional development period before EL can be fully operational within a school. The school has taken care to implement all portions of the transformation model as quickly as possible on the timeline.</p>

Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 		N	<p>Though the administrative staff does have high levels of expertise, (Resumes of School Leaders) no staff member has experience in implementing the transformation model.</p>
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 	X		<p>School Improvement Team Meeting Notes Expeditionary Learning Letter of Support Ball State University Letter of support Youth Mentoring Initiative (YMI) letter of support School Board Meeting Minutes XX/XX/20XX School Board Meeting Minutes 6/28/2011 School Calendar Survey Results School Calendar News Release</p>

Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 	X		<p>Ball State University Accountability Reports State Board of Accounts Audit 2007-2008/2008-2009.</p>

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning</i> 	X		<p>School Calendar Survey School Calendar News Release</p>
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(ex...)

X *An additional block of time embedded into the school day*

X *Summer enrichment/remediation*

x *Saturday intervention*

x *Before or after school enrichment/remediation*

x *School vacation weeks*

- *Compensation for extended day is identified by the LEA*

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-12*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
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I. Design and implement school intervention model consistent with federal application requirements.

The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:

- (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;
- (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;
- (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions;
- (d) Assessing other resources that will support the design and implementation efforts of selected interventions;
- (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;
- (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those

Designing and implementing an appropriate intervention model began as a specific goal in May of 2010 as a school improvement team began meeting weekly to assess the needs of the school. The team reported periodically to the Board and scheduled specific meetings to draw other stakeholders to the table (e.g. meetings with Expeditionary Learning and Youth Mentoring Initiative).

The School Improvement Office will consist of two members who work with the new principal to drive the transformation model forward. A partnership with Options Charter School – Noblesville and shared funding resources make it possible to create this office in a fiscally responsible manner. The office will consist of a Director of School Improvement and a Director of Expeditionary Learning. This Office will be in place by the end of September, 2011. Options has identified one internal candidate for the position of Director of Expeditionary Learning, Barbara Maschino, the current principal of Options – Carmel. Darin Gustin, a veteran school administrator with successful experience in traditional public and public charter schools, will lead the School Improvement Office as the Director of School Improvement.

The School Improvement Office will conduct bi-weekly meetings with the Options – Carmel principal and staff to continue school improvement activities and study progress. This intervention will be ongoing throughout the course of this transformation and beyond as the corporation intends to sustain these positions as detailed later. The school principal will be mentored and guided throughout this process to gradually increase participation and responsibility for these processes. Meeting notes will be recorded at each meeting.

The School Improvement Office will also be responsible and highly accountable for communication to stakeholders through newsletters, meetings and blogs. Submission of forms to the IDOE and or USDE will be the shared responsibility of the School Improvement Office and the corporation's Director of Accountability and Compliance. This position has been in place since 2006 with the purpose of assuring reporting compliance to all the IDOE and sponsor, Ball State University and the USDE. This position is corporation-funded and requires no SIG funding.

<p>weaknesses;</p> <ul style="list-style-type: none">(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),(h) Maintaining accurate documentation of meetings and communications,(i) Following and/or revising schedules, goals, and timeline as needed, and(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	<p>All meeting notes will be kept through the FirstClass™ communication system. This technology-sharing system allows groups to share documents and calendars much like Google Docs or Sharepoint. Notes for School Improvement Meetings and others have been kept on this system. Examples appear in Appendix J.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are</p>	<p>As part of the school improvement process, Options has already selected many of the external providers. A school improvement team began meeting in May of 2010 to begin the data analysis and explore the SIG process. The team reported periodically to the Board and scheduled specific meetings to draw other stakeholders and potential external providers to the table.</p> <p>Options – Carmel has selected Expeditionary Learning as the primary external provider. The process for this selection took place between January and May 2010. It included an investigation of the data supporting the effectiveness of EL schools, comparison of the mission and philosophy of EL to that of the Options Charter Schools, and an investigation into the effectiveness of EL school improvement efforts. Two on-site interviews were conducted with Deb Otto, EL Schools' Midwest Regional Director. In April, the District superintendent attended the EL National Convention in Portland Oregon and interviewed school leaders in all stages of EL implementation.</p> <p>As the key partner in this transformation, EL will be the primary provider of professional development. This includes the assignment of an on-site-"school designer" provided by EL. The year-one professional development package designed for Options includes 35 days of direct service delivered by EL staff, 6 off-site three-day institutes, 3 off-site five-day institutes, five site seminars, four attendees at the national conference, and one attendee/member of the EL leadership institute. As referenced in other areas, a Director of Expeditionary Learning will work with EL and the school on a daily basis to ensure excellent communication, full implementation and the ability to sustain the program beyond the scope of SIG funding. Additional details appear in Appendix D.</p> <p>Another external provider was chosen for technological support of the credit</p>

taking place and are adjusted according to the school's identified needs,

(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and

(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.

recovery curricula. A subcommittee began contacting providers in October of 2010. The providers chosen for final review included Aveni, Plato and NovaNET. In May of 2011, NovaNET was selected as the primary provider of online learning resources. This recently upgraded resource meets the school improvement needs because of its alignment with core standards, the ability for subject-area teachers to individualize the coursework based on assessment data, and a robust professional development component.

In January of 2011, the Youth Mentoring Initiative (YMI) was selected as an external provider to enhance the student and community connections through mentoring. YMI provides extensive training for its mentors and tailors its programs to specific school needs. It is a non-profit resource that does not charge Hamilton County Schools for its services. Options will offer YMI office space for the primary contact for the Options Mentoring program. This will benefit both organizations.

Additional external providers are being investigated at this time with a similar, extensive process. As part of this process, a subcommittee researches appropriate external providers, makes initial contacts, gathers data, and reports back to the school improvement team. The top candidate(s) are invited to meet with the team as a whole. Final decision is based on consensus of the school improvement team.

The final major external provider for this grant would provide professional development for individualizing instruction and instructional practices based on data. Top candidates are the Ball State University Teacher's College and the Center for Excellence in Leadership (CELL).

Again, the School Intervention Office, working closely with the school principal, is key to leading this portion of the transformation. These administrators will monitor school performance and appear on-site at least weekly to observe and support the principal and staff. The office will also work closely with the corporation's Director of Accountability and Compliance to ensure accurate record keeping, compliance and communication with the IDOE and USDE.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment C).</p>	
<p><i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews 	<p>Options Charter School – Carmel will combine resources and interventions from several other sources to maximize the effectiveness of this transformation model. The following are key examples:</p> <p>Part B IDEA pays a portion of the salary and fringe benefits for the Director of Community and Transitional Programs a position to be in place for the 2011-2012 school year. The Part B funded duties of this position are as job coach. The half-time duties funded through SIG funds will extend those services to included management of the Mentor program (with YMI), establishing business relationships for placement of students in career field experiences, and assist the principal with home visits and increased parental communication with truant students and those most at risk of dropping out. This position was created by the both the need for more assistance with job placement for special education students and the home/school/community connection deficiencies identified in the data analysis.</p> <p>ERATE – Options – Carmel upgraded to fiber a fiber optics Internet Connection through ERATE funds.</p> <p>Title I, Part A – funds support learning, family connections and school safety by providing a portion of the funding for a school social worker.</p> <p>Title II, Part B – provides some funds for teacher recruitment and retention. This aligns with efforts in this transformation model. These funds will continue to support this school improvement effort.</p> <p>Options Charter School – Noblesville is a key partner in this venture. Options Charter School – Noblesville was opened as a replication of the Carmel school in</p>

of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;

(f) Redirecting resources that are not being used to support the school improvement process; and

(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.

2006. It is located within ten miles of Options – Carmel and shares a district superintendent and small central office (treasurer, director of accountability and compliance, special education director). Though each of the two schools (Options – Carmel and Options – Noblesville) have separate charters and separate sites, this partnership has existed since 2006. As explained in other portions of this document, this relationship allows for a partnership much like one that could happen between two high schools in the same LEA. Through a shared services agreement, Options – Carmel students who are most likely to succeed in the EL model will be transported to the Options – Noblesville facility. Options – Carmel students who are part of the credit recovery program will remain on-site and be joined by Options – Noblesville students who are transported from that site. This allows for the Options students to be part of a whole-school EL model or a whole-school CR model.

Youth Mentoring Initiative (YMI) – is a local non-profit partnering with Options to provide mentoring services to our schools and others in Hamilton County (Fishers High School, Noblesville Middle School). Our corporation will provide office space for this organization.

Alternative Education Grant adds additional per-pupil funding to support all aspects of our program as a full alternative school. The School Improvement Office will examine the use of this fund and have power to redirect 50% of the funding (approximately \$40,000) to ensure alignment of this fund with school improvement efforts.

The Options in Education Foundation provides educational services and funds to support the Options program. This non-profit corporation, founded in 2006, provides the Director of Accountability and Compliance and supplies some unrestricted funding for the school. Restricted funding from this organization is used primarily for college scholarships.

The School Improvement Office as an entity is funded through a combination of sources included SIG funds from Options – Carmel as well as funds from Options – Noblesville, and the Options in Education Foundation. This two-person team will

	<p>have a regular presence in the school to insure full implementation of the transformation model and interact with the service providers. The Director of School Improvement, The office directors will review resource alignment quarterly during each year of the transformation.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. <i>Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</i></p>	
<p><i>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal 	<p>The Options Charter School – Carmel Board of Directors has assigned representatives to participate in meetings including the selection of the primary partner Expeditionary Learning. Board minutes from May 28, 2011 indicate the board's support of these processes (Appendix G).</p> <p>Ball State University's Dr. Bob Marra (director, BSU Office of Charter Schools) and Laurie Serak (field representative) have been kept apprised of all plans. On May 17, these officials attended a meeting to explore the best way for the two Options Schools to work together to meet the goals and objectives designed by the school improvement team. Ball State University's Office of Charter School's has confirmed their support of the school's working cooperatively in their letter of support (Appendix C).</p> <p>Other than the previously discussed governmental units, Options – Carmel, as a charter school, begins this process without policies or procedures that could slow or stop the school improvement implementation process. Options – Carmel is not limited by a collective bargaining agreement that would hinder the implementation of this model. Hiring transfer and dismissal practices will be aligned with the goals of the transformation model. Also Options – Carmel is not limited by a collective bargaining agreement defining the processes of staff evaluation, incentive pay, flexible scheduling or any other component of our transformation plan. These components will also be aligned with the goals of the transformation model.</p> <p>Though policies and procedures to block the full implementation of the transformation process do not exist, policies and procedures, aligned with these goals are either completed or in various stages of development. These include the following:</p>

<p>procedures;</p> <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<p>School administrator evaluation and incentive – An evaluation procedure will be developed through the School Intervention Team for the principal and administered by the School Intervention Office. This process has already begun. The adopted philosophy is that it will reflect much of what has been developed in the staff supervision and evaluation model adapted to fit the principal’s role. At least 51% of the evaluation will be based on student performance. Incentive pay would be included for increased student performance. It is important to note, that the School Intervention Office will have evaluation responsibilities including courses of action (including termination) should the principal not progress satisfactorily toward “highly effective.” The power to remove the principal from the position if he/she does not perform satisfactorily, or fails to raise student performance, rests exclusively the Office of School Improvement.</p> <p>Staff Evaluation Procedures - A great deal of progress has been made on this topic, but final adjustments and adoption will occur after the SIG approval. The tool is based on solid research and would predominately (at least 51%) be based on student performance. Incentive pay would be included for raising student performance.</p> <p>Recruitment and Retention – Incentive pay, increased pay for an extended school calendar, programs for administrative development (administrative mentoring program already in place) and the location of the school in a desirable location are the key components of our plan to recruit and retain top teachers and administrators.</p> <p>The school is committed to adopting an Extended School Year Calendar for the year 2012-13 and beyond. The 2011-12 calendar has already been adopted and distributed to students and parents, and the board and administration feel it would be impossible to implement that change at this late date. Last year, an online survey showed adequate support for the extended calendar with 200 days for students and 210 teacher contract days (Appendix I). For the 2010-2011 school year, teaching staff showed commitment to this project by extending contractual days from 185 to 189 and eliminating fall break with no increase in pay.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:

- (a) Developing school improvement planning processes that support sustainability of education reform protocol;
- (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;
- (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;
- (d) Identifying alternative funding sources to sustain operational protocol that may require financial support;
- (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;
- (f) Demonstrating a commitment to the

Options – Carmel, in conjunction with the network of partners mentioned in other sections of this application, is committed to sustaining all reforms initiated by this transformation model grant. At the focus of this grant is the creation of a two-person School Improvement Office with focused goals on improving school performance. In conjunction with the district superintendent, this team will commit to developing the processes listed (A-I) to the left. This team will drive the school transformation model for the duration of the grant. How then will these processes continue after the funding period ends?

We fully expect the Office of School Intervention to stay intact (employees retained) beyond the funding period of this grant. These positions are paid initially through the SIG funds of both Options – Carmel and Options – Noblesville. The Options Charter Schools collectively employ several shared employees to work in a district office with each of its schools. Funding for these positions comes from fees from each of the member schools and is supported with funds from the Options in Education Foundation. Options Charter Schools network plans to add a third school (EL Middle School) in the fall of 2013. This charter school network model reduces the cost of all shared employees and shared office facilities. The savings to Options Carmel for these shared employees and facilities, after the third school receives revenue, should exceed \$200,000 annually. At the end of the third year of school intervention, these two key employees will spend less time with the Options – Carmel processes because of the time they will need to open and support the EL Middle School. Funding for their positions will be partially paid by the new school. The budget shows the beginnings of this decrease of reliance on SIG funds for personnel in 2013-2014. We believe these employees can drive the accomplishment of the transformation model by intense support for the first three years, and slightly decreased support after funding ends; but they will not disappear.

Similarly, the position funded partially by SIG funds, Director of Community and Transitional Programming, should have established procedures and community relationships that can be sustained while funding from Options – Carmel is reduced. This position should remain - serving all Options schools in the network.

<p>continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;</p>	<p>In addition to this financial plan, funding runs based on the budget passed this spring indicate a 2.9% increase in general fund revenue for 2013. With the financial plan outlined above, this increase, and the financial health of the organization (Appendix F, Appendix B) these employees can be highly paid and retained in corporation positions beyond the scope of SIG funding.</p> <p>Expeditionary Learning's model for school development requires an intensive three-year development process that <i>is</i> intense and costly. However, after these three years, professional development and fees to sustain the implementation are greatly reduced (Appendix D).</p> <p>Finally, Options Charter School – Carmel (as well as the replicated sister school Options – Noblesville) has operated with a waiting list since opening. After implementing the transformation model, The school has the ability to add additional students to increase revenue without impacting the quality of education.</p>
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(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.

4. Implementation of Transformation

➤ **Instructions:**

- 1) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 2) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Transformation Model (Guidance Document, Section E, pages 36-41)

We will implement this model. We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

NOTE: In this model, the Lead Person / Position works with the principal on all tasks.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	Prepare contracts, hire teaching replacement	District Superintendent	9/2011
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	Complete processes for teacher supervision and evaluation	Director of School Improvement	10/2011

3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	System in place	Director of School Improvement	10/2011
4. <i>Provide high quality, job-embedded professional development.</i>	Expeditionary Learning and all aspects of the Credit Recovery model – teachers meet weekly for one hour at the end of the school day. They will use nine teacher contract days and release days, for professional development. A full-time substitute is available so teachers can participate in professional development activities including additional time to individualize instruction, and align instruction to assessment results.	Director of Expeditionary Learning	9/2011 - ongoing
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	Refine the system and implement.	Director of School Improvement	December 2011
6. <i>Provide increased learning time for students and staff.</i>	<p>Stage I - Saturday and evening tutoring and remediation From 64,800 to 66,960 minutes of instruction (2011-2012)</p> <p>Stage II – Extended School Year Calendar From 66,960 to 72,000 minutes of instruction</p>	<p>Director of School Improvement</p> <p>Director of School Improvement</p>	<p>October 2011</p> <p>August 2012 and beyond</p>

7. <i>Use data to implement an aligned instructional program.</i>	Professional development activities begin Student baseline testing completed (NWEA MAP) Staff work days	Director of School Improvement	10/2011
8. <i>Promote the use of data to inform and differentiate instruction.</i>	Professional development activities Student baseline testing completed (NWEA MAP) Staff Work Days	Director of School Improvement	1/2012
9. <i>Provide mechanisms for family and community engagement.</i>	Student/Parent Orientations Career Field Experiences Senior Institute Projects Student Mentoring Program Home Visitations begin Community Information Presentations (service clubs, et.)	Dir. Of Community and Transitional Programs	11/2011
10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i>	These practices are already in place	Principal	8/2011

<i>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>	These practices are already in place	Superintendent	8/2011

➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

□

The district superintendent, along with the members of the school improvement team, have determined that current principal Barbara Maschino will lead more effectively as the Director of Expeditionary Learning. An internal candidate, Nicholas Kolesiak, has been mentored for the past two years to replace Mrs. Maschino. He has been recognized as the school's most highly effective teacher. He is qualified, certified and eager to lead the building with this model. His advanced coursework, independent study, professional development and mentoring has included a focus on dealing with at-risk students, credit recovery, data analysis for school improvement, and credit recovery. Mr. Kolesiak is a highly skilled and effective educator whose advancement in the profession is imminent and important. He is dedicated to the school's mission as well as this transformation model proposed for Options – Carmel. The district superintendent and the school improvement committee are in consensus that he should lead the credit recovery portion of the educational programs available to Options students. His promotion to principal is in alignment with school improvement goals to recruit and retain highly effective teachers and administrators.

See Appendix XX for Mr. Kolesiak's resume.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

As noted in earlier sections, the extended school calendar, and the delivery of the expeditionary learning and credit recovery models will be fully implemented at the beginning of the 2012-2013 school year. Since these models require extensive professional development, we are considering the 2011-2012 school year as implementation rather than pre-implementation. Because of the extensive planning already conducted, and the timing of the 1003(g) application, the pre-implmentation phase will be very short, ending approximately 30 days after grant notification.

Action:

- Complete commitment and contract with Expeditionary Learning
- Recruit and hire social studies teacher to replace Mr. Kolesiak in the classroom
- Provide Office resources (Laptop Computer) for Principal
- Review remaining external providers
- Hold Community Meetings to review school performance and discuss SIG processes
- Complete and Mail school newsletter to parents, business partners, local public schools, vendors and community leaders

Timeline: 8/2011 – 9/2011

Budget:

The LEA / School are one in the same. Since the LEA has already undertaken the pre-implementation activities, the LEA will not apply for pre-implementation funding.

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that all of the model's elements will be implemented during the 2010-2011 school year.	X	

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing School," the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - o One English/language arts goal for "all students."
 - o One mathematics goal for "all students."
 - o For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2010-2011 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
42% of students taking the English 10 ECA are proficient	The school will reduce the percentage of students who are non-proficient on the English 10 ECA by 10% based on the previous year.	The school will reduce the percentage of students who are non-proficient on the English 10 ECA by 10% based on the previous year.	The school will reduce the percentage of students who are non-proficient on the English 10 ECA by 10% based on the previous year.
44% of students taking the Algebra I ECA are proficient	The school will reduce the percentage of students who are non-proficient on the Algebra I assessment by 10% based on the previous year.	The school will reduce the percentage of students who are non-proficient on the Algebra I assessment by 10% based on the previous year.	The school will reduce the percentage of students who are non-proficient on the Algebra I assessment by 10% based on the previous year.
Four-Year Cohort Graduation rate is 38.7%	The school will increase its four-year cohort graduation rate by 8% over the previous year.	The school will increase its four-year cohort graduation rate by 8% over the previous year.	The school will increase its four-year cohort graduation rate by 8%.

II: Budget

Instructions:

- 1) Complete the budget pages provided in the Excel file for the three years.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.**

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment D for suggestions)

Options Charter School – Carmel will combine resources and interventions from several other sources to maximize the effectiveness of this transformation model. The following are key examples:

Part B IDEA pays a portion of the salary and fringe benefits for the Director of Community and Transitional Programs a position to be in place for the 2011-2012 school year. The IDEA Part B funded duties of this position are as job coach. The half-time duties funded through SIG funds will extend those services to include management of the mentor program (with YMI), establishing business relationships for placement of students in career field experiences, growing the dual credit program (Ivy Tech partnership established in 2010-2011), and assisting the principal with home visits and increased parental communication with truant students and those most at risk of dropping out. This position was created by the need for additional assistance with job placement for special education students and the home/school/community connection deficiencies identified in the data analysis.

Title I, Part A – funds support learning, family connections and school safety by providing a portion of the funding for a school social worker. The social worker will work in conjunction with the Director of Community and Transitional Programs.

Title II, Part B – provides some funds for teacher recruitment and retention. This aligns with efforts in this transformation model. These funds will continue to support this school improvement effort.

Options Charter School – Noblesville is a key partner in this venture. Options Charter School – Noblesville was opened as a replication of the Carmel school in 2006. It is located within ten miles of Options – Carmel and shares a district superintendent and small central office (treasurer, director of accountability and compliance, special education director). Though each of the two schools (Options – Carmel and Options – Noblesville) have separate charters and separate sites, this partnership has existed since 2006. As explained in other portions of this document, this relationship allows for a partnership much like one that could happen between two high schools in the same LEA. Through a shared services agreement, Options – Carmel students who are most likely to succeed in the EL model will be transported to the Options – Noblesville facility. Options – Carmel students who are part of the credit recovery program will remain on-site and be joined by Options – Noblesville students who are transported from that site. This allows for the Options students to be part of a whole-school EL model or a whole-school CR model.

Youth Mentoring Initiative (YMI) – is a local non-profit partnering with Options to provide mentoring services to our schools and others in Hamilton County (Fishers High School, Noblesville Middle School). Our corporation will provide office space for this organization.

Alternative Education Grant adds additional per-pupil funding to support all aspects of our program as a full alternative school. The School Intervention Office will examine the use of this fund and have power to redirect 50% of the funding (approximately \$40,000) to ensure alignment of this fund with school improvement efforts.

The Options in Education Foundation provides educational services and funds to support the Options program. This non-profit corporation, founded in 2006, supplies both restricted and unrestricted funding for the school. Restricted funding from this organization is used primarily for college scholarships which does align with school improvement goals.

The School Improvement Office as an entity is funded through a combination of sources including SIG funds from Options – Carmel as well as funds from Options – Noblesville, the Options in Education Foundation, federal, and local funds. This two-person team will have a regular presence in the school to insure full implementation of the transformation model and interact with the service providers. The office will review resource alignment quarterly during each year of the transformation.

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

Allocation
Amount

Original
 Amendment # _____

Corporation Name: Options Charter School - Carmel

Corp #: 9325

		School Name: Options Charter School – Carmel						School #: 2524				Line Totals
Account Number	Expenditure Account	110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
		Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
Cert	Noncert											
11000	Instruction	\$60,000						\$25,000	\$10,000	109,119		\$204,119
21000	Support Services-Student		\$15,300									\$15,300
22100	Improvement of Instruction (Professional development)	\$44,000		\$7,200				\$52,675	\$550			\$104,425
22900	Other Support Services: Admin for School-Level Activities	\$44,000		\$7,200								\$51,200
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance					\$10,000						\$10,000
27000	Transportation						\$17,000					\$17,000
33000	Community Service Operations		\$11,250	\$3,400					\$8,000			\$22,650
60100	Transfers (Interfund)											\$0.00
Column Totals		\$148,000	\$26,550	\$17,800	0.00	10,000	\$17,000	\$77,675	\$18,550	\$109,119		\$424,694

TOTAL COST

Current Indirect Cost
0.00

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)	\$315,575
Total Available for Indirect Costs	\$0.00
Amount of Indirect Cost to be used	\$0.00
Grand Total After Indirect Cost	\$424,694

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchased Services	Salary Personnel
<p>\$10,000 – General supplies to support teaching and learning in the EL and CR programs. Includes paper costs for copy machine, student handbook and planner for all students and project supplies expected to be used within one year of purchase</p> <p>\$550 – Costs of books for EL Professional Development</p> <p>\$8,000 – Cost of materials for publication of pamphlets brochures and all materials related to informing the general public and parents of the SIG process.</p>	<p>\$47,960 IMAC Desktop Computers (40) for CR Model NovaNET instruction.</p> <p>\$10,360 Prometheon ABV387S300 Interactive Whiteboards (8) for classroom instruction, authentic assessment, student presentation, and community engagement</p> <p>\$9,799 – Ipad Learning Lab (1). Houses 20 16 GB Ipad 2 devices. For use with CR, EL expeditions, and independent research for individualized instruction and whole class use</p> <p>\$41,000 – MacBook Learning Labs (2), Each contains 20 MacBook 2.0 GHZ laptops. Mobile Cart with charging and storage solution</p>	<p>\$13,000 Expeditionary Learning (EL) Direct Service Professional Development (1/2 of total cost)</p> <p>\$9,375 – EL fees for travel and offsite preparation (1/2)</p> <p>\$800 - EL Leadership Institute and Cohort Group Fees (1/2)</p> <p>\$1,500 – EL Network Membership (1/2)</p> <p>\$8,000 – EL conferences and seminars (1/2)</p> <p>\$10,000 – Professional Development Services, curriculum mapping, aligning instruction based on data, individualized instruction for effective and time efficient credit recovery</p> <p>\$10,000 – Professional Technical Services (Mac Experience) for general maintenance services and technology upkeep of computers and servers</p>	<p>\$10,000 – Transportation services for off-site learning expeditions</p> <p>\$7,000 – Transportation to EL national Institute and seminars</p> <p>\$25,000 – NovaNET courseware access for 40 student connections plus support. 2011 release is fully customizable for individualized instruction and credit recovery.</p>	<p>\$44,000 – Director of Expeditionary Learning (1/2)</p> <p>\$44,000 – Director of School Improvement (1/2)</p> <p>\$11,250 - Director of Community and Transitional Programs (1/4)</p> <p>\$15,300– Substitute teacher @ \$85 per for 180 days. Provides instructional services and rotating coverage for teacher professional develop, conferencing with school leaders, and additional time to work independently developing curriculum and individualizing instruction.</p> <p>\$17,800 – Proportional share of fringe benefit package for the above named employees.</p> <p>\$40,000 – Teacher and administrator incentive pay for increased student performance</p> <p>\$20,000 – Additional pay for Saturday and Evening instructional sessions (year one only)</p>

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

Since the school is the only entity of the LEA, and the LEA has not requested pre-implementation funds, this section is not applicable.

§ 2012-2013 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

Allocation
Amount

Original
 Amendment # _____

Corporation Name:
Options Charter School - Carmel

Corp #: 9325

		School Name:						School #:				Line Totals
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert	Noncert									
11000	Instruction	\$83,712			\$3,000			\$25,000	\$10,000	\$ 9,799		\$131,511
21000	Support Services-Student		\$17,000									\$17,000
22100	Improvement of Instruction (Professional development)	\$45,000		\$7,000				\$42,875	\$550			\$95,225
22900	Other Support Services: Admin for School-Level Activities	\$45,000		\$7,000								\$52,000
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance					\$10,000						\$10,000
27000	Transportation		\$17,000		\$3,000			\$7,000		\$70,000		\$97,000
33000	Community Service Operations		\$12,000		\$3,000				\$5,000			\$20,000
60100	Transfers (Interfund)											\$0.00
Column Totals		\$173,712	\$46,000	\$14,000	9,000	10,000	\$0.00	\$74,875	\$15,550	79,799	\$0.00	

TOTAL COST

\$422,736

Current Indirect Cost

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)	\$342,937
Total Available for Indirect Costs	\$0.00
Amount of Indirect Cost to be used	
Grand Total After Indirect Cost	\$422,736

ITEMIZE and EXPLAIN

General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
<p>\$10,000 - General supplies to support teaching and learning in the EL and CR programs. Includes paper costs for copy machine, student handbook and planner for all students and project supplies expected to be used within one year of purchase</p> <p>\$550 – Year two allocation for books, Expeditionary Learning, Professional Development</p> <p>\$5,000 – Cost of materials for publication of pamphlets brochures and all materials related to informing the general public and parents of the SIG process.</p>	<p>\$70,000 – 77 passenger school bus for transportation of students to the optimal program site for their learning needs. (This item will be subject to bids)</p> <p>\$9,799 – Ipad Learning Lab (1). Houses 20 16 GB IPad 2 devices. For use with CR, EL expeditions, and independent research for individualized instruction and whole class use</p>	<p>\$13,000 Expeditionary Learning (EL) Direct Service Professional Development (1/2 of total cost)</p> <p>\$9,375 – EL fees for travel and offsite preparation (1/2)</p> <p>\$800 - EL Leadership Institute and Cohort Group Fees (1/2)</p> <p>\$1,500 – EL Network Membership (1/2)</p> <p>\$8,000 – EL conferences and seminars (1/2)</p> <p>\$10,000 – Professional Development Services, curriculum mapping, aligning instruction based on data, individualized instruction for effective and time efficient credit recovery</p> <p>\$10,000 – Professional Technical Services (Mac Experience) for general maintenance services and technology upkeep of computers and servers</p>	<p>\$7,000 – Transportation to EL national Institute and seminars</p> <p>\$25,000 – NovaNET courseware access for 40 student connections plus support. 2011 release is fully customizable for individualized instruction and credit recovery.</p>	<p>\$45,000 – Director of Expeditionary Learning (1/2)</p> <p>\$45,000 – Director of School Improvement (1/2)</p> <p>\$12,000 - Director of Community and Transitional Programs (1/4)</p> <p>\$17,000 – School bus driver @ \$85 per day for 200 days</p> <p>\$17,000– Substitute teacher @ \$85 per for 200 days. Provides instructional services and rotating coverage for teacher professional develop, conferencing with school leaders, and additional time to work independently developing curriculum and individualizing instruction.</p> <p>\$23,000 – Proportional share of fringe benefit package for the above named employees.</p> <p>\$50,000 – Teacher and administrator incentive pay for increased student performance</p> <p>\$33,712 – Additional teacher pay 11.1% increase in teaching days. (calculated from 2010-2011 total salary \$303,714)</p>

LEA/GOVERNANCE : List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.

NOT APPLICABLE

NOT APPLICABLE

§ 2013-2014 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

Allocation
Amount

Original
 Amendment # _____

Corporation Name: _____

Corp #: _____

		School Name:						School #:				Line Totals
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert	Noncert									
11000	Instruction	\$83,712						\$25,000	\$10,000	\$66,000		\$184,712
21000	Support Services-Student		\$17,000		4,000							\$21,000
22100	Improvement of Instruction (Professional development)	\$36,800		6,000				\$42,675	\$550			\$86,025
22900	Other Support Services: Admin for School-Level Activities	\$36,800		6,000								\$42,800
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance					\$15,000						\$15,000
27000	Transportation		\$17,000		4,000			7,000				\$28,000
33000	Community Service Operations		\$10,000		3,000				\$5,000			\$18,000
60100	Transfers (Interfund)											\$0.00
Column Totals		\$157,312	\$44,000	\$12,000	\$11,000	\$15,000	\$0.00	\$74,675	\$15,550	\$66,000	\$0.00	

TOTAL COST

\$395,537

Current Indirect Cost

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)	\$329,537
Total Available for Indirect Costs	\$0.00
Amount of Indirect Cost to be used	
Grand Total After Indirect Cost	395,537

ITEMIZE and EXPLAIN

General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
<p>\$10,000 - General supplies to support teaching and learning in the EL and CR programs. Includes paper costs for copy machine, student handbook and planner for all students and project supplies expected to be used within one year of purchase</p> <p>\$550 – Year three allocation for books, Expeditionary Learning, Professional Development</p> <p>\$5,000 – Cost of materials for publication of pamphlets brochures and all materials related to informing the general public and parents of the SIG process.</p>	<p>\$25,000 IMAC Desktop Computers (20) for CR Model and NovaNET instruction.</p> <p>\$41,000 – MacBook Learning Labs (2), Each contains 20 MacBook 2.0 GHZ laptops. Mobile Cart with charging and storage solution</p>	<p>\$13,000 Expeditionary Learning (EL) Direct Service Professional Development (1/2 of total cost)</p> <p>\$9,375 – EL fees for travel and offsite preparation (1/2)</p> <p>\$800 - EL Leadership Institute and Cohort Group Fees (1/2)</p> <p>\$1,500 – EL Network Membership (1/2)</p> <p>\$8,000 – EL conferences and seminars (1/2)</p> <p>\$10,000 – Professional Development Services, curriculum mapping, aligning instruction based on data, individualized instruction for effective and time efficient credit recovery</p> <p>\$15,000 – Professional Technical Services (Mac Experience) for general maintenance services and technology upkeep of computers and servers</p>	<p>\$7,000 – Transportation to EL national Institute and seminars</p> <p>\$25,000 – NovaNET courseware access for 40 student connections plus support. 2011 release is fully customizable for individualized instruction and credit recovery.</p>	<p>\$36,800 – Director of Expeditionary Learning (.4) Adjusted for addition of third school paying a portion of salary</p> <p>\$36,800 – Director of School Improvement (1/2) Adjusted for addition of third school paying a portion of salary</p> <p>\$10,000 - Director of Community and Transitional Programs (1/5) Adjusted for addition of third school paying a portion of salary</p> <p>\$17,000 – School bus driver @ \$85 per day for 200 days</p> <p>\$17,000– Substitute teacher @ \$85 per for 200 days. Provides instructional services and rotating coverage for teacher professional develop, conferencing with school leaders, and additional time to work independently developing curriculum and individualizing instruction.</p> <p>\$23,000 – Proportional share of fringe benefit package for the above named employees. Adjusted for addition of third school paying a portion of salary</p> <p>\$50,000 – Teacher and administrator incentive pay for increased student performance</p> <p>\$33,712 – Additional teacher pay 11.1% increase in teaching days that began in 2012-2013 budget year. (calculated from 2010-2011 total salary \$303,714)</p>

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

NOT APPLICABLE

4

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

ATTACHMENTS

APPENDIX A	2010-2011 SCHOOL YEAR CALENDAR
APPENDIX B	BALL STATE UNIVERSITY ACCOUNTABILITY REPORTS
APPENDIX C	BALL STATE UNIVERSITY REAUTHORIZATION LETTER
APPENDIX D	EXPEDITIONARY LEARNING LETTER OF SUPPORT AND INFORMATION
APPENDIX E	RESUMES OF SCHOOL LEADERS
APPENDIX F	SBOA AUDIT FY'S 2007-2008 AND 2008-2009
APPENDIX G	SCHOOL BOARD MEETING MINUTES
APPENDIX H	SCHOOL CALENDAR NEWS RELEASE
APPENDIX I	SCHOOL CALENDAR SURVEY RESULTS
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APPENDIX

A

*OPTIONS CHARTER SCHOOLS – CARMEL &
NOBLESVILLE
2010-2011
SCHOOL CALENDAR*

August 9 & 10	Teacher Work Days
August 11	Students Start
September 6	Labor Day (No School)
October 13	End of 1 st Nine Weeks (45 days)
October 14 & 15	Fall Break for Students; Teacher Work Days
November 25 & 26	Thanksgiving Vacation (No School)
December 17	End of 2 nd Nine Weeks (43 days)
December 20-January 4	Winter Break (No School)
January 3 & 4	Teacher Work Days
January 5	Beginning of 3 rd Nine Weeks
January 17	Martin Luther King Day (No School)
February 14	President's Day (Flex Day)
March 11	End of 3 rd Nine Weeks (46 days)
March 14 & 15	Teacher Work Days
April 1-8	Spring Vacation (No School)
May 26	Student Last Day (46 days)
May 27	Teacher Work Day (Flex Day)
May 31	Flex Day
TBA	Graduation

Teachers = 189

Students = 180

APPENDIX

B

OPTIONS CHARTER SCHOOL - CARMEL

of BSU Charter Schools

"Belong - Believe - Achieve"



530 West Carmel Drive
Carmel, IN 46032
(317) 815-2098

www.optionschool.org

Grades Served	9-12
2008-2009 Enrollment	129
2007-2008 Enrollment	127
2006-2007 Enrollment	131
2005-2006 Enrollment	128
2004-2005 Enrollment	130
2003-2004 Enrollment	104*
2002-2003 Enrollment	104*
Enrollment at Capacity	130

Year Opened: 2002-2003*

Final Year in Current Contract: 2010-2011

* Options Charter School was authorized by the Carmel-Clay School District during the 02-03 and 03-04 school years.

MISSION STATEMENT

Recognized as an alternative school by the Indiana Department of Education, the Options Charter Schools provide a caring community to those students seeking an alternative to the traditional high school program. A variety of innovative approaches focus on the educational success, health, and wellness of each student. The purpose is to develop responsible individuals who are skilled problem solvers and caring, productive citizens.

EDUCATIONAL PROGRAM

The educational program meets the Indiana Academic Standards and requirements for a Core 40 diploma. Teachers in this small learning environment focus on the students' learning styles, talents, developmental levels, and emotional needs. It is a place where students who have disengaged from the learning process can re-engage, and those students who need a non-traditional approach to learning can flourish. The program progresses from the classroom to the community as students complete internships and service learning projects with the help of the staff and volunteer mentors from the business sector.

Demographic Summary

Recognized as an alternative school by the Indiana Department of Education, nearly all of the enrolled students have experienced academic failure or performance well below expectations in previous academic settings. There is less diversity than the average of schools statewide. The student population served by Options Charter School—Carmel, is 86.8% white. Only 16.3% of the population reported qualification for free or reduced lunches, compared to that of the local public school corporation (6.8%). Options Charter School—Carmel serves a high percentage of students in need of special education services, double that of the statewide average and more than double the average in the nearby Carmel Clay Schools.

Academic Progress

Options Charter School-Carmel did not meet AYP in 2008, although the category placement was Academic Progress due to an improvement rate of 9.2%. ISTEP+ scores for students passing both tests were low, with performance on the English/language arts subtest better, at 59% passing. Tenth-grade students at Options-Carmel continue to struggle in math. The difference in performance

between Options-Carmel and the neighboring Carmel Clay Schools is significant. The NWEA MAP assessment was administered both fall and spring and shows evidence of growth in students at Options-Carmel. Eighty percent of students met individual growth targets in reading, 75.5% in language arts, and 66.7% in math.

Community Survey

Parents (n=57), staff (n=14), and school board members (n=5) responded to the survey. Eighty-five percent of parents, 71% of staff, and 100% of the board rated the overall quality of education at the school as excellent/very good. When asked to compare Options-Carmel to other schools, 87% of parents, 80% of the board, and 36% of

the staff rated the overall quality of education as much better/somewhat better than its counterparts. When asked how likely they were to recommend, continue, or increase support to the school, from 86-93% of the staff, from 77-96% of parents, and 100% of the board were likely to do so.

Financial Overview

Financial Viability Results. It completed its seventh year in a financially healthy position. Revenue exceeded expenses, resulting in a positive net income. Expenses appeared to be appropriate. The school completed the year with a positive cash balance and favorable equity. It is anticipated the school will maintain strong finances in the future. Independent auditors completed an audit for the year ending June 30, 2008. The audit identified no issues.

The school met Ball State University Office of Charter Schools' expectation in the area of financial obligations to Ball State University. Payments of all obligations were made within 30 days.

Options-Carmel maintained and submitted an acceptable board-approved, five-year strategic plan during the school year.

Student Improvement

To improve student ISTEP+ performance, Options Charter School - Carmel has taken the following steps:

- Established individualized goals for students in ISP's (Individualized Service Plans).
- Required a 75% mastery level to receive credit for a class.
- Provided extended time and support to reach mastery and recover credits.
- Addressed concerns over ISTEP testing to minimize test anxiety and improve participation.
- Used daily advisory period to improve skills.
- Offered Algebra 1 every day to a targeted group of students.

NWEA data were used to improve student achievement in the following ways:

- Incorporated mastery of the writing standards into content area curriculum.
- Created ISP's (Individual Service Plan) outlining specific academic goals.
- Shared ISP's with parents twice yearly.

To address deficiencies that might affect AYP status for the 2009-2010 school year, Options Charter School - Carmel has taken the following actions:

- Implemented an attendance policy that has stricter consequences for non-compliance.
- Honored students weekly based upon three criteria: perfect attendance, currently passing all classes, and no discipline referrals.

- Addressed concerns over ISTEP testing to minimize test anxiety and improve participation.
- Offered Algebra 1 every day to a targeted group of students.

To improve the perceptions of their school in response to the results of the constituent survey, Options Charter School - Carmel has taken the following actions:

- Spoke to groups like the Rotary Club and the Kiwanis Club about Options Charter Schools.
- Included parents and students on both standing and temporary committees, and in the interview process for new hires.
- Publicized school wide projects and events to present a positive image.
- Added a mentorship program to increase exposure to the community and its resources.
- Focused the administrative staff and board of directors on the school's mission and strategic planning.



Student Demographics

FIGURE 1: Race/Ethnicity Percentages

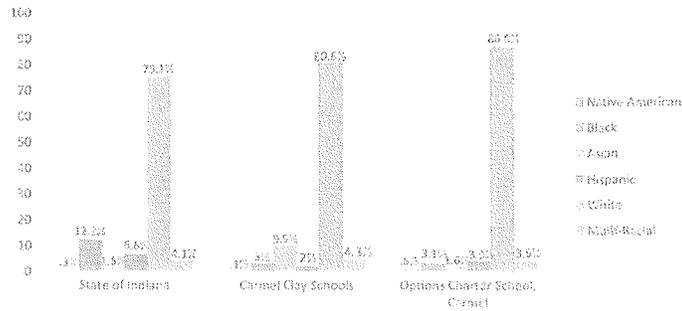


FIGURE 2: Percentages of Students Qualifying for Free & Reduced Lunch

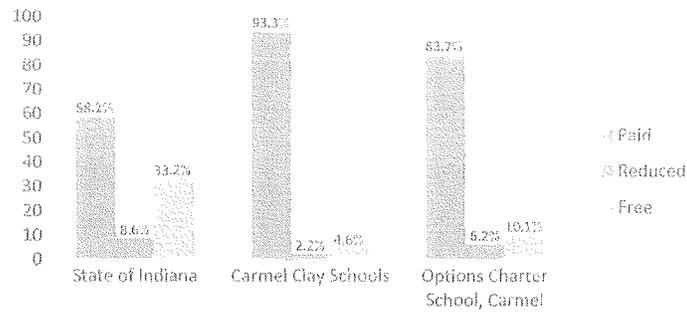
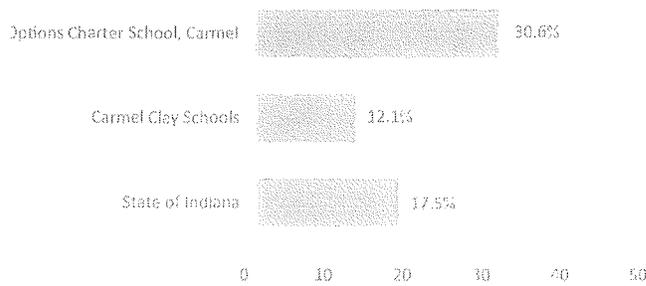


FIGURE 3: Percentages of Students in Special Education



Program Statistics

Table Y-1 Attendance Rates

Year	Elementary		Middle		High	
	Students	Rate	Students	Rate	Students	Rate
2008-09	10	95%	22	97.2%	10	96.1%

Data Source: Indiana Department of Education

Table Y-2 Percentages Passing ISTEP+

Year	Students	ENGLISH/LA			MATH			SCIENCE & MAPE		
		Students	Rate	Rate	Students	Rate	Rate	Students	Rate	Rate
10	22	59%	92%	68%	27%	95%	67%	18%	90%	69%

Table Y-3 PL 221

Year	Performance	Improvement
10	40%	9.2%

Table Y-4 Adequate Yearly Progress

Year	All Students	PL 221		PARTICIPATION	
		Yes	No	Too few students	Too few students
10	100%	100%	0%	0%	0%

Data Source: Indiana Department of Education

Table Y-5 NWEA Percent Meeting Target Growth Rate

Year	MATH		ENGLISH/LA		SCIENCE	
	Students	Rate	Students	Rate	Students	Rate
10	5	80%	53	75.5%	6	66.7%

Data Source: NWEA

Constituent Surveys

Figure 2.1 How would you rate the overall quality of education?

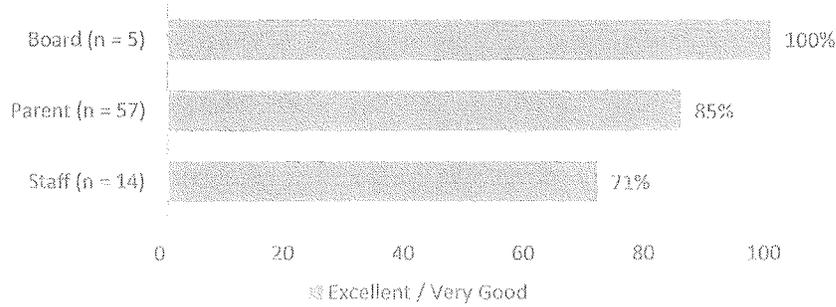


Figure 2.2 How would you compare the overall quality of education to that of other schools?

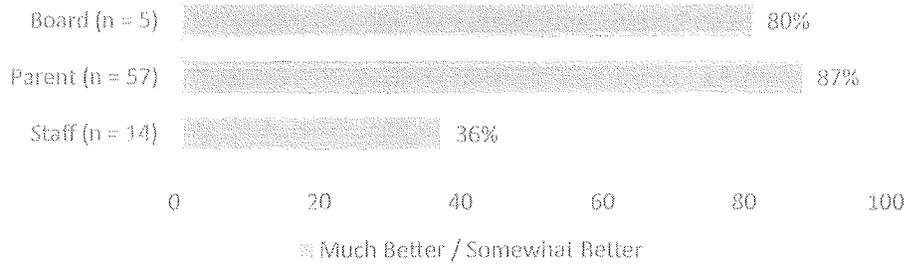
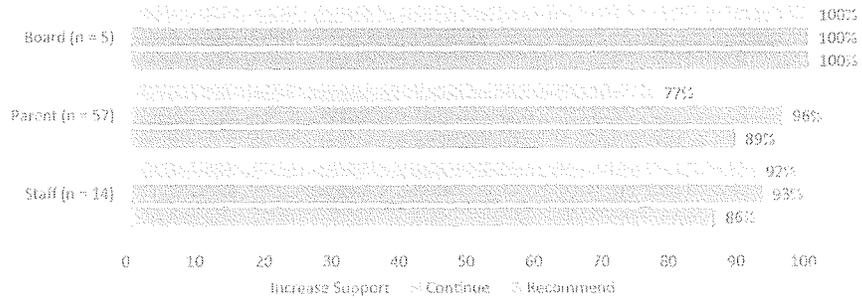
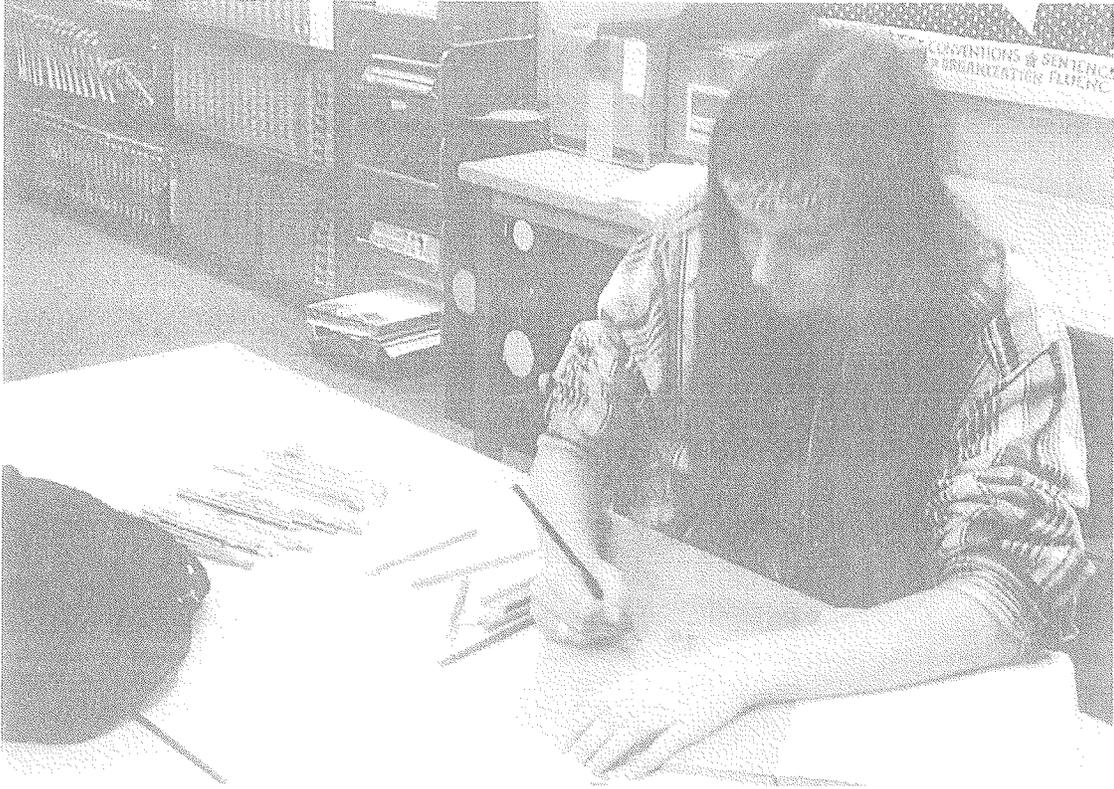


Figure 2.3 How likely are you to...Recommend the school/Continue at the school/Increase support to your school?





OPTIONS CHARTER SCHOOL – CARMEL of BSU Charter Schools

"Belong - Believe - Achieve!"

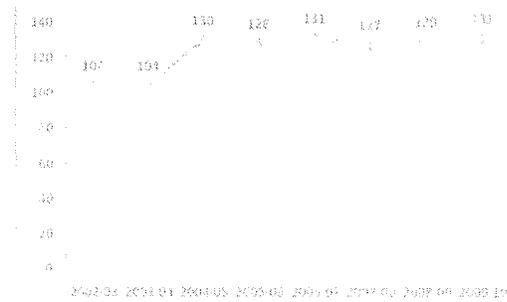


530 W. Carmel Drive
Carmel, IN 46032
(317) 815-2098

www.optionsined.org

Grades Served9-12

Enrollment History



Year Opened: 2002-2003*

Final Year in Current Contract: 2010-2011

* Options Charter School was authorized by the Carmel Clay School District during the 02-03 and 03-04 school years.

Mission

The Options Charter School – Carmel provides a caring community to those students seeking an alternative to the traditional high school program. Utilizing a variety of innovative approaches, the school focuses on the educational success, health and wellness of each student to develop responsible individuals who are skilled problem-solvers and caring, productive citizens.

Educational Program

The purpose of Options Charter School – Carmel is accomplished through an educational program that meets the Indiana Academic Standards for a Core 40 diploma. Teachers in this small learning environment are able to focus on the students' learning styles, talents, developmental levels, and emotional needs. It is a place where those students who have disengaged from the learning process can re-engage, and those students who need a non-traditional approach to learning can flourish. The program progresses from the classroom to the community as students complete internships and service learning projects with the help of the staff and volunteer mentors from the business sector. A tuition-free dual credit partnership with Ivy Tech State College is available for students who desire an early start to a college program.



School Improvement

What school improvement goals have been identified for the upcoming school year?

GOAL 1: Enhance and expand project-based learning.

GOAL 2: Add curricular offerings including foreign language and a dual credit program.

What are the implementation steps for achieving these goals?

Implement strategies developed during professional development activities conducted during the summer of 2010.

Expand the teacher contract to include eight non-instructional days for professional development and interdisciplinary team planning for FBL.

Add a Spanish teacher to the staff.

Provide dual enrollment courses to seniors.



Demographic Summary

Options Charter School – Carmel reflects the ethnic demographics of its local community, if not the statewide averages. The percentage of students in need of economic assistance is higher than the local average at around twenty percent. The school differs significantly from the other area public schools in the percentage of students receiving special education services. At thirty-seven percent, Options – Carmel has more than double the percentage of these students found in the Carmel-Clay schools or in the statewide average.

Student Demographics

Figure 5.1 Race/Ethnicity Percentages

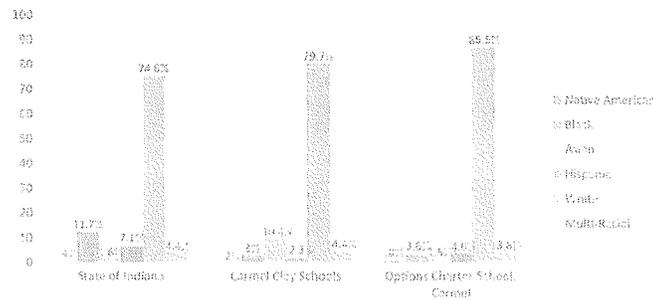


Figure 5.2 Percentages of Students Qualifying for Free & Reduced Lunch

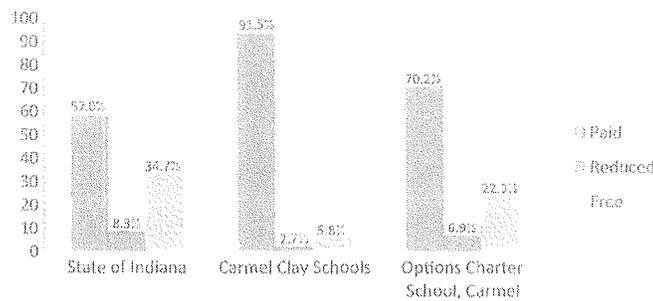
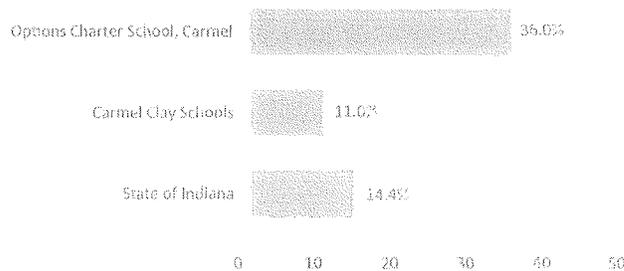


Figure 5.3 Percentages of Students in Special Education



Program Statistics

Grade 9-11 Attendance Rates

Attendance Rate	Mathematics (with Credit)	Science (with Credit)	English
2009-10	94.74%	96.92%	96.3% (Preliminary)

Data Source: Indiana Department of Education

Grade 9-12 Percentages Passing Core 40 End of Course Assessments

Attendance Rate	Subject	Percentage Passing	Target
2009-10	English 10	41.67%	63%
2009-10	Algebra I	44.44%	61%

Data Source: Indiana Department of Education

Grade 9-12 Four-Year Cohort Graduation Rate

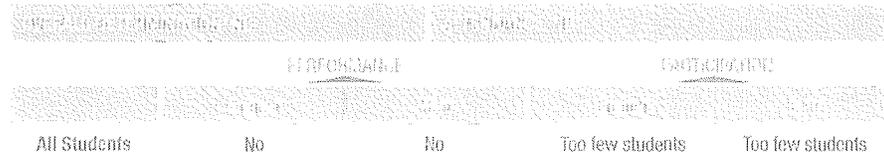
Attendance Rate	Mathematics	Science	English	Target
2009-10	38.7%	66.7%	33.3%	0

Data Source: Indiana Department of Education

Grade 9-12 PL 221



Grade 9-12 Adequate Yearly Progress



Data Source: Indiana Department of Education

Grade 9-12 NWEA Percent Meeting Target Growth Rate



Data Source: NWEA



Constituent Surveys

Figure 2.1: How would you rate the overall quality of education?

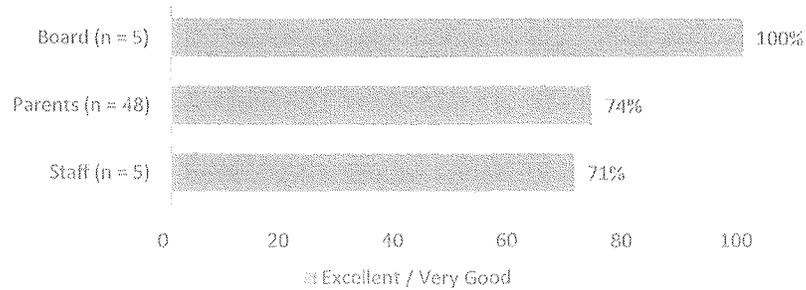
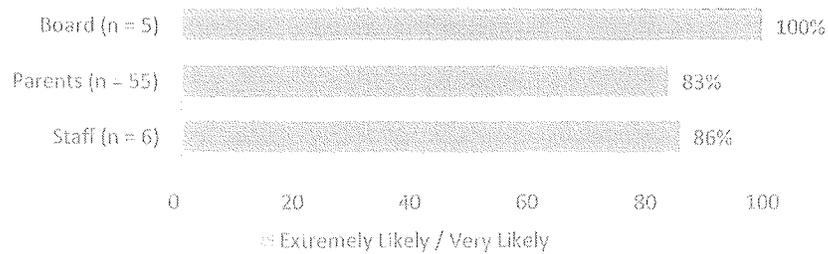
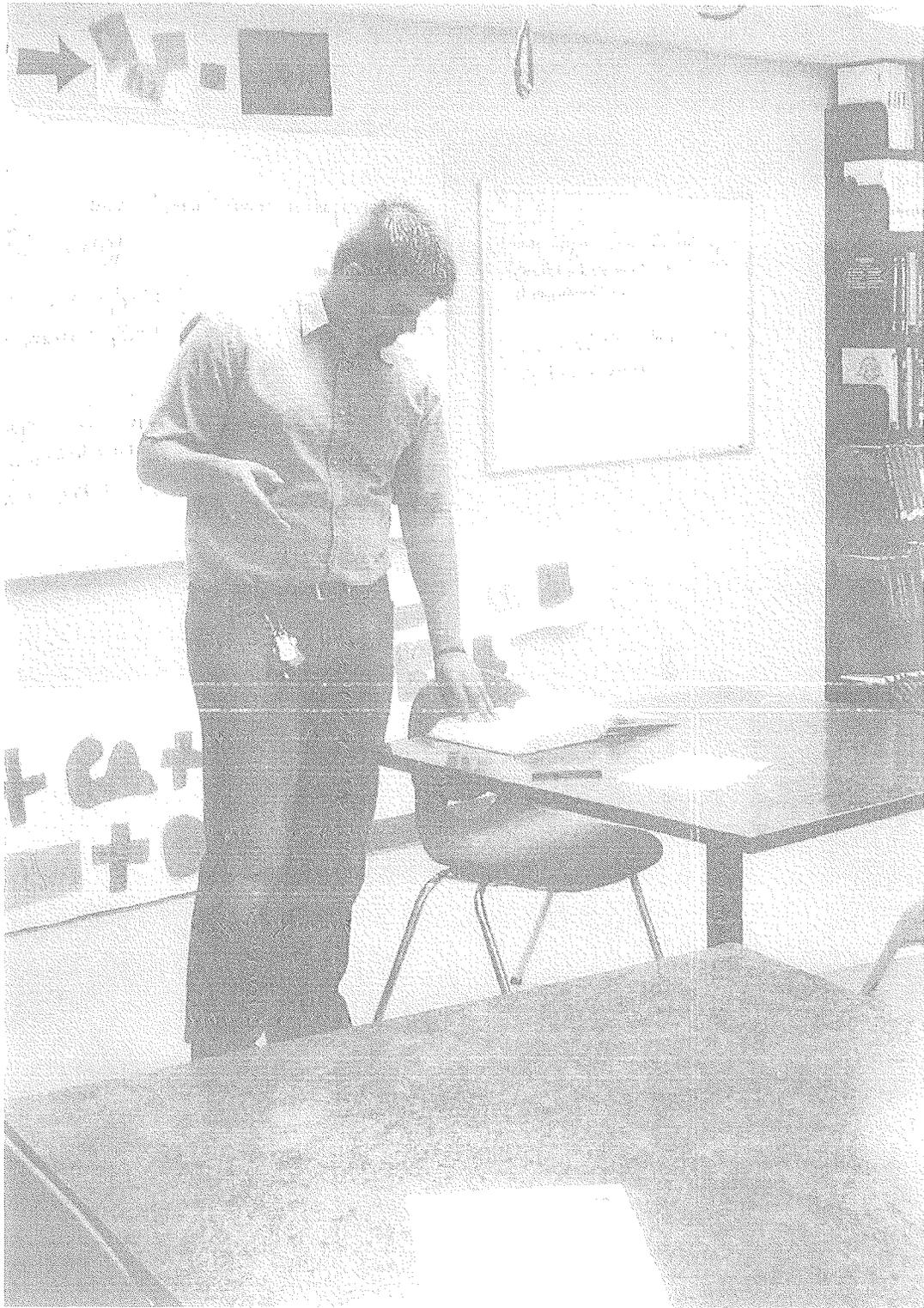


Figure 2.2: How would you compare the overall quality of education to that of other schools?



Figure 2.3: How likely are you to...Recommend the school/Continue at the school/Increase support to your school?





APPENDIX

C



OFFICE OF CHARTER SCHOOLS

Muncie, Indiana 47306-0518
Phone: 765-285-5251
Fax: 765-285-5455

July 14, 2011

Kevin L. Davis
President
Options Charter Schools
530 W. Carmel Drive
Carmel, IN 46032

Re: Options Schools SIG Application

Dear Mr. Davis:

You have advised Ball State University Office of Charter Schools that the Options Charter Schools are applying for a grant in order to more effectively deliver curriculum. If received, we understand two Options Charter School sites, Carmel and Noblesville, will share educational resources through a cooperative services agreement which may involve transportation of some students to the partner site in order to access the more appropriate educational resources. The primary instructional model at the Options - Noblesville site will be Expeditionary Learning. A credit recovery model will be primary at the Options - Carmel site.

This will confirm that Ball State University Office of Charter Schools supports the Schools' direction and their grant application.

Sincerely,

Robert A. Marra
Interim Director

mrs



OFFICE OF THE PRESIDENT

May 24, 2011

Barbara Maschino
Options Charter School - Carmel
530 West Carmel Drive
Carmel, IN 46032

Dear Ms. Maschino:

Congratulations! Based on a review of the request for reauthorization of Options Charter School - Carmel, Inc. ("Options"), Dr. Robert Marra, Interim Director of the Office of Charter Schools, with the concurrence of Dr. John Jacobson, Dean Teachers College, recommends that Ball State University grant a renewal charter to Options to continue to operate a charter school. I am granting approval to award a renewal charter for five (5) continuous years of instruction for Options Charter School - Carmel beginning with school year 2011-12, subject to the terms and conditions of the renewal charter contract being finalized and approved by Ball State University.

Because Indiana's charter school statute has recently changed, the Office of Charter Schools of Ball State University ("OCS") is currently reviewing and revising its policies. The University needs the assurance of Options that it will adhere to OCS's policies once that review is complete. Accordingly, the 3-year renewal charter to be issued to Options will include a provision requiring Options to promptly take steps to come into compliance with revised policies of the Office of Charter Schools as those revised policies are adopted.

Please address inquiries related to the oversight of this school to Dr. Marra who may be reached at (765) 285-1336.

Sincerely,

Dr. Jo Ann Gora, Ph.D.
President

cc: Dr. Randall Howard, Vice President for Business Affairs and Treasurer
Dr. John Jacobson, Dean, Teachers College
Dr. Robert Marra, Interim Director, Office of Charter Schools
Ms. Luanne Serak, Field Representative, Office of Charter Schools

APPENDIX

D



EXPEDITIONARY LEARNING

July 12, 2011

Kevin Davis
Options Charter Schools

Dear Kevin,

Expeditionary Learning supports your proposal to the State of Indianapolis for a **School Improvement Grant 1003(g)** to transform Options Charter School by implementing Expeditionary Learning. As a recognized model for school reform Expeditionary Learning is excited about assisting your school to meet its improvement goals.

The scope of services provided by Expeditionary Learning includes materials, planned days of on-site professional development, technical assistance, and a rich sequence of national professional development activities for teachers and school leadership implementing the design. Staff development opportunities would include participation in week -long courses for teachers, site seminars at demonstration schools, specific leadership institutes, and learning expeditions for educators.

Expeditionary Learning is a comprehensive model that incorporates thirty-eight core practices within five dimensions: curriculum, instruction, culture and character, assessment, and leadership. Faculties develop curriculum through learning expeditions; commit to continuous improvement through a process of teacher and student reflection and critique; create a positive school climate and culture; restructure the use of the resources of time, space, budget, and personnel; and participate in annual school reviews based on Expeditionary Learning's core practices.

Upon receipt of the grant, Expeditionary Learning is prepared to meet with Options Charter School staff members to sign the Partnership Agreement document, create a school work plan with a detailed calendar of work, and develop a Memorandum of Understanding describing the contractual elements of our partnership.

Sincerely,

Deb Otto, Regional Director
2223 Key Way
Dubuque, IA 52002
563-513-0757



EXPEDITIONARY LEARNING

Partnership Agreement

Expeditionary Learning partners with schools based on a shared goal of increasing student achievement and school success. The most fundamental conditions for participation in the national network of Expeditionary Learning Schools are for EL core practices to be the central means for improving instruction, student achievement and school culture. This document sets forth the terms of partnership between Expeditionary Learning (EL) and EL partner schools.

In Expeditionary Learning schools, success is evidenced by progress toward quantifiable targets:

- * Academic achievement that exceeds district (and eventually state) averages
- * Growth in academic achievement as measured by valid growth assessments
- * School attendance rates that exceed district (and eventually state) averages
- * High school graduation rates that exceed district averages and high levels of college acceptance
- * Steady improvement on Expeditionary Learning's annual Implementation Review, with the goal of evidencing "implementing" or "highly implementing" scores across all five domains by the end of a school's fourth partnership year

Less readily quantifiable, but no less important indicators of success include:

- * Habits of scholarship & character
- * Quality, depth & authenticity of student work

Three Areas of Mutual Responsibility and Accountability:

Commitment to High Achievement for All Students: School and EL staffs collaborate to develop data-informed work plans so that Expeditionary Learning's core practices are fully implemented, resulting in growth and achievement for every student.

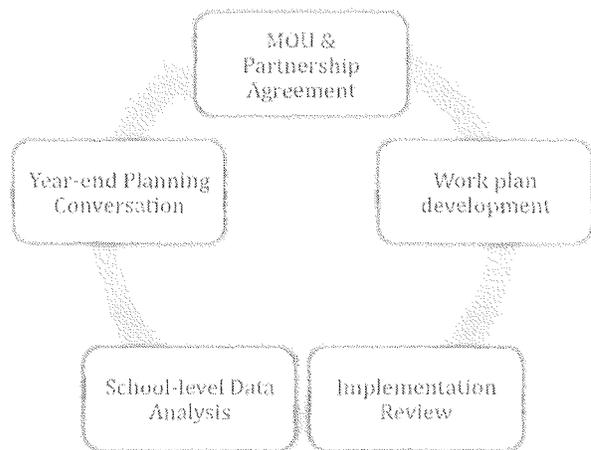
Full Engagement in the Expeditionary Learning Model: The school engages with EL staff and provides organizational support for EL services as specified in the Memorandum of Understanding. This includes strong leadership and faculty engagement, structural and curricular autonomies, and funding for multi-year contract services.

Build a Strong National Brand Together: The school agrees to strongly identify themselves as an Expeditionary Learning school and Expeditionary Learning as their lead partner. Expeditionary Learning agrees to support school PR and communication efforts

Annual Strategic Planning Cycle:

School improvement demands continuous attention to thoughtful process and product. Expeditionary Learning is committed to school partnerships that are proactive and informed through a cycle of planning.

- a. Prior to the start of the school year, this Partnership Agreement will be reviewed and committed to by the partners.
- b. Also prior to the school year, the actualization of this agreement will be delineated in an annual Work Plan and Memorandum of Understanding (MOU).
- c. Regular check-in meetings with school leadership and EL School Designers and/or Regional Directors will establish goals and assess progress toward those goals.
- d. Each spring, school and EL personnel engage in a comprehensive Implementation Review (IR). The IR assesses the extent to which the school is implementing core EL practices.
- e. Year-end planning conversations are driven by results data. At the end of the first Affiliate Year, a decision is made whether to progress to full membership. Subsequently, these conversations lead to collaborative development of a new Work Plan and corresponding MOU and, in some cases, a Partnership Improvement Plan (see below).



Conditions for Partnership Success

Expeditionary Learning partners with schools based on a shared goal of increasing student achievement and school success. In order to achieve that goal, school and district leaders must actively involve EL staff as a vital school improvement partner and deeply engage with School Designers, the Regional Director, and other EL representatives. Additionally, EL schools should progressively implement EL strategies and evidence increased student achievement.

Specifically, EL seeks the following conditions when partnering with schools:

- Capacity of school leader(s) to support quality implementation of the EL model and ensure follow through on agreed-upon action steps;
- Access to adequate time for professional development, teacher planning time and leadership development;
- Active collaboration with district leaders and/or charter board members to ensure alignment and minimize competing priorities;
- Other school/district partners are integrated into the EL planning process and are closely coordinated to support school improvement goals; and,
- Access to student-level, subgroup and cohort achievement data (when available) and annual school demographic data.

When conditions to support partnership improvement are lagging, school leadership and EL staff should craft a partnership improvement plan.

School identified as "not on the path" to achieving and implementing

EL works with school to craft "partnership improvement plan"

School achieves improvement plan goals or exits from EL network

A partnership between EL and a school may be terminated for several reasons:

- a) A school or district does not support the partnership improvement plan and/or does not make progress toward its goals.
- b) A school's implementation of Expeditionary Learning is not progressively impacting student achievement within a school.
- c) A school or district no longer financially supports Expeditionary Learning.

Schools on a partnership improvement plan will either demonstrate growth in implementation and achievement, or may be exited from the EL network.

Description of Improvement Plan Process: Expeditionary Learning desires to fully support school partnerships. To that end, the following process applies when a school is identified as not on the path to achieving and implementing:

- a) EL Regional Director meets with school or district leadership to share concerns and relevant data.
- b) Regional Director and/or School Designers work with school leadership to draft a partnership improvement plan. This plan should directly address concerns, detail specific goals, and include a timeline with review and decision points.
- c) Regional Director and/or School Designers and school leaders monitor progress toward improvement goals and facilitate "decision point" conversations according to established timeline.
- d) Regional Director makes recommendation to EL's Senior Leadership Team. EL staff, district and school leaders evaluate whether continued partnership is in the best interests of both organizations.

Complaint Resolution Process: Expeditionary Learning understands that school improvement is a shared responsibility between school and EL staff and we expect our partners to us to the highest standards. If a school or district leader is concerned about the any aspect of the services a school is receiving from Expeditionary Learning, the following process should be followed:

- a) School leaders meet with School Designer to share concern. School Designers are closest to the work and can therefore often offer the clearest resolution to a problem.
- b) A school leader or School Designer should involve the Regional Director if a concern is not satisfactorily addressed or if a pattern of concerns emerges.
- c) National staff is involved when the nature of the problem makes this necessary.

I have read and understand the Strategic Planning Cycle that Expeditionary Learning staff will use in partnership planning with school leadership and staff. I have reviewed the Improvement Plan Process. With this agreement the school and Expeditionary Learning staff mutually commit to working together to create a great EL school.

Signatories to the Agreement:

Signatures

_____ District/School Official

_____ EL Regional Director



EXPEDITIONARY LEARNING

Expeditionary Learning Services and Costs

YEAR ONE 2011-12

Number/Amount	Description	Cost	Totals
35 days	DIRECT SERVICE DAYS DELIVERED BY EXPEDITIONARY LEARNING STAFF <ul style="list-style-type: none"> Direct service includes professional development and technical assistance provided by EL staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which EL staff accompanies a group of teachers from the school to an Expeditionary Learning professional development event to provide further intensive work. 	\$750 per day	\$26,250
10 days	DAYS FOR TRAVEL AND OFFSITE PREPARATION <ul style="list-style-type: none"> Time the school designer uses to plan the direct service work and create materials for the school. Time the school designer uses to work with teachers electronically or by phone, provide feedback on expedition plans, write reports for the school, plan future professional development with the principal and/or instructional guide, and ongoing consulting or planning time for the school with the regional director or other school designers. Time and travel expenses for the school designer to travel to the school. 	\$750 per day plus travel costs	\$18,750
\$550	ALLOCATION FOR BOOKS AND PUBLISHED MATERIALS		\$550
10	EXPEDITIONARY LEARNING NETWORK MEMBERSHIP This membership covers a percentage of overhead associated with a wide range of services provided to the school.	\$300 PER STAFF MEMBER	\$3,000
6	3-DAY INSTITUTES	\$800 EACH	\$4,800
3	5-DAY INSTITUTES	\$1,500	\$4,500
4	NATIONAL CONFERENCE	\$950 EACH	\$3,800

YEAR 2 2012-13

5	SITE SEMINARS	\$350 FACIL	\$1,750
1	LEADERSHIP INSTITUTE	\$800	\$800
1	LEADERSHIP COHORT	\$800	\$800
	TOTAL		\$65,000

Number/Amount	Description	Cost	Totals
35 days	DIRECT SERVICE DAYS DELIVERED BY EXPEDITIONARY LEARNING STAFF <ul style="list-style-type: none"> Direct service includes professional development and technical assistance provided by EL staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which EL staff accompanies a group of teachers from the school to an Expeditionary Learning professional development event to provide further intensive work. 	\$750 per day	\$26,250
15 days	DAYS FOR TRAVEL AND OFFSITE PREPARATION <ul style="list-style-type: none"> Time the school designer uses to plan the direct service work and create materials for the school. Time the school designer uses to work with teachers electronically or by phone, provide feedback on expedition plans, write reports for the school, plan future professional development with the principal and/or instructional guide, and ongoing consulting or planning time for the school with the regional director or other school designers. Time and travel expenses for the school designer to travel to the school. 	\$750 per day plus travel costs	\$18,750
\$550	ALLOCATION FOR BOOKS AND PUBLISHED MATERIALS		\$550
10	EXPEDITIONARY LEARNING NETWORK MEMBERSHIP This membership covers a percentage of overhead associated with a wide range of services provided to the school.	\$300 PER STAFF MEMBER	\$3000
To be determined	SLOTS ALLOCATED FOR OFF-SITE PROFESSIONAL DEVELOPMENT	PRICES VARY	\$16,450
	TOTAL		\$65,000

YEAR 3 2013-14

Number/Amount	Description	Cost	Totals
35 days	DIRECT SERVICE DAYS DELIVERED BY EXPEDITIONARY LEARNING STAFF <ul style="list-style-type: none"> • Direct service includes professional development and technical assistance provided by EL staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which EL staff accompanies a group of teachers from the school to an Expeditionary Learning professional development event to provide further intensive work. 	\$750 per day	\$26,250
15 days	DAYS FOR TRAVEL AND OFFSITE PREPARATION <ul style="list-style-type: none"> • Time the school designer uses to plan the direct service work and create materials for the school. • Time the school designer uses to work with teachers electronically or by phone, provide feedback on expedition plans, write reports for the school, plan future professional development with the principal and/or instructional guide, and ongoing consulting or planning time for the school with the regional director or other school designers. • Time and travel expenses for the school designer to travel to the school. 	\$750 per day plus travel costs	\$18,750
\$550	ALLOCATION FOR BOOKS AND PUBLISHED MATERIALS <ul style="list-style-type: none"> • Time and travel expenses for the school designer to travel to the school. 		\$550
10	EXPEDITIONARY LEARNING NETWORK MEMBERSHIP This membership covers a percentage of overhead associated with a wide range of services provided to the school.	\$300 PER STAFF MEMBER	\$3000
To be determined	SLOTS ALLOCATED FOR OFF-SITE PROFESSIONAL DEVELOPMENT	PRICES VARY	\$16,450
		TOTAL	\$65,000



EXPEDITIONARY LEARNING

National PD 2011-2012

3 Day Institutes

Balanced Math Classrooms: Elementary
 Balanced Math Classrooms: Secondary
 Creating Quality Assessments
 Designing Learning Expeditions :Elementary
 Designing Learning Expeditions: Elementary
 Designing Learning Expeditions: Secondary
 Designing Learning Expeditions: K-12
 Designing Learning Expeditions: K-12
 Differentiation for Exceptional Abilities
 Differentiation for Exceptional Abilities
 Differentiation
 Differentiation
 Differentiation
 Differentiation
 Science- Grades 4-12
 Reading- grades 4-12
 Reading- grades 4-12
 Reading K-3
 Reading K-3
 Standards Based Grading & Reporting
 Standards Based Grading & Reporting
 Student Engaged Assessment
 Student Engaged Assessment
 Using Data
 Using Data
 Writing Institute 4-12
 Writing Institute K-3
 Instructional Coaching for Leaders
 Leadership Teams

Dates

December 8-10, 2011
 December 8-10, 2011
 December 1-3, 2011
 November 10-12, 2011
 January 19-21, 2012
 October 13-15, 2011
 December 8-10, 2011
 June 21-23, 2012
 November 17-19, 2011
 April 2-4, 2012
 October 20-22, 2011
 December 1-3, 2011
 January 26-28, 2012
 March 8-10, 2012
 March 1-3, 2012
 November 3-5, 2011
 April 2-4, 2012
 October 13-15, 2011
 November 3-5, 2011
 November 10-12, 2011
 March 8-10, 2012
 October 27-29, 2011
 February 9-11, 2012
 January 19-21, 2012
 June 28-30, 2012
 February 2-4, 2012
 February 2-4, 2012
 January 11-13, 2012
 June 28-30, 2012

Locations

Baltimore, MD
 Baltimore, MD
 Portland, OR
 Denver, CO
 Atlanta, GA
 Long Island City, NY
 Springfield, MA
 Tempe, AZ
 Rochester, NY
 Portland, OR
 Syracuse, NY
 Denver, CO
 Kansas City, MO
 Long Island City, NY
 Denver, CO
 Atlanta, GA
 Kansas City, MO
 Salt Lake City, UT
 Richmond, VA
 Tempe, AZ
 Baltimore, MD
 Kansas City, MO
 Richmond, VA
 Salt Lake City, UT
 Rochester, NY
 Salt Lake City, UT
 Salt Lake City, UT
 Long Island City, NY
 Denver, CO

5 Day Institutes

Civil Rights Institute
 Human Body Institute
 Primary Institute
 Primary Institute
 Elementary Institute
 Middle School Institute
 Middle School Institute
 Secondary Institute 6-12
 Secondary Institute 6-12

July 9-13, 2012
 July 9-13, 2012
 July 16-20, 2012
 June 23-29, 2012
 July 16-20, 2012
 February 27- March 2, 2012
 July 16-20, 2012
 June 25-29, 2012
 July 23-27, 2012

Little Rock, AK
 Estes Park, CO
 Kansas City, MO
 Denver, CO
 Boston, MA
 Salt Lake City, UT
 Baltimore, MD
 Portland, OR
 Boston, MA

APPENDIX

E

NICHOLAS KOLESIAK

462 Ridge Road • Greenwood, IN 46142 • (317) 887-6031 (H) (914) 374-0711 (W)
NKolesiak@aol.com

PROFILE

Licensed Building Level Administrator with nine years of teaching and dean experience working with at risk students in both a New York City public high school and Indianapolis area charter school.

PROFESSIONAL WORK HISTORY

OPTIONS CHARTER SCHOOL

August 2005-Present

Sponsor: Ball State University
Carmel, Indiana

Social Studies Teacher for Secondary Education and Dean of Discipline

- Taught Social Studies disciplines with emphasis on audio, visual, and hands-on learning to accommodate the combination of regular and special needs students that comprise Option's demographic.
- Implemented a new dean role to support the principal of Options Charter School based on previous experience in New York City.
- Put into practice a school wide detention policy to provide another alternative for classroom management.
- Ivy Tech dual-credit liaison for Options Charter School.
- Currently assisting in the development of behavioral plans and individual service plans.
- Collaborate with parents regarding student performance and behavior.
- Delegate for administrative responsibilities when principal coverage is required.
- PTO sponsor 2009-2010 for Options. Responsible for fundraisers and communicating parent concerns with school and administration staff.
- Obtained the highest level of evaluation in all observations by the Options Charter School Principal.

CHELSEA VOCATIONAL HIGH SCHOOL

September 2002-June 2005

New York, New York

Social Studies Teacher for Secondary Education

- Developed lesson plans that implemented technology into the classroom. Utilized cooperative learning, discovery methods, and interdisciplinary lessons with teachers in English, science, and math. Lesson plans were adaptable to the different learning styles of students.
- Taught World Civilization and US History.
- Prepared classes for New York Social Studies Regents Examinations. Obtained a 91% pass rate for end of course assessments in World Civilization.
- Obtained the highest level of evaluation in all observations by the Assistant Principal of Humanities and the Chelsea High School Principal.

Hearing Dean and Secondary Dean

January 2003-June 2005

- Assisted teachers and administration in various activities including mediations, suspensions, drug and weapon possession, gambling, fighting, and gang issues.
- Developed a detention/tutoring system where failing students and students with behavioral problems received individualized attention. Led detention/tutoring sessions twice a week that focused on global and U.S. history, math, and science.

NICHOLAS KOLESIAK

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NKolesiak@aol.com

- Specialized in superintendent suspension hearings. Hearings involve a dean investigation into a serious student problem that warrants the removal of a student from Chelsea High School.
- Developed a procedure guide for Chelsea High School to be followed by faculty involved in superintendent suspension investigations and hearings.

PROFESSIONAL DEVELOPMENT

- Project Based Learning Workshop June 28-30, 2011
- Indiana Council for Economic Education Workshop, May 8, 2010
- Indiana Youth Institute December 1-2, 2009
- Indiana Association of School Principals Seminar, January 6, 2009
- Skill Streaming and Moral Dilemmas Workshop provided by Ball State University, February 13-15, 2007
- Workshop on teaching substance impacted students taught by Dr. Sig Zielke, Fall 2006 and Winter 2007
- Attended workshop on Brown University's The Choices Program dealing with guidelines for deliberation, April 2006
- Purdue University Economics Workshop, November 2005
- New York City Superintendent Suspension Facilitation, May 7, 2005

LICENSES

- Current Indiana State License number 984813. Issued July 27, 2007. Certified to teach World Civilization, Government, and United States History for grades 5-12.
- Building Level Administrator License number 10003407. Issued 7/7/2011. CPR certification completed along with all other prerequisites.

EDUCATION

- INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS, Indianapolis, IN
Master of Science in Educational Leadership 2011
- GPA 3.87. 36 credit hours completed permitting building level administrative license.
- AMERICAN PUBLIC UNIVERSITY, Online University based in Manassas, VA. 2009
- Master of Arts Ancient History
- GPA 3.97. 36 credit hours completed in Ancient History.
- PURDUE UNIVERSITY, West Lafayette, IN 2002
- Bachelor of Arts Education
- Received honors for superior achievement in history classes.
 - Emphasis in Antiquities and Middle Eastern history.

BARBARA M. MASCHINO

16528 Strawtown Avenue
Noblesville, Indiana 46060
(765) 734-1582
(317) 815-2098 ext. 104 (work)
(317) 945-7724 (cell)

EXPERIENCE

As Co-founder, Vice President, and Principal, Options Charter School-Carmel

- Assist in creating the mission, vision, philosophical belief statements and curriculum design of the Options Charter Schools
- Hire, supervise and evaluate staff
- Coordinate statewide and NWEA testing programs
- Oversee the evaluation of academic performance standards
- Oversee inclusionary special education program
- Oversee discipline policies and procedures
- Coordinate staff professional development activities
- Serve on Indiana Department of Education Alternative Ed Advisory Board
- Serve on Virtual Special Education Cooperative (VSEC) Executive Committee
- Maintain facility

July, 2002 - present

As Department Chairperson (Alternative School)

- Design an alternative school program at the secondary level
- Administrate program on-site
- Supervise/evaluate staff

August, 1998- June, 2002

Matrix School

A division of Carmel High School, Carmel, Indiana

As Alternative School Teacher

- Design and teach courses that combine academic disciplines
- Supervise inclusionary special education program
- Manage a career mentorship program
- Coordinate basic skills assessment and remediation program

August, 1996-June, 1998

New Beginnings High School (IPS), Indianapolis, Indiana

September, 1988-May, 1996

Southwest Open High School, Cortez, Colorado

As Special Education Teacher

- Instruct learning disabled, emotionally disturbed and mentally challenged students in English/reading and math
- Assist teachers of mainstreamed students through individual consultation and workshops
- Develop a yearly Individualized Educational Program (IEP) for each student

August, 1984-May, 1988

Dolores Middle School and High School, Dolores, Colorado

September, 1974-June, 1977

Summit Junior High School, Summit, New Jersey

September, 1974-June, 1977

Merchantville Elementary School, Merchantville, New Jersey

As Special Education Consultant

- Diagnose specific learning disabilities
- Develop and implement Individualized Educational Programs (IEP's)
- Provide in-service programs, workshops and orientation sessions

August, 1983-May, 1984

Boone-Clinton-Northwest Hendricks Joint Services Program,
Frankfort, Indiana

EDUCATION

M.A. Special Education, October, 1974

Glassboro State College, Glassboro, New Jersey

Attended September, 1973-August, 1974

- Awarded full graduate fellowship

B.S. Behavioral Disabilities, December, 1972

University of Wisconsin, Madison, Wisconsin

Attended September, 1968-December, 1972

- Graduated Cum Laude

Also earned 89 credits post-Masters in Educational Leadership,
Special Education and Reading

CERTIFICATIONS

Director, Special Education, Indiana

Teacher, Special Education K-12, Indiana

Administrator, Secondary Level, Indiana

References Furnished Upon Request

Darrin Michael Gustin

3144 South Firefly Drive
Pendleton, Indiana 46064
Cell: 765-621-0832
mike_gustin@evaled.org

Education

- Education Specialist in Education Leadership, Ball State University, 2010
Concentrations: School Finance, School Curriculum, Corporation Leadership
License: Superintendent License (All School)
- Master of Arts in Education, Ball State University, 2001
Concentrations: School Budget, School Leadership
License: Administration & Supervision License (K-12)
- Bachelor of Science in Education, Indiana University, 1991
Secondary Social Studies License

School Experience:

Principal, 2007-Present

Options Charter School

- Worked with President and School Board to carry out the mission and vision of the organization
- Provided leadership on all school finance, staffing, curriculum, and school issues
- Assisted in the development of school budget.
- Provided for strong school culture and discipline developments
- Recruited and provided educational services for non-traditional students

Contract Consultant, 2010 to Present

Ball State University

- Coordinate fiscal reviews of Ball State Charter Schools.
- Provide analyses of charter school fiscal stability.
- Review charter applications for charter school applicants.
- Met with charter applicants during the charter application process.
- Provide leadership, consultation, and support for charter applicants during application process.

Director of Schools, 2003-2007

GEO Foundation

- Worked with CEO and GEO Board to carry out the mission and vision of the GEO Foundation
- Provided leadership on all staffing, curriculum, and school issues
- Provided leadership for the only privately funded Service Center in Indiana
- Developed newest concepts in electronic curriculum delivery
- Recruited and provided educational services for non-traditional student

Principal, 2003-2003

Franklin Jr/Sr High School

- Supervised all financial matters related to the school
- Provided leadership for all certified and support staff
- Supervised NCA/PL221 process

Assistant Principal/Teacher, 1998-2003

Anderson Community Schools

- Worked at South Side and Eastside Middle Schools
- Primary areas of responsibility were attendance and discipline
- Supervised teaching staff's and completed teacher evaluations
- Taught 7th Grade Geography and coached boys varsity basketball as varsity assistant
- Organized material, facilitated learning, and developed teaching material according to state standards

Teacher/Coach, 1994-1998

Monroe Central Schools

- Taught U.S. History and Geography and coached boys varsity basketball as varsity basketball coach
- Organized material, facilitated learning, and developed teaching material according to state standards

Teacher/Coach 1993-1994

Cowan Community Schools

- Taught U.S. History, World History, Geography
- Coached boys varsity basketball and boys varsity track

Research Skills

Extensive knowledge of Indiana Code regarding School Finance with specific emphasis on Charter Schools.

Extensive knowledge of research databases on a variety of educational issues with emphasis on Charter Schools.

References

Bobby Fields, Superintendent
Frankton-Lapel Community Schools
7916 W. 300 North
Anderson, IN 46011
(765) 734-1261

Paul Kaiser, Superintendent
Beech Grove City Schools
5334 Hornet Avenue
Beech Grove, IN 46107
(317) 788-4481

Kevin Davis, President
Options in Education Foundation
9945 Cumberland Pointe Blvd
Noblesville, IN 46060
(317) 773-8659

Daniel Jimenez
12341 Cricket Song Lane
Noblesville, IN 46060
317-373-7900 (cell)
djimenez@optionsined.org

Experience

Service Learning Facilitator, Options Charter School- Carmel 2002 - Present

- Set up juniors and seniors with job shadowing/internship opportunities.
- Facilitated Service Learning for the school. Set up numerous projects for students and faculty to participate.
- Ran the schools bookstore.
- Acted as liaison for the mentor program.

NCAA and IHSAA sports official

- Currently high school official for Baseball, Basketball, and Baseball
- Currently work in Big 10, Mid-American, and Missouri Valley baseball conferences.

After-School Program Coordinator and Athletic Director, Hawthorne Community Center 2002 - 2000

- Set up and implemented after school education for at-risk, inner city students.
- In charge of fund raising, advertising, and all aspects of athletics.

Social/Educational Mentor, Pleasant Run Children's Home

1998-2000

- Served as a mentor for 8-10 clients in the inner city youth on probation.
- Kept open communication with school and probation department.

Assistant Director, Madison County Youth Detention Center

1994-1998

- Scheduled 26 employees on a weekly basis.
- Supervised 8 full time supervisors.
- In charge of investigating complaints by incarcerated youth.
- Set up discipline levels.

Education

Ball State University, Muncie, IN

Computer Skills

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

Michelle Olsen
6511 Rushing River, Noblesville, IN 46062
317-773-4507
molsen7076@sbcglobal.net

SUMMARY OF QUALIFICATIONS

Director of Special Education for Options Charter School
Cooperative
Supervise special education staff for Options Charter Schools-
Noblesville and Carmel
Assures corporation compliance with all legal requirements
monitored by the Indiana Department of Education
Assists in writing Federal and State grants in regards to special
education funding
Assists in the writing of educational grants in regards to
professional development and student needs
Responsible for following state and federal laws and rules
regarding education
Serves as the 504 coordinator for Noblesville Options Charter
School
Ten years of experience as a special education classroom teacher

EXPERIENCE

Special Education Director, 2008 to present:

Options Charter School Cooperative

Responsible for following state and federal laws and rules
regarding education; implementing the principles and strategies
that will lead to meaningful involvement of parents and guardians
in the educational process; also leading staff and students in an
understanding of intercultural and interpersonal communication
and interaction.

Special Education Teacher, 2003-2008:

Options Charter School, Carmel, IN 46032

Assisted all staff with daily operation of the special education student's academic and functional needs, worked with students, staff, parents and guardians to ensure a good relationship with all people involved, developed appropriate academic and functional Individual Education Plan (IEP) annually for all special education students.

Special Education Teacher, 2000-2003:

Noblesville Middle School, Noblesville, IN 46060

Self-contained teacher for Mild to Moderate disabled students, wrote and received numerous educational grants, developed appropriate academic and functional IEP's annually for special education students.

Special Education Teacher, 1998-2000:

Harshman Middle School, Indianapolis, IN

Inclusion teacher for grades 6-8, developed appropriate academic and functional IEP's annually for special education students, team taught with core academic teaching staff.

EDUCATION

Master of Science, Education: Curriculum, Assessment, and Instruction

Walden University, degree earned October 2007

Bachelor of Science, Special Education

Ball State University, degree earned May 1998

60 Bayshore Drive
Cicero, IN 47034

317-984-6299
jly@frontier.com

Sherrie L. Bly

Experience	1997-2004	Komputrol Inc.	Cicero, IN
	Software Support Specialist		
	<ul style="list-style-type: none">• Trained new and existing customers on numerous software programs• Answered questions and solved problems on helpline• Composed and presented software enhancements at annual meetings		
	1984-1997	Indianapolis Star Inc.	Indianapolis, IN
	Advertising Sales Representative		
	<ul style="list-style-type: none">• Sold print advertising to customers• 1995 Salesperson of the Year		
	1980-1984	Holiday Inn Airport	Indianapolis, IN
	Front Office Manager		
	<ul style="list-style-type: none">• Scheduled and supervised over 20 front desk and bellstaff employees• Handled customer concerns and problems efficiently and effectively		
Education	Indiana University		Bloomington, IN
	• General Studies		
	Indiana Technical Vocational College		Indianapolis, IN
	• Medical Technology		
Notes	I have excellent customer service skills. I have working knowledge of Microsoft Word and Excel, and can operate most modern office equipment. I am very flexible and am willing to learn new skills.		

~~References~~

Mr. Michael Gallher
President
Boyce Forms/Systems, Komputrol, Inc.
800-382-8702

Ms. Stephanie Gray
Training Services Manager
Komputrol, Inc.
317-984-3533

Ms. Tami Waring
Warehouse Manager
Index Corporation
317-770-6300

Kathleen Hammonds

10864 Riva Ridge Court, Indianapolis, IN 46234 317-501-9530 khammonds@optionsmed.org/ kathywho@comcast.net

Professional Experience

DIRECTOR OF ACCOUNTABILITY AND COMPLIANCE

2009-PRESENT

OPTIONS CHARTER SCHOOLS

CARMEL AND NOBLESVILLE, IN

- ◆ Responsible for timely and accurate reporting to the Indiana Dept. of Education and Ball State University
 - STN site reporting
 - IDOE site reporting
 - On line
 - Written reports by mail
 - Coordinate data for reports with
 - President
 - Principals
 - Registrar
 - Treasurer
 - Ball State Office of Charter School
 - AOS submissions
 - Written submissions
- ◆ Human Resource
 - Academic record keeping on personnel files
 - employee service record
 - employee leave forms
 - submissions to insurance companies
 - Initial applications
 - Renewals
 - Changes
 - Professional Development
 - Blood Borne Pathogens yearly presentation
 - Current State and Federal employee postings
 - Insurance updates by computer
 - CMS
 - State Insurance Updates
 - Expanded Criminal Histories
 - New employees
 - Updates every 9 years
 - New Employees
 - I-9's papers
 - W-4 Indiana State Tax papers
 - W-4 Federal State Tax papers
 - Submittals Paper Work
 - New Applications
 - Submit online for licens.
 - appropriate tax papers
- ◆ Administrative Assistant
 - Audit assignments from president of schools
 - coordinate calendar events for President of school
 - Take notes at weekly Admin Meeting
- ◆ Grants
 - Help with preparation
 - Ordering of supplies for CYAR grant

Kathleen Hammonds

10864 Riva Ridge Court, Indianapolis, IN 46234 Phone: 504-958-1111 khammonds@optionsined.org/kathywho@comcast.net

- Invoicing Purdue for CYEAR grant expenses
- School supply ordering
 - General supplies, paper, etc.

CORPORATION TREASURER / CHIEF ACCOUNTING OFFICER

2008-2009 OPTIONS CHARTER SCHOOLS

- Same as above duties plus:
- Account Payables and Receivables for both Options Charter Schools and Option in Education Foundation
 - Computer software
 - Input
 - Supplies Ordering
 - Checks
 - Receipts
 - W2's
 - End of year W2's and 1099's
- Payroll for both schools
- Preparation for SBO Audits and Ball state required audits as well as Workforce Development audit
- Student Fees
 - Textbook Assistance
 - Statewide Credit
 - Letter to parents
 - Record keeping

ADMINISTRATIVE ASSISTANT / CORPORATION TREASURER

2006-2008 OPTIONS CHARTER SCHOOLS

CARMEL AND NOBLESVILLE, IN

- Same as above duties

ADMINISTRATIVE ASSISTANT / CORPORATION TREASURER

2003-2006 CARMEL, IN

- Same as above duties plus:
- Registrar for Carmel Options
- Student Record Keeping
 - PowerSchool Software
 - Attendance
 - Graduation Preparations

ADMINISTRATIVE SECRETARY TO SUPERINTENDENT

1999-2003 SCHOOL TOWN OF SPEEDWAY

SPEEDWAY, IN

- Phone Duties
- Prepared Board Meeting Materials
- Typed various Budget reports as prescribed by law
- Textbook Assistance record keeper for all six schools
- In charge of between school communications and mail
- SPP grant record keeping
- Also secretary to the Assistant Superintendent and Facilities Manager

Kathleen Hammonds

10864 Rica Ridge Court, Indianapolis, IN 46234 317-304-9530 khammonds@optionsmed.org kathvwho@aol.com

ASR

1998-1999

AMERISURE INSURANCE CO.
INDIANAPOLIS, IN

- ◆ Secretarial Duties
- ◆ Attended Insurance Classes

ELEMENTARY/JUNIOR HIGH SECRETARY

1988-1998

SCHOOL TOWN OF SPEEDWAY
SPEEDWAY, IN

- ◆ Phone duties
- ◆ Student records
- ◆ Report cards
- ◆ Test record keeping
- ◆ Secretarial duties for both the elementary and junior high school principals

REGISTERED NURSE

1970-1988

- ◆ Worked various places as registered nurse

Professional Profile

- ◆ Registered Nurse
 - Active License with the State of Indiana 1970-2008
- ◆ Amerisure Insurance agency 1997-1998
 - ASR
- ◆ Public school experience
 - Various office positions for over 20 years

Education

MARION COUNTY GENERAL HOSPITAL 1967-1970
REGISTERED NURSE DIPLOMA

Workshops

Computer Software

- Excel basic and advanced
- Word basic and advanced
- Power Point access
- Omni form
- Computer/annual workshops

Previous Affiliations:

- ◆ Notary Public April 2006 Present
- ◆ Fund Raising School
 - Certificate of Achievement
- ◆ Indiana Association of Educational Office Professionals

Kathleen Hammonds

10864 Riva Ridge Court, Indianapolis, IN 46234 317-504-9330 khammonds1@optonline.net, kathywho@comcast.net

- ◆ Indiana Association of School Business Officials
- ◆ Speedway Dollars for Scholars Treasurer
- ◆ Speedway Christian Church Board
- ◆ Speedway High School Alumni Reunion Board
- ◆ General Hospital School of Nursing Alumni Association

Cheryl A. Miller, M.Ed
24950 Mt. Pleasant Road
Cicero, Indiana 46034
(317) 984-9116

Education:

B.S. Elementary Education, Indiana University 1967
M.S. Special Education, IUPUI 1991
Numerous post-graduate courses beyond Masters

Certifications:

Licensed Teacher - Certified K-8 Non-Dept. & K-12 LD
Certified Professional NILD Educational Therapist
Certified Therapeutic Riding Instructor
EAGALA Trained Instructor
Certified PACE Provider (Perceptual and Cognitive Education)

Awards Received:

Who's Who in America's Teachers - 1987
Shining Star Teacher Award Nominee - 1990
Who's Who in America's Professionals - 1993
Channel 6 Leadership Award - 1999
SCMA Heroes Award - 2000
Indiana Sports Corporation Chairman's Award - 2000
Red Bridge Recognition Award - 2000
Hoosier Champion Award - 2001
IPALCO 500 Festival Champion - 2001
Maxwell J. Schleifer Distinguished Service Award - 2007
Chamber of Commerce Distinguished Service Award - 2008

Professional Accomplishments:

- o Founded the Agape Therapeutic Riding Program in 1986; initiated incorporation process and not-for-profit process; developed mission statement, strategic plan, and brochures; selected board members; personally purchased special equipment and horses; marketed therapeutic riding through demonstrations at the nationally recognized Traders Point Hunt Show and the Hoosier Horse Fair; purchased property and built arena, acting as contractor on the building project; contributed articles for professional publications, completed numerous successful grant proposals; planned and directed fundraising efforts; delivered numerous public speeches for universities, service organizations, seminars and workshops, statewide and nationally; designed and managed construction of education/therapy wing, including overcoming opposition from neighbors and zoning board, completed new on-site accreditation through S.A.R.T.A. with perfect scores in all areas: administration, facility, and program. This

accreditation has taken place every five years since Agape was founded and Agape has always achieved perfect scores. It is one of the few centers in the nation that is considered a Premier Accredited Center.

- o Initiated and developed the Indiana University – Bradford Woods/Camp Riley summer riding program, including acting as consultant for facility development; planned programs for 1,000 campers with physical, mental, and emotional disabilities; trained and supervised at-risk teens of the Summer Youth Corps; spoke as a representative of Indiana University to funding sources for this program, including Lilly Endowment; completed four American Camping Association (ACA) accreditations with outstanding scores.
- o Founding member of the Equine Assisted Programs Committee of the Indiana Horse Council resulting in the growth and networking of the therapeutic riding centers throughout the state, established a model that other states have followed.
- o Founded and directed the Hidden Treasures Program at Heritage Christian School, a progressive therapeutic intervention approach to strengthening deficit areas of students with learning disabilities using the NLD model; implemented program, hired and trained educational therapists, tested incoming students, counseled with parents and teachers; developed workshops and seminars on a local, state, and national level; contributed articles to professional publications; completed the NLD accreditation process with outstanding scores in all areas; program continues to run on a self-supporting basis.
- o Elected as NARHA State Chair 2008-2009
- o Personally raised over 1.3 million dollars for Agape
- o Written published articles for professional journals, newspapers, and magazines
- o Speaker at professional conferences and conventions in both the education field and the therapeutic riding field
- o Guest lecturer on numerous occasions for Indiana University - Bloomington, University of Indianapolis, IUPUI, Ball State University, Anderson University, and numerous churches and civic groups

Work Experience:

- o Heritage Christian School – 20 years (1977-1992, 1999-2004) Taught grades 4, 5, and 6; served as lead teacher; initiated a program for students with learning differences for grades K through 12 and served as director for 8 years; initiated a sports program for girls grades 4 through 6; served as Jr. High girls' track coach for 3 years and cheerleading coach for 2 years; initiated funding sources for HCS sports, one of six individuals to initiate the HCS Booster Club and concession stand.
- o Indianapolis Public Schools – 5 years (1967-1972) Served as a teacher for Adult Basis Education; initiated a G.E.D. class using a team teaching format for inner-city adult students; established a reading program for illiterate adults in low-income housing project; developed the first IPS

class for Junior High pregnant girls allowing them to continue their education.

- Bookkeeper for Kautzman Stables – 2 years (1978-1980) Accounts payable, accounts receivable, payroll, taxes, general ledger, W-2 administration.
- Management and care of horses for over 30 years
- Bookkeeper and Office Manager for wholesale business – 1 year (1978-1979) Accounts payable and receivable, payroll, payroll taxes, banking, purchasing, and ledger entries.
- Bookkeeper for Non-Profit Agency – 10 years as volunteer (1986-1996) Accounts payable and receivable, banking, computer entries, record keeping of donation, grants and gifts
- Board Chairperson of Non-Profit – 8 years (1986-1994)
- Executive Director of Non-Profit – 14 years without compensation (1986-1999) 6 years with compensation (2004-2009)
- Adjunct California University Instructor – 1 year (1999-2000)
- Consultant for numerous therapeutic riding centers

Scott A. McIntyre

45 East Wisteria Way, Westfield, IN 46074 H (317)580-9218 C (317)691-5801 scottmcintyre80@aol.com

Professional Experience

DIRECTOR OF ADMISSION

2005-PRESENT

BUTLER UNIVERSITY

INDIANAPOLIS, IN

- ◆ Oversee full time staff of 30 admission professionals
- ◆ Maintain budget comprised of operating expenses and salaries
 - Reallocated resources to create another WTE position
 - Reallocated resources to create funding to promote Butler to younger and emerging audience
 - Found funding to mediate conference room
- ◆ Manage office
- ◆ Charged with annually bringing in freshman class
- ◆ Led team that designs marketing and publications to promote Butler education
- ◆ Increased individual visits to campus by prospective students
- ◆ Increased the number of multicultural students
- ◆ Implemented a real time report system
- ◆ Oversaw implementation of a new online application system
- ◆ Oversaw creation of a new micro site for admission web pages
- ◆ Created an electronic communications staff position

SENIOR ASSOCIATE DIRECTOR

2005-2005

BUTLER UNIVERSITY

INDIANAPOLIS, IN

- ◆ Rebuilt communication team
- ◆ Successfully managed team of specialists and responsibilities
- ◆ Increased prospect pool through targeted name buys and search mailings
- ◆ Coordinated publications and communications
- ◆ Maintained student data base and interface
- ◆ Helped lead development of new real time reporting system

ASSOCIATE DIRECTOR

1999-2005

BUTLER UNIVERSITY

INDIANAPOLIS, IN

- ◆ Built prospect and applicant pools using Hobsons FMT, Exact Target, Chat University and other web based mediums
- ◆ Facilitated institutional research
- ◆ Coordinated key recruitment programs
- ◆ Mentored and managed admission counselors
- ◆ Managed telecounselor outreach program
- ◆ Conducted campus and school visits, reviewed applications, maintained student contacts and facilitated financial aid programs

ASSISTANT DIRECTOR

2001-2002

BUTLER UNIVERSITY

INDIANAPOLIS, IN

- ◆ Coordinated admission notification letter procedures
- ◆ Facilitated employee fundraising efforts
- ◆ Managed administrative assistants
- ◆ Developed and maintained training manual
- ◆ Recruited and managed prospective students and maintained travel territory

Scott A. McIntyre

45 East Wisteria Way, Westfield, IN 46074 IT (317)580-9218 C (317)691-5801 scottmcintyre80@aol.com

ADMISSIONS COUNSELOR

1999-2001

BUTLER UNIVERSITY

INDIANAPOLIS, IN

- ◆ Conducted campus and school visits
- ◆ Assisted with all campus admission events

Education

UNIVERSITY OF INDIANAPOLIS

INDIANAPOLIS, IN

B.A. IN HISTORY AND SOCIOLOGY

- ◆ Teacher Certification Grades 5-12

Professional Affiliations:

- ◆ National Association for College Admission Counseling (NACAC)
- ◆ Indiana Association for College Admission Counseling (IACAC)
 - Executive Board Member 2001-2005
 - Membership Chair 2001-2005
 - Professional Development Committee 2000-2003

Volunteer:

- ◆ Zionsville Presbyterian Church
- ◆ Northminster Presbyterian Church
 - Chair – Mission Committee
 - Elder
 - Sunday School Teacher
 - Deacon
- ◆ New Palestine United Methodist Church
 - Youth Group Director

Scott Edward Bova, CFRE

180 Amy's Run Drive, Carmel, IN 46032 317-843-2897 SBova@earthlink.net

Professional Experience

PRESIDENT

2000-PRESENT TRIANGLE EDUCATION FOUNDATION
PLAINFIELD, IN

- ◆ Serve as Chief Executive Officer of national foundation focusing on the support and development of students pursuing engineering, architecture and science majors
- ◆ Identify and cultivate prospective board members, orientate new board members to the Foundation, and provide continual educational programs for the benefit of the entire board
- ◆ Develop and plan various special events across the country, including donor recognition events, cultivation receptions, award dinners, and informational meetings
- ◆ Plan and implement yearly annual fund drive utilizing various forms of direct mail, telemarketing, and personal solicitation
- ◆ Develop annual operating budget, supervise bookkeeping operations and review monthly financial statements, including accounts payable, investments and daily deposits
- ◆ Development and management of planned giving program, including identification of prospects, cultivation and solicitation
- ◆ Identify and cultivate prospective major donors for gifts of \$25,000+
- ◆ Review ongoing programs for compliance to the Foundation's mission and Internal Revenue Service regulations
- ◆ Supervise Foundation relations with various consultants
- ◆ Supervise full and part time staff of four
- ◆ Lead \$4 million capital campaign drive

PRESS ADVANCE LEAD

2000-2000 GORE / LIEBERMAN, INC, NASHVILLE, TN

- ◆ Developed local press strategies for specific events involving the Vice President
- ◆ Provided arrangements for national and local press
- ◆ Organized on site logistics for traveling national press corps
- ◆ Facilitated coverage of events and the Vice President by local and national press
- ◆ Implemented communication strategies via local press events, event visuals, and other avenues

CHIEF OPERATION OFFICER

1997-2000 PHI KAPPA THETA NATIONAL FOUNDATION
INDIANAPOLIS, IN

- ◆ Supervised full-time and temporary staff
- ◆ Identified and cultivated prospective board members, orientated new board members to the Foundation, and provided continual educational programs for the benefit of the entire board
- ◆ Developed and planned various special events across the country, including donor recognition events, cultivation dinners, award dinners, and informational meetings
- ◆ Identified, cultivated and solicited major gifts greater than \$5,000, with proven success
- ◆ Grew foundation's assets through effective management & various fund raising methods, during my tenure total assets of the foundation have grown over 105%
- ◆ Grew annual fund, during my tenure growth exceeded 40% utilizing various forms of direct mail, telemarketing and personal solicitation
- ◆ Reviewed grant and scholarship requests on an on-going basis
- ◆ Investigated, developed and wrote grant proposals
- ◆ Remained current in issues surrounding higher education, leadership development, and non-profit administration

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DIRECTOR OF ALUMNI AFFAIRS & DEVELOPMENT

1997-2000 PHI KAPPA THETA NATIONAL FRATERNITY
INDIANAPOLIS, IN

- ◆ Chief Alumni Officer for a men's national fraternity
- ◆ Advised and provided support to over 50 alumni associations across the country
- ◆ Selected, trained, and supported national alumni volunteer network of over 150 people
- ◆ Wrote and edited several national publications, including the Fraternity's national 32 page, four color magazine with a distribution of 32,000
- ◆ Planned and implemented several large and small national meetings and conventions

VOLUNTEER ADVANCE STAFF

1997-2001 THE WHITE HOUSE & OFFICE OF THE VICE PRESIDENT
WASHINGTON, DC

- ◆ Served as advance staff for the President of the United States, First Lady, Vice President and his wife
- ◆ Established official contact with local host committee, media, vendors, and officials
- ◆ Planned and executed all details of event per expectations communicated from senior White House staff
- ◆ Coordinated all event logistics including but not limited to sound, lighting, crowd control, ticketing, media relations and communications
- ◆ Coordinated efforts of multiple agencies including White House Communications, United State Secret Service, White House Military Office, and local agencies
- ◆ Liaison to local elected officials and offices

MARKETING INTERN

1994-1995 THE DETROIT LIONS, INC. PONTIAC, MI

- ◆ Worked with stadium operations personnel and outside contractors to set up events
- ◆ Coordinated on-field marketing promotions
- ◆ Designed ads and marketing materials

STUDENT ASSISTANT TO THE ASSISTANT ATHLETIC DIRECTOR

1989-1994 OHIO UNIVERSITY ATHLETIC DEPARTMENT ATHENS, OH

- ◆ Assisted in the coordination of the Ohio University Licensing Program from 1990-91
- ◆ Edited numerous media guides, including women basketball, softball, and football
- ◆ Organized team records and prepared weekly conference and NCAA reports
- ◆ Developed and composed weekly radio spots
- ◆ Composed feature stories, weekly releases, and distributed to media outlets
- ◆ Member of game management crew, oversaw press box and press row operations

ADMINISTRATIVE INTERN

1992-1994 VICE PRESIDENT FOR ADMINISTRATION, OHIO UNIVERSITY
ATHENS, OH

- ◆ Assisted the Vice President in all aspects of university operations

OPERATIONS INTERN – TRAINING CAMP

1993-1993 THE CLEVELAND BROWNS CLEVELAND, OH

Scott Edward Bova, CFRE

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Education

OHIO UNIVERSITY, ATHENS OHIO

BACHELORS OF SPECIALIZED STUDIES, JUNE 1994

- ◆ Major: Sports Marketing and Media Relations
- ◆ Minor: Business Administration

Activities & Community Involvement

- ◆ 2006-Present: Options Charter School Board of Directors, President
- ◆ 2006-Present: Phi Kappa Theta National Foundation, Vice Present
- ◆ 2005-Present: Indiana High School Athletic Association Licensed Football & Basketball Referee
- ◆ 2005-Present: Cabo Institute for Fundraising Planning Committee, Co-Chair
- ◆ 2004-Present: NCAA Baseball Umpire
- ◆ 2004 Game Management Volunteer for NCAA Women's Final Four
- ◆ 2002-Present: Indiana High School Athletic Association Licensed Baseball Umpire
- ◆ 2002-Present: Certified Fund Raising Executive
- ◆ 2002-2006 Cardinal Ritter High School Board of Directors, Vice Chair
- ◆ 2002 & 2003 Indiana Philanthropy Awards Dinner, Co Chair
- ◆ 2002 Local Organizing Committee for Big Ten Men's & Women's Basketball Tournament
- ◆ 2002 World Basketball Championship Floor Manager
- ◆ 2001-2002 Cardinal Ritter High School Advancement Committee
- ◆ 2000 & 2001 AFP Indiana Fund Raising Day Conference, Logistics Chair
- ◆ 1997 Indianapolis Local Organizing Public Relations Sub Committees for the Final Four
- ◆ 1996-2000 Holly Spirit Catholic Church Youth Minister
- ◆ 1995 Present: Association of Fundraising Professionals

Robert P Smith II

1278 Bridgeport Drive, Westfield, IN 46074 H (317)582-0603 C (317)850-2477 robertpsmithii@yahoo.com

Professional Experience

GENERAL MANAGER

2000-2008

BRIGHT HOUSE NETWORKS

INDIANAPOLIS, IN

- ◆ Commanded 9 highly successful new product launches
- ◆ Developed and implemented new sales metrics program
- ◆ Facilitated effective communication and cooperation between departments
- ◆ Introduced account manager position
- ◆ Improved productivity through introduction of new CRM program
- ◆ Public Relations Director for Carmel Rotary
- ◆ Network with like-minded business peoples
- ◆ Participate in endeavors for marginalized people locally as well as internationally

VICE PRESIDENT

1997-1999

ZOTEC, INC.

CARMEL, IN

- ◆ Transformed business from 0-revenue start up to nationally recognized firm
- ◆ Shattered sales quotas
- ◆ Cultivated key relationships with national and regional medical billing trade association officers
- ◆ Secured numerous high-profile clients
- ◆ Slashed costs and boosted productivity through introduction of new CRM program

REGIONAL MANAGER

1993-1996

SCRIP CARD

SALT LAKE CITY, UT

- ◆ Secured largest account in company history
- ◆ Transformed brand new Midwestern territory to 2nd highest profitability in United States
- ◆ Developed and implemented highly profitable reseller system

Education

AMERICAN COLLEGE OF LAW

ANAHEIM, CA

JURIS DOCTOR

BALL STATE UNIVERSITY

MUNCIE, IN

MASTER OF ARTS IN GEOGRAPHY

INDIANA STATE UNIVERSITY

TERRE HAUTE, IN

BACHELOR OF SCIENCE IN SOCIAL STUDIES

Previous Affiliations:

- ◆ State of Indiana Alcohol & Tobacco Commission
 - Representative, Carmel and Hamilton County
- ◆ Options Charter Schools and Foundation
 - Vice President
 - Board member
- ◆ City of Carmel Cable TV Franchise Board
 - Chairman
- ◆ Indianapolis & City of Carmel Chamber of Commerce

Robert P Smith II

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- ◆ Indiana Medical Group Management Association
 - Speaker Committee Member
- ◆ State of Indiana Department of Insurance
 - Current License
 - P & C
 - Life and Health

Patrice M. Hite, Ed.D

113 9th St. NW, Carmel, IN 46032 317-815-1649 phite@sbcglobal.net

Professional Experience

BOARD MEMBER

2005-2009

ROTARY INTERNATIONAL

CARMEL AND WESTFIELD, IN

- ◆ Public Relations Director for Westfield Rotary
- ◆ Public Relations Director for Carmel Rotary
- ◆ Network with like-minded business peoples
- ◆ Participate in endeavors for marginalized people locally as well as internationally

BOARD MEMBER

2005-PRESENT

OPTIONS CHARTER SCHOOLS

- ◆ Consult, advise, oversee finances, and provide school board support
- ◆ Oversee marketing, hiring of personnel, help to evaluate and maintain Indiana charter school laws, and Ball State University charter school guidelines
- ◆ Participated in strategic planning process towards the development of a charter school foundation and Options Charter School – Noblesville
- ◆ Maintain the vision and integrity of Options Charter Schools
- ◆ Assist and participate in Options Charter Schools' school functions

CO-OWNER AND MANAGER

2005-2007

CARMEL CYCLING & FITNESS

CARMEL, IN

- ◆ Top salesperson in bicycle retail business
- ◆ Designed retail layout and strategic planning of retail business
- ◆ Purchasing agent for bicycle retail business
- ◆ Consultant for computer hardware, software, and network system

MANAGEMENT LEADER FOR TEACHER TEAM

1990-2005

GREENWOOD, IN

- ◆ Team leader overseeing the organizational structure of fifth grade curriculum
- ◆ Mentor for student teachers
- ◆ Language curriculum director for the fifth grade team
- ◆ Computer coordinator for the school with 6 computers per classroom and 2 computer labs
- ◆ Consultant and presentation leadership for new educational computer software and hardware
- ◆ Language committee chair that analyzed textbooks for textbook adoptions
- ◆ Presentations for language curriculum and textbook adoption

SALES CONSULTANT

1989-1990

FORSYTHE COMPUTERS

INDIANAPOLIS, IN

- ◆ Sales: IBM PCs to public and private school corporations, colleges, universities and businesses throughout the state of Indiana
- ◆ Consulted with teachers at public and private school corporations, colleges, and universities on computer software and hardware throughout Indiana
- ◆ Contracted bids for companies, school corporations, and other institutions of learning

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EDUCATIONAL CONSULTANT

1988-1989

HARCOURT AND BRACE PUBLISHING CO.

ORLANDO, FL

- ◆ Presentations for reading textbooks in southeastern territory covering 7 states
- ◆ Consulted with teachers and principals regarding reading textbooks throughout state of Indiana
- ◆ Evaluated reading textbooks on state of Indiana textbook adoption list
- ◆ Participated in strategic planning process for marketing textbook sales for the state of Indiana

Professional Profile

- ◆ Educator with more than 25 years of experience in team leadership, curriculum evaluation and instruction, mentoring student teachers, and in the presentation of new learning methods and materials to educators
- ◆ Co-owner and sales manager for retail business
- ◆ Charter school board member and educational advisor to charter schools that offer innovative approaches to student learning
- ◆ Coach for girls' high school varsity track and cross country for 10 years.
- ◆ Board member for Rotary Club

Education

INDIANA UNIVERSITY

DOCTOR OF EDUCATION IN ADMINISTRATIVE LEADERSHIP 2005

PURDUE UNIVERSITY

MASTERS OF SCIENCE IN ELEMENTARY EDUCATION 1985

BACHELOR OF ARTS IN ELEMENTARY EDUCATION 1980

- ◆ Summa cum laude

Additional endorsements and professional development

- ◆ Doctoral dissertation specific to the study of charter school in Indiana, Indiana University, 2005
- ◆ IBM Certification, Indianapolis, IN 1990
- ◆ Conflict Management Resolutions, Harvard University, 1989
- ◆ Early Childhood Endorsement, Purdue University, 1980

Previous Affiliations:

- ◆ American Educational Research Association
- ◆ Association for Supervision and Curriculum Development
- ◆ National Association for Elementary Principals
- ◆ Indiana Computer Education Association
- ◆ Indiana Reading Association
- ◆ Indiana High School Athletic Coaches Association

Kathryn E. Stafford

4525 Straford Avenue, Indianapolis, IN KathrynEStafford@gmail.com

Professional Experience

ASSOCIATE

2004-PRESENT

THE CORYDON GROUP, LLC

INDIANAPOLIS, IN

- ◆ Oversee all office operations and coordinate client communication, including guiding clients through the process of staying in compliance with Indiana Lobbying laws.
- ◆ Five Sessions of Lobbying before the Indiana General Assembly
 - Advocate on behalf of 35 diverse clients
 - Lobby 150 state legislators on behalf of client issues
 - Specialize in Education lobbying
 - Provide information to legislators on issues at their request
- ◆ Plan client and firm events in conjunction with legislative and professional conferences
- ◆ Full-time manager of two professional education associations
- ◆ Grassroots coordination
 - Building support for candidates and issues at the State and Federal level

CHOREOGRAPHER

2006-PRESENT

DECATUR HIGH SCHOOL

INDIANAPOLIS, IN

- ◆ Choreograph, teach and rehearse competition show for Goldenaires (advanced Mixed show choir)

CHOREOGRAPHER

2006-2008

DECATUR HIGH SCHOOL

INDIANAPOLIS, IN

- ◆ Choreograph, teach and rehearse competition show for Expressions (women's show choir)
- ◆ Under direction, choir received Grand Champion award

CHOREOGRAPHER

2004-2006

LAWRENCE CENTRAL HIGH SCHOOL

INDIANAPOLIS, IN

- ◆ Choreographed two competitions shows for Central Sound (state finalist Mixed choir)
- ◆ Under direction, choir received Best Choreography caption award

Education

NEW ENGLAND UNIVERSITY

HENNIKER, NH

MASTER OF ARTS IN PUBLIC POLICY

2009

WITTENBERG UNIVERSITY

SPRINGFIELD, OH

BACHELOR OF ARTS DEGREE

2004

- ◆ Major: Political Science
- ◆ Minor: Dance

Kathryn E. Stafford

4525 Straford Avenue, Indianapolis, IN KathrynEStafford@gmail.com

Professional Organizations

2005-Present

- ◆ New Generation of Republican Women

2005-Present

- ◆ Downtown GOP Club - Indianapolis

2006-2008

- ◆ Indiana Society of Association Executives

2008-Present

Governmental Affairs Society of Indiana (GASI)

2008-Present

- ◆ GASI Membership Committee

2004-Present

- ◆ Alpha Delta Pi Alumni Association

Activities

- ◆ Lawrence Central Performing Arts Association, Alumni Representative
- ◆ Central Sound Classic, Master of Ceremonies
- ◆ Township Coordinator, Jon Elrod Congressional Campaign
- ◆ Options Charter School Board
- ◆ Alpha Delta Pi
 - Social Chair 2002-2003
- ◆ Whittenberg Dance Club
- ◆ Pre-Law Club
- ◆ Model United Nations Club
 - President 2003-2004
 - Secretary 2002-2003
- ◆ Ohio Mock Senate
 - President 2004
- ◆ Whittenberg Dance Concert

Jay Gonzalez

775 Stockbridge Drive, Westfield, IN 46074 317-650-4984 jgonzo9000@gmail.com

Professional Experience

DIRECTOR OF OPERATIONS (CURRENTLY COUNSELING)

2009-PRESENT GREEN IS GOOD, LLC INDIANAPOLIS, IN

Green is Good is a start up retail reseller of low cost, medium to good conditioned products to be refurbished, as is needed, and sold on various eSites

- ◆ Responsible for all customer service and site rating tasks
- ◆ Responsible for all operations: receiving, production and shipping
 - Key Achievements
 - Have increased daily shipment from \$500/day to \$5,000/day
 - Improved eSite company rating four points through working with customers and achieving rating reversals
- ◆ Responsible for 10 employees

DIRECTOR OF ICENTER OPERATIONS

2006-2009 INTERACTIONS CORPORATION CARMEL, IN

Interactions is a voice-hybrid, state-of-the-art technology enabled customer service that delivers a revolutionary, personalized experience, which achieves breakthrough cost savings for our clients and enhances their current operations

- ◆ Have received Board of Directors recognition for:
 - Consistently obtaining key business proof points
 - Achieving service level targets while lowering costs
 - Proving out the viability of this business and this emerging technology
- ◆ Key achievements to industry standard
 - On average, iCenter analysts will take 15,000+ calls/month or 540 calls/day
- ◆ Excellent cost ration management - Have reduced costs at a faster rate than volume increase
- ◆ Restructured critical aspects of my team, moving members to positions where their potential could better be achieved
- ◆ Built and managed testing team - Critical, initial phase to on boarding a new client
- ◆ Responsible for building three new operational centers - Average time to on-line status was 60 days
- ◆ Created all key iCenter reporting, with clear focus to key metrics and ratios
- ◆ Responsible for 70% of total company expenses and personnel
- ◆ Served as senior class advisor

WEST REGIONAL DIRECTOR OF SALES

2005-2006 INSIGHT COMMUNICATIONS FISHERS, IN

Insight Communications is a regional convergent cable company, offering cable, data, and phone services

- ◆ Responsible for six districts through Indiana and Illinois, managing direct sales and telesales
- ◆ Re-engineered both the direct sales and telesales team - Creating new fundamental processes and compensation structures
- ◆ Created new reporting and analysis, focusing on key efficiency ratios and developed new processes and accountability points. Specifically key to this was addressing and including the lead position, assuring they were executing all plans and initiatives
- ◆ Forged new and needed relationships with District Vice Presidents, leading to needed personnel changes and to fundamental ways of thinking about sales
- ◆ West regions showed 6 months of consecutive growth (including the lowering of churn) through heightened efficiencies. Through this, the West region became the top performing region
- ◆ Key success was the creating of the lead generation program (telesales to direct sales), in some cases increasing direct sales by 40% to 50%. This program was replicated across the other regions

CONSULTING

2002-2005 JEG CONSULTING NAPERVILLE, IL AND APPLE VALLEY, MN

- ◆ Consulted in a number of areas, but mainly sales and customer service, along with business modeling.

Jay Gonzalez

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- ◆ Did branch out into the hair / cosmetic industry and into web based organizations

PROGRAM MANAGER

2004-2005 AUGUST ENTERPRISES GOLDEN VALLEY, MN

- ◆ Interim COO, Head of Sales and Operations
 - Re-engineered their operations process spanning development, sales, customer on boarding, website / infrastructure up time and customer service

FINANCIAL / BUSINESS CONSULTANT

2004-2004 THE STYLE GALLERY EDINA, MN

- ◆ Created comprehensive business model, initially for proof of concept and fundraising purposes, but for future P & L evaluation

SALES / PROGRAM CONSULTANT

2003-2003 HTLT, INC APPLE VALLEY, MN

- ◆ Managed project with Focal Communications (telecom provider), specifically tasked with closing the sale
- ◆ Operationally, created model / tool to allow focal team to assess the ranges of cost savings based on choice of telephone access

SALES, CALL ENTER AND OPERATIONS PROJECT MANAGER

2002-2003 THE NORTHRIDGE GROUP ROSEMONT, IL

- ◆ Managed two projects
 - One with Motorola in re-engineering their call center to convert to a sales center
 - The other was with Paciel to develop their sales force, including direct sales, telesales and telemarketing

FINANCIAL / BUSINESS CONSULTANT

2002-2002 INTERACTIONS, LLC LAWRENCEVILLE, NJ

- ◆ Developed an early version of the business model for Interactions

VICE PRESIDENT, SALES

2000-2002 RCN (Formerly 21st Century Telecom Group) CHICAGO, IL

RCN is a national convergent telecom company, offering cable, data, and phone services

- ◆ Built the direct sales, telesales and business sales teams
- ◆ Responsible for sales in the Chicago, Los Angeles and San Francisco markets. Responsible for 250 employees
- ◆ Created all key sales reporting - All reports focusing on sales efficiency ratios
- ◆ Key success: By mid year 2000, the Chicago market climbed to the #1 market position, including all sales channels. All other 11 markets replicated the Chicago sales process
- ◆ Consistently surpassed sales budgets while under spending budgets
- ◆ Successfully led both the Bulk and ROE MDU teams to nearly 60% building penetration in two years

DIRECTOR, CUSTOMER SERVICE AND OPERATIONS

1999-2000 RCN (Formerly 21st Century Telecom Group) CHICAGO, IL

- ◆ Built and managed the call center for the Chicago market, servicing voice, video and data, ultimately hiring in 150 associates
- ◆ Successfully skill based the call center, separating teams by sales, internet, billing and collections and general
- ◆ Continuously maintained service levels of 90% calls answered in 30 seconds, which was key to the city of Chicago and their telecom regulations
- ◆ Led task force for collections department, with the goal of decreasing account write-offs

Jay Gonzalez

775 Stockbridge Drive, Westfield, IN 46074 317-650-4984 jgonzo9000@gmail.com

SR. MANAGER, CUSTOMER SERVICE

1998-1999 AMERITECH NEW MEDIA CHICAGO, IL

MANAGER, SALES CHANNEL OPERATIONS

1996-1998 AMERITECH NEW MEDIA CHICAGO, IL

Board Affiliations

Vice Chairman, Options Charter School

Education

HARDING UNIVERSITY, SEARCY, AR

AB, Mathematics, Chemistry

YORK COLLEGE, YORK, NE

AA, Liberal Arts

Skills Summary

- ◆ Excellent overall business focus and creating efficiencies through the development and use of key metrics and ratios. Keen focus on efficiencies and interdepartmental relationships
- ◆ Strong leadership skills / Excellent with people -- Ability to inspire the desire to succeed in subordinates and peers. Very good at developing professional relationships and handling work related interpersonal situations
- ◆ Galvanized operational skills and the ordering of departments, through metrics and key ratio analysis. Superior skills at aligning teams and assure focused direction, including upstream and downstream dependencies
- ◆ Excellent at creating repeatable and measurable systems, both through reporting and analysis and process building
- ◆ Functional strengths lie in sales and customer service. Have proven the ability to build and maintain sound teams and organizations. Ready and eager to take the next step to General Management

Shannon L. Franklin
2975 Brooks Bend Drive
Carmel, IN 46032
317-574-1171
swiley1@indy.rr.com

SKILLS

Excellent verbal and written communication skills, solid understanding of education administration, great computer skills, ability to work well individually or in a team environment, excellent organizational skills, fantastic interpersonal skills, great problem-solving ability, works well under pressure, prompt and able to stick to tight deadlines, ability to multi-task, great phone presence, very teachable.

WORK EXPERIENCE

Options Charter School

Carmel, IN (July 2006 -- Present)

Registrar

- ◊ Process work-permit letters
- ◊ Enrolled new student and withdrawal students
- ◊ Log discipline records
- ◊ Handle all school mailings
- ◊ Audit of files
- ◊ Input grades and test scores
- ◊ Create student and teacher schedules
- ◊ Create School schedules
- ◊ Mail report cards for both schools
- ◊ Supervision of students and student groups
- ◊ Handling of all money for the Carmel School
- ◊ Serve as a liaison for new students/ their formal school/families
- ◊ Give school tours
- ◊ Create diplomas
- ◊ Process school waitlist
- ◊ Process transcripts
- ◊ Write passes for students
- ◊ Process attendance daily
- ◊ Process grade changes
- ◊ Assist with state reports/Ball State reports
- ◊ Send certified mail
- ◊ Coordinate substitute teachers for both schools
- ◊ Coordinate fire/tornado drills
- ◊ Contact vendors
- ◊ Obtain all leave request forms from staff
- ◊ Calculate GPA's

- Maintain student files both electronic and paper
- Process the school's end of year process
- Assist with graduation ceremony
- Assist with Powerschool Support
- Process and collect student book fees
- Process collections to Attorney
-

ITT TECHNICAL INSTITUTE

Carmel, IN (February 2005 – July 2006)

Assistant to the Registrar

- Enrolled new students and withdrawal students
- Handled all school mailings
- Audit of files
- Input grades
- Create Student schedules.
- Determine college credits to be transferred
- Work with financial ad department to approve students
- Calculate GPA's
- Maintain student files both electronic and paper

Carmel High School

Carmel, IN (July 2000 – February 2005)

Registrar

- Handled all student records
- Entered all testing material
- Handled all administrative duties relating to withdrawal of students from individual classes and school enrollment
- Submitted grade changes for current students
- Processed and presented school reports for the state
- Processed transcripts on current students and alumni
- Processed honor roll
- Graduated seniors at the end of each school year
- Ran all school report cards each grading period
- In charge of sending student records to all non-custodial parents
- Handled class ranking for all students on a weekly basis
- Processed college applications
- Filed all student records
- Processed all application fees.

AIMCO Corporation

Indianapolis, IN (September 1996- July 2000)

Assistant Manager

- Processed all applications including approval or denial of residency
- Ran credit reports
- Assisted in bookkeeping tasks
- Typed and prepared lease agreements
- Helping in posting checks
- Leased apartments
- Tracked units and printed unit status reports
- Researched delinquent rent and sent notices of delinquency
- Sent certified letters regarding unauthorized vehicles on property
- Processed all paperwork regarding evictions and tenants that vacated with no notice or payment
- Appeared in court on behalf of the company
- Organized and filed all maintenance slips
- Trained new employees
- Assisted at the properties: Westlake Apartments, Wyckford Commons, Marten Manor East, and Greentree Apartments.

EDUCATION

University of Phoenix (2007-2009)

Associates Degree in Business Management

Pike High School (1989-1993)

Diploma

SPECIAL TRAINING AND CERTIFICATES

Certificate in Supervisory Skills Training, AIMCO (February 1999)

Microsoft Office Applications Training, AIMCO (March 1997)

Certificate in Sales Training, NHP (October 1996)

Shannon L. Franklin
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swiley1@indy.rr.com

SKILLS

Excellent verbal and written communication skills, solid understanding of education administration, great computer skills, ability to work well individually or in a team environment, excellent organizational skills, fantastic interpersonal skills, great problem-solving ability, works well under pressure, prompt and able to stick to tight deadlines, ability to multi-task, great phone presence, very teachable.

WORK EXPERIENCE

Options Charter School

Carmel, IN (July 2006 – Present)

Registrar

- Process work-permit letters
- Enrolled new student and withdrawal students
- Log discipline records
- Handle all school mailings
- Audit of files
- Input grades and test scores
- Create student and teacher schedules
- Create School schedules
- Mail report cards for both schools
- Supervision of students and student groups
- Handling of all money for the Carmel School
- Serve as a liaison for new students/ their formal school/families
- Give school tours
- Create diplomas
- Process school waitlist
- Process transcripts
- Write passes for students
- Process attendance daily
- Process grade changes
- Assist with state reports/Ball State reports
- Send certified mail
- Coordinate substitute teachers for both schools
- Coordinate fire/tornado drills
- Contact vendors
- Obtain all leave request forms from staff
- Calculate GPA's

- Maintain student files both electronic and paper
- Process the school's end of year process
- Assist with graduation ceremony
- Assist with Powerschool Support
- Process and collect student book fees
- Process collections to Attorney
-

ITT TECHNICAL INSTITUTE

Carmel, IN (February 2005 – July 2006)

Assistant to the Registrar

- Enrolled new students and withdrawal students
- Handled all school mailings
- Audit of files
- Input grades
- Create Student schedules.
- Determine college credits to be transferred
- Work with financial ad department to approve students
- Calculate GPA's
- Maintain student files both electronic and paper

Carmel High School

Carmel, IN (July 2000 – February 2005)

Registrar

- Handled all student records
- Entered all testing material
- Handled all administrative duties relating to withdrawal of students from individual classes and school enrollment
- Submitted grade changes for current students
- Processed and presented school reports for the state
- Processed transcripts on current students and alumni
- Processed honor roll
- Graduated seniors at the end of each school year
- Ran all school report cards each grading period
- In charge of sending student records to all non-custodial parents
- Handled class ranking for all students on a weekly basis
- Processed college applications
- Filed all student records
- Processed all application fees.

AIMCO Corporation

Indianapolis, IN (September 1996- July 2000)

Assistant Manager

- Processed all applications including approval or denial of residency
- Ran credit reports
- Assisted in bookkeeping tasks
- Typed and prepared lease agreements
- Helping in posting checks
- Leased apartments
- Tracked units and printed unit status reports
- Researched delinquent rent and sent notices of delinquency
- Sent certified letters regarding unauthorized vehicles on property
- Processed all paperwork regarding evictions and tenants that vacated with no notice or payment
- Appeared in court on behalf of the company
- Organized and filed all maintenance slips
- Trained new employees
- Assisted at the properties: Westlake Apartments, Wyckford Commons, Marten Manor East, and Greentree Apartments.

EDUCATION

University of Phoenix (2007-2009)

Associates Degree in Business Management

Pike High School (1989-1993)

Diploma

SPECIAL TRAINING AND CERTIFICATES

Certificate in Supervisory Skills Training, AIMCO (February 1999)

Microsoft Office Applications Training, AIMCO (March 1997)

Certificate in Sales Training, NHP (October 1996)

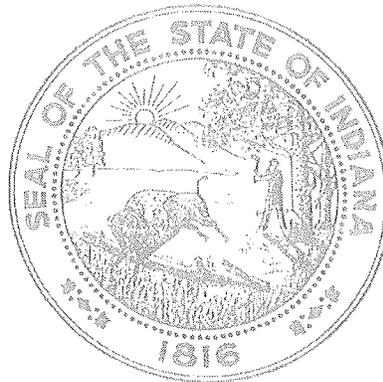
APPENDIX

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

EXAMINATION REPORT
OF
OPTIONS CHARTER SCHOOL - CARMEL
HAMILTON COUNTY, INDIANA
July 1, 2007 to June 30, 2009



FILED
02/24/2010

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OFFICIALS

<u>Office</u>	<u>Official</u>	<u>Term</u>
Treasurer	Kathleen Hammonds Sherrie Bly	07-01-07 to 06-30-09 07-01-09 to 06-30-10
President of Schools	Kevin Davis	07-01-07 to 06-30-10
President of the School Board	Scott Bova	07-01-07 to 06-30-10



STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
302 WEST WASHINGTON STREET
ROOM E418
INDIANAPOLIS, INDIANA 46204-2760

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

INDEPENDENT ACCOUNTANT'S REPORT

TO: THE OFFICIALS OF OPTIONS CHARTER SCHOOL - CARMEL, HAMILTON COUNTY, INDIANA

We have examined the financial statement presented herein of Options Charter School - Carmel (School Corporation), for the period of July 1, 2007 to June 30, 2009. The School Corporation's management is responsible for the financial statement presented herein. Our responsibility is to express an opinion based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence supporting the financial statement presented herein and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion.

In our opinion, the financial statement referred to above presents fairly, in all material respects, the financial statement of the School Corporation for the years ended June 30, 2008 and 2009, based on the criteria set forth in the uniform compliance guidelines established by the Indiana State Board of Accounts.

The Combining Schedules and Schedule of Long-Term Debt, as listed in the Table of Contents, are presented for additional analysis and are not required parts of the basic financial statement. The Combining Schedules have been subjected to the examination procedures applied in the examination of the basic financial statements and, in our opinion, are fairly stated in all material respects in relation to the basic financial statements taken as a whole. The Schedule of Long-Term Debt has not been subjected to the examination procedures applied to the basic financial statement, and accordingly, we express no opinion on it.

STATE BOARD OF ACCOUNTS

December 22, 2009

OPTIONS CHARTER SCHOOL
 SCHEDULE OF ACTIVITIES AND NET ASSETS - CASH AND INVESTMENT BASIS
 For the Year Ended June 30, 2008

Functions/Programs	Disbursements	Program Receipts		Totals	Net (Disbursement) Receipts and Changes in Net Assets
		Charges for Services	Operating Grants and Contributions		
Governmental activities:					
Instruction	\$ 693,552	\$ -	\$ 4,142	\$ -	\$ (689,410)
Support services	192,904	15,070	-	-	(177,834)
Noninstructional services	1,125	-	-	-	(1,125)
Facilities acquisition and construction	28,806	-	-	-	(28,806)
Debt service	138,854	-	-	-	(138,854)
Total governmental activities	\$ 1,055,241	\$ 15,070	\$ 4,142	\$ -	(1,036,029)
General receipts:					
Property taxes					276,735
Other local sources					64,831
State aid					662,658
Grants and contributions not restricted to specific programs					68,085
Sale of property					5
Other					8,500
Total general receipts					1,080,814
Change in net assets					44,785
Net assets - beginning					41,423
Net assets - ending					\$ 86,208
Assets					
Cash and investments					\$ 86,208
Total assets					\$ 86,208
Net Assets					
Unrestricted					\$ 86,208
Total net assets					\$ 86,208

The accompanying notes are an integral part of the financial information.

OPTIONS CHARTER SCHOOL
SCHEDULE OF ACTIVITIES AND NET ASSETS - CASH AND INVESTMENT BASIS
For the Year Ended June 30, 2009

Functions/Programs	Disbursements	Program Receipts		Totals	Net (Disbursement) Receipts and Changes in Net Assets
		Charges for Services	Operating Grants and Contributions		
Governmental activities:					
Instruction	\$ 744,925	\$ -	\$ 2,114	\$ -	\$ (742,811)
Support services	171,858	29,382	-	-	(142,476)
Facilities acquisition and construction	22,185	-	-	-	(22,185)
Debt service	150,279	-	-	-	(150,279)
Total governmental activities	\$ 1,099,247	\$ 29,382	\$ 2,114	\$ -	(1,067,751)
General receipts:					
Property taxes					163,052
Other local sources					60,183
State aid					712,049
Grants and contributions not restricted to specific programs					155,248
Other					10,000
Total general receipts					1,103,532
Change in net assets					35,781
Net assets - beginning					86,208
Net assets - ending					\$ 121,989
<u>Assets</u>					
Cash and investments					\$ 121,989
Total assets					\$ 121,989
<u>Net Assets</u>					
Unrestricted					\$ 121,989
Total net assets					\$ 121,989

The accompanying notes are an integral part of the financial information.

OPTIONS CHARTER SCHOOL
 SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
 DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
 GOVERNMENTAL FUNDS
 For the Year Ended June 30, 2008

	General	Alternative Education	Other	Totals
Receipts:				
Local sources	\$ 356,635	\$ -	\$ -	\$ 356,635
State sources	667,620	66,507	-	734,127
Federal sources	759	-	-	759
Other	8,500	-	-	8,500
Total receipts	1,033,514	66,507	-	1,100,021
Disbursements:				
Current:				
Instruction	693,552	-	-	693,552
Support services	192,717	-	187	192,904
Noninstructional services	1,125	-	-	1,125
Facilities acquisition and construction	28,806	-	-	28,806
Debt services	138,854	-	-	138,854
Total disbursements	1,055,054	-	187	1,055,241
Excess (deficiency) of receipts over disbursements	(21,540)	66,507	(187)	44,780
Other financing sources (uses):				
Sale of capital assets	5	-	-	5
Transfers in	163,483	-	-	163,483
Transfers out	-	(160,980)	(2,503)	(163,483)
Total other financing sources (uses)	163,488	(160,980)	(2,503)	5
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	141,948	(94,473)	(2,690)	44,785
Cash and investments - beginning	(55,740)	94,473	2,690	41,423
Cash and investments - ending	\$ 86,208	\$ -	\$ -	\$ 86,208
Cash and Investment Assets - Ending				
Cash and investments	\$ 86,208	\$ -	\$ -	\$ 86,208
Total cash and investment assets - ending	\$ 86,208	\$ -	\$ -	\$ 86,208
Cash and Investment Fund Balance - Ending				
Unrestricted	\$ 86,208	\$ -	\$ -	\$ 86,208
Total cash and investment fund balance - ending	\$ 86,208	\$ -	\$ -	\$ 86,208

The accompanying notes are an integral part of the financial information.

OPTIONS CHARTER SCHOOL
 SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
 DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
 GOVERNMENTAL FUNDS
 For the Year Ended June 30, 2009

	General	Alternative Education	Fiscal Stabilization	Other	Totals
Receipts:					
Local sources	\$ 242,561	\$ -	\$ -	\$ -	\$ 242,561
Intermediate sources	13,056	-	-	-	13,056
State sources	716,475	75,365	-	-	791,840
Federal sources	-	-	72,565	6,006	77,571
Other	10,000	-	-	-	10,000
Total receipts	982,092	75,365	72,565	6,006	1,136,028
Disbursements:					
Current:					
Instruction	717,603	-	27,085	237	744,925
Support services	168,042	-	3,653	163	171,858
Facilities acquisition and construction	18,585	-	3,600	-	22,185
Debt services	160,279	-	-	-	160,279
Total disbursements	1,064,509	-	34,338	400	1,099,247
Excess (deficiency) of receipts over disbursements	(82,417)	75,365	38,227	4,606	35,781
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	(82,417)	75,365	38,227	4,606	35,781
Cash and investments - beginning	86,208	-	-	-	86,208
Cash and investments - ending	\$ 3,791	\$ 75,365	\$ 38,227	\$ 4,606	\$ 121,989
Cash and Investment Assets - Ending					
Cash and investments	\$ 3,791	\$ 75,365	\$ 38,227	\$ 4,606	\$ 121,989
Total cash and investment assets - ending	\$ 3,791	\$ 75,365	\$ 38,227	\$ 4,606	\$ 121,989
Cash and Investment Fund Balance - Ending					
Unrestricted	\$ 3,791	\$ 75,365	\$ 38,227	\$ 4,606	\$ 121,989
Total cash and investment fund balance - ending	\$ 3,791	\$ 75,365	\$ 38,227	\$ 4,606	\$ 121,989

The accompanying notes are an integral part of the financial information.

OPTIONS CHARTER SCHOOL
 SCHEDULE OF ADDITIONS, DEDUCTIONS, AND CHANGES IN CASH AND INVESTMENT BALANCES
 FIDUCIARY FUNDS
 For the Year Ended June 30, 2008

	<u>Private-Purpose Trust Funds</u>
Additions:	
Contributions:	
Other	\$ <u>1,561</u>
Deductions:	
Administrative and general	\$ <u>1,763</u>
Deficiency of total additions under total deductions	(202)
Cash and investment fund balance - beginning	<u>436</u>
Cash and investment fund balance - ending	<u>\$ 234</u>
Net assets:	
Cash and investments	\$ <u>234</u>
Total net assets - cash and investment basis held in trust	<u>\$ 234</u>

The accompanying notes are an integral part of the financial information.

OPTIONS CHARTER SCHOOL
 SCHEDULE OF ADDITIONS, DEDUCTIONS, AND CHANGES IN CASH AND INVESTMENT BALANCES
 FIDUCIARY FUNDS
 For the Year Ended June 30, 2009

	<u>Private-Purpose Trust Funds</u>
Additions:	
Contributions:	
Other	\$ <u>2,730</u>
Deductions:	
Administrative and general	\$ <u>2,904</u>
Deficiency of total additions under total deductions	(174)
Cash and investment fund balance - beginning	<u>234</u>
Cash and investment fund balance - ending	\$ <u>60</u>
Net assets:	
Cash and investments	\$ <u>60</u>
Total net assets - cash and investment basis held in trust	<u>\$ 60</u>

The accompanying notes are an integral part of the financial information.

OPTIONS CHARTER SCHOOL - CARMEL
NOTES TO FINANCIAL STATEMENTS

I. Summary of Significant Accounting Policies

A. Reporting Entity

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

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

The School Corporation's financial reporting entity is composed of the following:

Primary Government: Options Charter School - Carmel

In determining the financial reporting entity, the School Corporation complies with the provisions of GASB Statement No. 14, *The Financial Reporting Entity*.

B. Government-Wide and Fund Financial Statements

Government-Wide Financial Statements

The Statement of Activities and Net Assets – Cash and Investment Basis displays information about the reporting government as a whole. It includes all funds of the reporting entity except for fiduciary funds. The statement distinguishes between governmental and business-type activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange revenues. Business-type activities are financed in whole or in part by fees charged to external parties for goods or services.

Fund Financial Statements

Fund financial statements of the reporting entity are organized into funds, each of which is considered to be a separate accounting entity. Each fund is accounted for by providing a separate set of self-balancing accounts that constitutes its assets, fund equity, receipts, and disbursements. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds and major individual enterprise funds are reported as separate columns in the fund financial statements. However, at this time, the School Corporation has not established any enterprise funds.

The School Corporation reports the following major governmental funds:

The general fund is the primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

The alternative education fund accounts for receipts and disbursements of the alternative education grant. This grant money is used in the instruction of students in a different manner than the manner of instruction available in a traditional school setting.

OPTIONS CHARTER SCHOOL - CARMEL
NOTES TO FINANCIAL STATEMENTS
(Continued)

The fiscal stabilization fund accounts for receipts and disbursements of cash received from the federal government to be used to supplement funding of local, state, and federal programs.

Additionally, the School Corporation reports the following fund type:

The private-purpose trust fund reports a trust arrangement under which principal and income benefit the various activities at the schools.

C. Measurement Focus and Basis of Accounting

The government-wide, governmental fund, proprietary fund, and fiduciary fund financial statements are reported using the basis of accounting that demonstrates compliance with the cash and investment basis and budget laws of the State of Indiana, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. Receipts are recorded when received and disbursements are recorded when paid.

The cash and investment basis of accounting differs from accounting principles generally accepted in the United States of America in that receipts are recognized when received in cash rather than when earned and disbursements are recognized when paid rather than when a liability is incurred. Investment transactions are not presented on the financial statements.

If the School Corporation utilized the basis of accounting recognized as generally accepted, the fund financial statements for governmental funds would use the modified accrual basis of accounting, while the fund financial statements for proprietary fund types would use the accrual basis of accounting. All government-wide financials would be presented on the accrual basis of accounting.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

When both restricted and unrestricted resources are available for use, the School Corporation's policy is to use restricted resources first, then unrestricted resources as they are needed.

D. Assets and Cash and Investment Balances

1. Cash and Investments

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

2. Property Taxes

Property taxes levied are collected by the County Treasurer and are distributed to the School Corporation in June and in December. State statute (IC 6-1.1-17-16) requires the Indiana Department of Local Government Finance to establish property tax rates and levies by February 15. These rates were based upon the preceding year's March 1 (lien date) assessed valuations adjusted for various tax credits. Taxable property is assessed at 100% of the true tax value (determined in accordance with rules and regulations adopted by the

OPTIONS CHARTER SCHOOL - CARMEL
NOTES TO FINANCIAL STATEMENTS
(Continued)

Indiana Department of Local Government Finance). Taxes may be paid in two equal installments which become delinquent if not paid by May 10 and November 10, respectively. All property taxes collected by the County Treasurer and available for distribution were distributed to the School Corporation on or prior to June 30 of the year collected.

3. Capital Assets

Capital assets arising from cash transactions acquired for use in governmental or proprietary fund operations are accounted for as capital outlay disbursements of the fund upon acquisition.

4. Long-Term Debt

Long-term debt arising from cash basis transactions of governmental and proprietary funds is not reported as liabilities in the basic financial statements. The debt proceeds are reported as other financing sources and payment of principal and interest reported as disbursements.

5. Equity Classification

Government-Wide Statements

Equity is classified as net assets and displayed in two components:

- a. Restricted net assets – Consists of net assets with constraints placed on the use either by (1) external groups such as creditors, grantors, contributors, or laws and regulations of other governments, or (2) law through constitutional provisions or enabling legislation.
- b. Unrestricted net assets – All other net assets that do not meet the definition of "restricted."

It is the School Corporation's policy to first use restricted net assets prior to the use of unrestricted net assets when a disbursement is incurred for purposes for which both restricted and unrestricted net assets are available.

Fund Financial Statements

Governmental fund equity is classified as fund balance.

E. Receipts and Disbursements

1. Program Receipts

Amounts reported as program receipts include (1) charges to customers or applicants for goods, services, or privileges provided, (2) operating grants and contributions, and (3) capital grants and contributions, including special assessments. Internally dedicated resources are reported as general receipts rather than as program receipts. Likewise, general receipts include all taxes.

OPTIONS CHARTER SCHOOL - CARMEL
NOTES TO FINANCIAL STATEMENTS
(Continued)

2. Operating Receipts and Disbursements

Operating receipts and disbursements for proprietary funds and the similar discretely presented component unit result from providing services and producing and delivering goods and/or services. They also include all receipts and disbursements not related to capital and related financing, noncapital financing, or investing activities.

F. Internal and Interfund Balances and Activities

In the process of aggregating the financial information for the government-wide Statement of Activities and Net Assets – Cash and Investment Basis, some amounts reported as interfund activity and balances in the fund financial statements have been eliminated or reclassified.

Fund Financial Statements

1. Interfund services – Sales or purchases of goods and services between funds are reported as receipts and disbursements.
2. Interfund reimbursements – Repayments from funds responsible for certain disbursements to the funds that initially paid for them are not reported as reimbursements but as adjustments to disbursements in the respective funds.
3. Interfund transfers – Flow of assets from one fund to another where repayment is not expected is reported as transfers in and out.

Government-Wide Financial Statements

Interfund activity and balances, if any, are eliminated or reclassified in the government-wide financial statements as follows:

Internal activities – Amounts reported as interfund transfers in the fund financial statements are eliminated in the government-wide Statement of Activities and Net Assets – Cash and Investment Basis.

II. Stewardship, Compliance and Accountability

Budgetary Information

Annual budgets are adopted on the cash basis, which is not consistent with accounting principles generally accepted in the United States of America. All annual appropriations lapse at calendar year end.

Prior to the first required publication, the fiscal officer of the School Corporation submits to the governing board a proposed operating budget for the year commencing the following July 1. Prior to adoption, the budget is advertised and public hearings are conducted by the governing board to obtain taxpayer comments. In September of each year, the governing board, through the passage of a resolution/ordinance, approves the budget for the next year. Copies of the budget resolution/ordinance and the advertisement for funds for which property taxes are levied or highway use taxes

OPTIONS CHARTER SCHOOL - CARMEL
NOTES TO FINANCIAL STATEMENTS
(Continued)

are received are sent to the Indiana Department of Local Government Finance. The budget becomes legally enacted after the fiscal officer of the School Corporation receives approval of the Indiana Department of Local Government Finance.

The School Corporation's management cannot transfer budgeted appropriations between object classifications of a budget without approval of the governing board. The Indiana Department of Local Government Finance must approve any revisions to the appropriations for any fund or any department of the General Fund. The legal level of budgetary control is by object and department within the fund for the General Fund and by object within the fund for all other budgeted funds.

III. Detailed Notes on All Funds

A. Deposits and Investments

1. Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. Indiana Code 5-13-8-1 allows a political subdivision of the State of Indiana to deposit public funds in a financial institution only if the financial institution is a depository eligible to receive state funds and has a principal office or branch that qualifies to receive public funds of the political subdivision. The School Corporation does not have a deposit policy for custodial credit risk. At June 30, 2009, the School Corporation had deposit balances in the amount of \$122,220. The bank balances were insured by the Federal Deposit Insurance Corporation or the Public Deposit Insurance Fund, which covers all public funds held in approved depositories.

2. Investments

Statutory Authorization for Investments

Indiana Code 5-13-9 authorizes the School Corporation to invest in securities backed by the full faith and credit of the United States Treasury or fully guaranteed by the United States of America and issued by the United States Treasury, a federal agency, a federal instrumentality, or a federal government sponsored enterprise. Indiana Code also authorizes the School Corporation to invest in securities fully guaranteed and issued by a federal agency, a federal instrumentality, or a federal government sponsored enterprise. These investments are required by statute to have a stated final maturity of not more than two years.

Indiana Code also provides for investment in money market mutual funds that are in the form of securities of, or interest in, an open-end, no-load, management-type investment company or investment trust registered under the provision of the federal Investment Company Act of 1940, as amended. Investments in money market mutual funds may not exceed 50% of the funds held by the School Corporation and available for investment. The portfolio of an investment company or investment trust used must be limited to direct obligations of the United States of America, obligations issued by a federal agency, a federal instrumentality, or a federal government sponsored enterprise or repurchase agreements fully collateralized by direct obligations of the United States of America or obligations issued by a federal agency, a federal instrumentality, or a federal government sponsored enterprise. The form of securities of,

OPTIONS CHARTER SCHOOL - CARMEL
NOTES TO FINANCIAL STATEMENTS
(Continued)

or interest in, an investment company or investment trust must be rated as AAA, or its equivalent by Standard and Poor's Corporation or its successor or Aaa, or its equivalent, by Moody's Investors Service, Inc., or its successor. The form of securities in an investment company or investment trust should have a stated final maturity of one day.

Additionally, the School Corporation may enter into repurchase agreements with depositories designated by the State Board of Finance as depositories for state deposits involving the School Corporation's purchase and guaranteed resale of any interest-bearing obligations issued or fully insured or guaranteed by the United States of America, a United States of America government agency, an instrumentality of the United States of America, or a federal government sponsored enterprise. The repurchase agreement is considered to have a stated final maturity of one day. This agreement must be fully collateralized by interest-bearing obligations as determined by their current market value.

Investment Custodial Credit Risk

The custodial credit risk for investments is the risk that, in the event of the failure of the counterparty to a transaction, a government will not be able to recover the value of investment or collateral securities that are in the possession of an outside party. The School Corporation does not have a formal investment policy for custodial credit risk for investments.

B. Interfund Transfers

Interfund transfers for the years ended June 30, 2008 and 2009, were as follows:

Transfer From	Transfer To	2007-08
General Fund	Other governmental funds	\$ 2,503
Adult Education	General Fund	<u>160,980</u>
Total		<u>\$ 163,483</u>

The School Corporation typically uses transfers for cash flow purposes as provided by various statutory provisions.

IV. Other Information

A. Risk Management

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

The risks of torts; theft of, damage to, and destruction of assets; errors and omissions; job related illnesses or injuries to employees; medical benefits to employees, retirees, and dependents (excluding postemployment benefits); and natural disasters are covered by commercial insurance

OPTIONS CHARTER SCHOOL - CARMEL
NOTES TO FINANCIAL STATEMENTS
(Continued)

from independent third parties. Settled claims from these risks have not exceeded commercial insurance coverage for the past three years. There were no significant reductions in insurance by major category of risk. Risk financing is not utilized for the other risks of loss.

B. Pension Plans

1. Agent Multiple-Employer Defined Benefit Pension Plan

a. Public Employees' Retirement Fund

Plan Description

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

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

Public Employees' Retirement Fund
Harrison Building, Room 800
143 West Market Street
Indianapolis, IN 46204
Ph. (317) 233-4162

Funding Policy and Annual Pension Cost

The contribution requirements of plan members for PERF are established by the Board of Trustees of PERF. The School Corporation's annual pension cost and related information, as provided by the actuary, is presented in this note.

OPTIONS CHARTER SCHOOL - CARMEL
 NOTES TO FINANCIAL STATEMENTS
 (Continued)

Actuarial Information for the Above Plan

	PERF
Annual required contribution	\$ 15,157
Interest on net pension obligation	(140)
Adjustment to annual required contribution	160
Annual pension cost	15,177
Contributions made	19,570
Increase (decrease) in net pension obligation	(4,393)
Net pension obligation, beginning of year	(1,937)
Net pension obligation, end of year	\$ (6,330)

Contribution rates:	
School Corporation	13.75%
Plan members	3%
Actuarial valuation date	07-01-07
Actuarial cost method	Entry age
Amortization method	Level percentage of projected payroll, closed
Amortization period	30 years
Amortization period (from date)	07-01-97
Asset valuation method	75% of expected actuarial value plus 25% of market value

Actuarial Assumptions

Investment rate of return	7.25%
Projected future salary increases:	
Total	5%
Attributed to inflation	4%
Attributed to merit/seniority	1%
Cost-of-living adjustments	2%

Three Year Trend Information

	Year Ending	Annual Pension Cost (APC)	Percentage of APC Contributed	Net Pension Obligation
PERF	06-30-06	\$ 12,722	77%	\$ 765
	06-30-07	13,866	119%	(1,937)
	06-30-08	15,177	129%	(6,330)

OPTIONS CHARTER SCHOOL - CARMEL
NOTES TO FINANCIAL STATEMENTS
(Continued)

2. Cost-Sharing Multiple-Employer Defined Benefit Pension Plan

Teachers' Retirement Fund

Plan Description

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

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

Teachers' Retirement Fund
150 West Market Street
Indianapolis, IN 46204
Ph. (317) 232-3860

Funding Policy and Annual Pension Costs

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

OPTIONS CHARTER SCHOOL - CARMEL
 REQUIRED SUPPLEMENTARY INFORMATION
 SCHEDULE OF FUNDING PROGRESS

Public Employees' Retirement Fund

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability (AAL) (b)	Unfunded AAL (a-b)	Funded Ratio (a/b)	Covered Payroll (c)	Unfunded AAL as a Percentage of Covered Payroll ((a-b)/c)
07-01-06	\$ 17,647	\$ 109,740	\$ (92,093)	16%	\$ 103,767	(89%)
07-01-07	33,087	135,493	(102,406)	24%	110,293	(93%)
07-01-08	57,521	214,522	(157,001)	27%	151,573	(104%)

OPTIONS CHARTER SCHOOL
 COMBINING SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
 DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
 OTHER GOVERNMENTAL FUNDS
 For the Year Ended June 30, 2008

	Title V	Federal Programs	Totals
Receipts:			
Local sources	\$ -	\$ -	\$ -
Total receipts	-	-	-
Disbursements:			
Current:			
Support services	-	187	187
Total disbursements	-	187	187
Deficiency of receipts over disbursements	-	(187)	(187)
Other financing uses:			
Transfers out	(164)	(2,339)	(2,503)
Total other financing uses	(164)	(2,339)	(2,503)
Deficiency of receipts and other financing sources over disbursements and other financing uses	(164)	(2,526)	(2,690)
Cash and investments - beginning	164	2,526	2,690
Cash and investments - ending	\$ -	\$ -	\$ -
<u>Cash and Investment Assets - Ending</u>			
Cash and investments	\$ -	\$ -	\$ -
Total cash and investment assets - ending	\$ -	\$ -	\$ -
<u>Cash and Investment Fund Balance - Ending</u>			
Unrestricted	\$ -	\$ -	\$ -
Total cash and investment fund balance - ending	\$ -	\$ -	\$ -

OPTIONS CHARTER SCHOOL
 COMBINING SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
 DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
 OTHER GOVERNMENTAL FUNDS
 For the Year Ended June 30, 2009

	Title V	Drug Free Schools	Federal Programs	Totals
Receipts:				
Federal sources	\$ 163	\$ 204	\$ 4,639	\$ 5,006
Total receipts	<u>163</u>	<u>204</u>	<u>4,639</u>	<u>5,006</u>
Disbursements:				
Current:				
Instruction			237	237
Support services	163	-	-	163
Total disbursements	<u>163</u>	<u>-</u>	<u>237</u>	<u>400</u>
Excess of receipts over disbursements	<u>-</u>	<u>204</u>	<u>4,402</u>	<u>4,606</u>
Excess of receipts and other financing sources over disbursements and other financing uses	-	204	4,402	4,606
Cash and investments - beginning	-	-	-	-
Cash and investments - ending	<u>\$ -</u>	<u>\$ 204</u>	<u>\$ 4,402</u>	<u>\$ 4,606</u>
Cash and Investment Assets - Ending				
Cash and investments	<u>\$ -</u>	<u>\$ 204</u>	<u>\$ 4,402</u>	<u>\$ 4,606</u>
Total cash and investment assets - ending	<u>\$ -</u>	<u>\$ 204</u>	<u>\$ 4,402</u>	<u>\$ 4,606</u>
Cash and Investment Fund Balance - Ending				
Unrestricted	<u>\$ -</u>	<u>\$ 204</u>	<u>\$ 4,402</u>	<u>\$ 4,606</u>
Total cash and investment fund balance - ending	<u>\$ -</u>	<u>\$ 204</u>	<u>\$ 4,402</u>	<u>\$ 4,606</u>

OPTIONS CHARTER SCHOOL - CARMEL
 SUPPLEMENTARY INFORMATION
 SCHEDULE OF LONG-TERM DEBT
 June 30, 2009

The School Corporation has entered into the following debt:

Description of Debt	Ending Principal Balance	Principal and Interest Due Within One Year
Governmental activities:		
Capital leases:		
Computers and Other Electronic Equipment	\$ 3,227	\$ 3,513
Notes and loans payable		
Common School Fund Loan	<u>56,951</u>	<u>-</u>
Total governmental activities debt	<u>\$ 60,178</u>	<u>\$ 3,513</u>

OPTIONS CHARTER SCHOOL - CARMEL
EXIT CONFERENCE

The contents of this report were discussed on December 22, 2009, with Kathleen Hammonds, former Treasurer; Sherrie Bly, Treasurer; and Kevin Davis, President of Schools. Our examination disclosed no material items that warrant comment at this time.

APPENDIX

G

OPTIONS CHARTER SCHOOL – NOBLESVILLE AND
CARMEL

BOARD OF DIRECTORS MEETING
TUESDAY, January 18th @ 5:30 PM
OPTIONS CHARTER SCHOOL—CARMEL

AGENDA

WELCOME, INTRODUCTIONS

GENERAL BUSINESS:

- A. Approval of a new Board Member
- B. Approval of October Minutes for Carmel
- C. Approval of the October minutes for Noblesville
- D. Approval of the November minutes for Carmel
- E. Approval of the November minutes for Noblesville
- F. Principal's report
 - a. Carmel
 - b. Noblesville

PRESIDENT'S REPORT:

- A. Waiting List and Why Students Need Options Charter Schools
- B. NWEA Assessments (Mike and Barbara)
- C. Progress of School Calendar Survey

FINANCIAL STATUS - Treasurer's Report

- A. Approval of Expenditures for Carmel
- B. Approval of Expenditures for Noblesville

REPORTS:

ITEMS FOR DISCUSSION:

- A. Documentation during an executive session
- B. Financial Reporting
- C. Communication Timing
- D. Documentation
- E. 1003(g) Application

ITEMS FOR DECISION

NEW BUSINESS

Next Meeting: February 15, 2011; Options Charter School-Noblesville @ 5:30 PM

The meeting site is fully accessible. Any person requiring further accommodation should contact the Options Charter School's office at (317) 733-8659.

**BOARD OF DIRECTORS MEETING
OPTIONS CHARTER SCHOOLS -- CARMEL AND NOBLESVILLE,
INC.**

FEBRUARY 26th, 2011

Participants present were: Shannon Franklin, Mike Gustin, Barbara Maschino, Kevin Davis, Cheryl Miller, Scott Bova, Katy Stafford, Pat Hite, Ed Bielski, Scott McIntyre and Sherrie Hly.

Guests Present: Lisa Donke, Ed Gaud, Nick Shannon, Cameron Haugenfeld, Doniz Guelu, Esther Garovich, Steven Wilson and Dane McFarland.

Hongo Boy Music School and students at Options Charter School - Carmel did a demonstration for the Board to show what the Interpersonal Relations class consisted of and what this class meant to the students. The board was very impressed and highly applauded their demonstration.

Hongo Boys opens the meeting at 6:00 pm.

GENERAL BUSINESS

A. Nominations of New Board Members

Katy Stafford would like to make a motion to nominate Ed Bielski to the Board as a new Board Member. Pat Hite seconded the motion. After hearing no objections, the motion passes.

B. Approval of the October Minutes for Carmel:

Scott Bova asked the members to review the Minutes presented for the October 26th, 2010 Carmel meeting. Scott Bova requested a motion to accept the Minutes as read. After hearing objections, the Minutes were approved as attended.

C. Approval of the October Minutes for Noblesville:

Scott Bova asked the members to review the Minutes presented for the October 26th, 2010 Noblesville meeting. Scott Bova requested a motion to accept the Minutes as read. After hearing objections, the Minutes were approved as attended.

D. Approval of the November Minutes for Carmel:

Scott Bova asked the members to review the minutes presented for the November 16th, 2010 Carmel meeting. Scott Bova requested a motion to accept the Minutes as read. After hearing objections, the Minutes were approved as amended.

B. Approval of the November Minutes for Noblesville

Scott Bova asked the members to review the minutes presented for the November 16th, 2010 Noblesville meeting. Scott Bova requested a motion to accept the Minutes as read. After hearing objections, the Minutes were approved as amended.

C. Principal's Report

a. Carmel

Dr. Masciare announced to the Board that on January 13th, 2010, there was a meeting held in Donnie Carter's school. Carmel with Bar Daley, Mike and the parents and staff all voiced support for the school.

a. Noblesville

No information at this time.

PUBLIC HEARING REPORT

A. Waiting List and July/August Local Openings Current Schools:

Kevin Davis presented the Board with pamphlets showing why the schools waitlist is important. Discussion and explanation of the schools waitlist took place.

B. NWEA Assessment:

Kevin Davis, Barbara Masciare and Mike Cusumano presented the Board with a pamphlet regarding NWEA Assessment and what it looks like. Barbara Masciare explained to the Board that each school are participating in all categories. Scott Bova asked Kevin Davis, Barbara Masciare and Mike Cusumano to come back with more information regarding the current status of the NWEA assessment. Also, he would like regarding the current status of the NWEA assessment and the results of the assessment. The Board will be reviewing the assessment.

C. Progress of School Calendar Survey

Kevin Davis presented the Board with a spreadsheet of the current results of the School Calendar Survey. Discussion took place regarding the different school calendars.

FINANCIAL STATUS -- Treasurer's Report:

A. Approval of Expenditures Re: Carpool:

Scott Bova presented the Carmel Allowance of Vouchers dated November 16th, 2010, in the amount of \$63,747.99. Scott Bova requested a motion of approval of Allowance of Vouchers in the amount of \$63,747.99. Pat Hite moved to accept and Ed Bielski seconded. The motion passed unanimously.

Scott Bova presented the Carmel Allowance of Vouchers dated December 21st, 2010, in the amount of \$59,138.36. Scott Bova requested a motion of approval of Allowance of Vouchers in the amount of \$59,138.36. Pat Hite moved to accept and Ed Bielski seconded. The motion passed unanimously.

B. Approval of Expenditures Re: Liability:

Scott Bova presented the Southville Allowance of Vouchers dated November 16th, 2010 in the amount of \$75,167.98. Scott Bova requested a motion of approval of Allowance of Vouchers in the amount of \$75,167.98. Pat Hite moved to accept and Cheryl Miller seconded. The motion passed unanimously.

Scott Bova presented the Noblesville Allowance of Vouchers dated December 21st, 2010 in the amount of \$71,941.07. Scott Bova requested a motion of approval of Allowance of Vouchers in the amount of \$71,941.07. Pat Hite moved to accept and Ed Bielski seconded. The motion passed unanimously.

ITEMS FOR DISCUSSION:

1. Documentation for the 2011-2012 year:

No discussion on this item.

2. Financial Report 2010:

No discussion on this item.

C. Communication Meeting

No discussion at this time

D. Document flow:

No discussion at this time

E. 1003(g) Application:

Kevin Davis explained to the Board that he would like to participate in the 1003(g) grant. Discussion took place regarding what the structure of the schools would be in regards to receiving this grant. Ed Diebold made a motion to endorse the process of pursuing the grant. Cheryl Miller seconded the motion. The motion passed.

MOVES FOR DEFECTION:

No moves for defection at this time.

UNFINISHED BUSINESS:

No new business at this time

ADJOURNMENT:

Scott Boyd requested a motion for adjournment at 8:00 am. The motion for adjournment passed unanimously.

Submitted by:

Shannon Franklin
Board Secretary

Approved by:

Patrice Hite
Board Secretary

Next scheduled meeting will be held at Options Charter School - Noblesville on
February 15th, 2011 at 5:30 PM

OPTIONS CHARTER SCHOOL – NOBLESVILLE AND
CARMEL
BOARD OF DIRECTORS MEETING
TUESDAY, February 15, 5:30 PM
OPTIONS CHARTER SCHOOL—NOBLESVILLE

AGENDA

WELCOME, INTRODUCTIONS

GENERAL BUSINESS:

- A. Options – Noblesville student or program recognition
- B. Approval of January Minutes for Noblesville
- C. Approval of January Minutes for Carmel
- D. Principal's report
 - a. Carmel
 - b. Noblesville

PRESIDENT'S REPORT:

- A. Carmel Reauthorization Update
- B. Follow-Up on NWEA Presentation
- A. Annual Performance Report

FINANCIAL STATUS - Treasurer's Report

- A. Approval of Expenditures for Carmel
- B. Approval of Expenditures for Noblesville

REPORTS:

- A. 2010-2011 Biannual Financial Report

ITEMS FOR DISCUSSION:

- A. Documentation during an executive session
- B. Financial Reporting
- C. Communication Timing
- D. Student Recruitment
- E. 1003(g) Application Update

ITEMS FOR DECISION

- A. FY 2009-2010 Audit

NEW BUSINESS

Next Meeting: March 15, Options Charter School-Carmel, 5:30 PM

The meeting site is fully accessible. Any person requiring further accommodation should contact the Options Charter School's office at (317) 773-8659."

**BOARD OF DIRECTORS MEETING
OPTIONS CHARTER SCHOOLS – CARMEL AND NOBLESVILLE,
INC.**

February 15th, 2011

Participants present were: Shannon Franklin, Mike Gustin, Barbara Maschino, Kevin Davis, Cheryl Miller, Scott Bova, Katy Stafford, Pat Hite, Bob Smith, Scott McIntyre, Jay Gonzalez and Sherrie Bly.

Guests Present: Laurie Serak, Joe Collins, and Alexander Reynolds

Scott Bova opened the meeting at 5:42 pm.

GENERAL BUSINESS:

A. Options -- Noblesville Student or Program Recognition:

Teacher Joe Collins and Student Alexander Reynolds announced to the Board that about 15 students would be participating in a race called the Super Mileage Challenge Class. The class is responsible for building a car to race at Lucas Raceway Park. The car will be judged on gas mileage.

B. Approval of the January Minutes for Noblesville:

Scott Bova asked the members to review the Minutes presented for the January 18th, 2011 Noblesville meeting. Scott Bova requested a motion to accept the Minutes as read. After hearing objections, the Minutes were approved unanimously.

C. Approval of the January Minutes for Carmel:

Scott Bova asked the members to review the Minutes presented for the January 18th, 2011 Carmel meeting. Scott Bova requested a motion to accept the Minutes as read. After hearing objections, the Minutes were approved unanimously.

PRESIDENT'S REPORT:

A. Carmel Reauthorization Update:

Kevin Davis announced to the Board that there has been no update regarding the reauthorization for the Carmel school. Kevin Davis announced that he should hear something by March 1st.

B. Follow-up on NWEA Presentation:

Kevin Davis was asked at the last Board meeting to get more information regarding why the students are not taking the Science test. Kevin Davis announced to the board that there is a science test available; however it is not required by Ball State. Discussion took place as to whether or not this would be a good test for the students to take. No decision was made.

Kevin Davis was also asked by the Board to take a look at the school goals and exceeding them. Kevin Davis presented the Board with a sheet containing the last three years of data from this test. Kevin Davis will work on developing a goal by looking at the last 3 to 5 year averages.

C. Annual Performance Report:

Kevin Davis presented the Board with a report card of how the Carmel and Noblesville Charter Schools were doing. Kevin Davis stated that some of the information that is reported by the DOE is not correct. Kevin Davis also stated that next year the report would be changing. Discussion took place regarding the results.

FINANCIAL STATUS – Treasurer's Report:

A. Approval of Expenditures for Noblesville:

Bob Smith presented the Noblesville Allowance of Vouchers dated February 15th, 2011, in the amount of \$68,115.01. Bob Smith requested a motion of approval of Allowance of Vouchers in the amount of \$68,115.01. Scott Bova moved to accept and Jay Gonzalez seconded. The motion passed unanimously.

B. Approval of Expenditures for Carmel:

Bob Smith presented the Carmel Allowance of Vouchers dated February 16th, 2011 in the amount of \$74,990.50. Bob Smith requested a motion of approval of Allowance of Vouchers in the amount of \$74,990.50. Scott Bova moved to accept and Pat Hite seconded. The motion passed unanimously.

REPORTS:

A. 2010-2011 Biannual Financial Report:

Kevin Davis presented the Board with a Financial Report for Options Charter School- Carmel and Noblesville. Discussion took place regarding the financial report.

ITEMS FOR DISCUSSION:

A. Documentation during an executive session:

Jay Gonzalez brought up concerns to the Board of who was responsible for taking notes during an executive session. Scott Bova stated that the Secretary of the Board was responsible. Scott Bova then made a motion to have the Board Secretary be responsible to take the notes during an executive session meeting. If the Board Secretary is not available, it will be the Board Secretary's responsibility to delegate someone else as the note taker. Pat Hite moved to accept and Jay Gonzalez seconded. The motion passes.

B. Financial Reporting:

No discussion at this time.

C. Communication Timing:

Discussion took place regarding the communication timing. Scott Bova announced that the Board leader should be included on any information that pertains to renewals and chartering and anything that required Board approval.

D. Student Recruitment:

Jay Gonzalez shared his thoughts with the Board on student recruitment and how and if this should be done. Discussion took place and Kevin Davis announced that he would prepare something for the Board in regards to the marketing tools that are currently being used.

E. 1003(g) Application:

Kevin Davis announced to the Board that the application is not on the website yet.

F. Contract between Foundation and School:

Katy Stafford asked Kevin Davis if there was a contract between the foundation and the schools. Kevin Davis announced that there is and he will email this information to the Board members.

G. Business Plan:

Katy Stafford asked Kevin Davis if there was a business plan for the CMO and Expansion. Kevin Davis stated that there was not due to not knowing about the structure. Discussion took place and it was determined that Mike Gustin, Bob Smith, Katy Stafford, Jay Gonzalez, and Kevin Davis would all work together to create a business plan.

ITEMS FOR DECISION:

A. FY 2009-2010 Audit:

Bob Smith made a motion to approve the firm, Fitzgerald & Issac, to conduct the audit contingent upon an engagement letter and audit details. Upon receipt of these items, Scott Bova and Bob Smith will approve the motion.

NEW BUSINESS

No new business at this time.

ADJOURNMENT:

Scott Bova requested a motion for adjournment at 9:00 pm. The motion for adjournment passed unanimously.

Submitted by:

Shannon Franklin
Board Stenographer

Approved by:

Pamice Hite
Board Secretary

Next scheduled meeting will be held at Options Charter School -- Carmel on March 15th, 2011 at 5:30 PM.

OPTIONS CHARTER SCHOOL – NOBLESVILLE AND
CARMEL

BOARD OF DIRECTORS MEETING
TUESDAY, May 17, 5:30 PM
OPTIONS CHARTER SCHOOL—Carmel

AGENDA

WELCOME, INTRODUCTIONS

GENERAL BUSINESS:

- A. Options – Carmel student or program recognition
- B. Approval of April Minutes for Carmel
- C. Approval of April Minutes for Noblesville

PRESIDENT'S REPORT:

- A. Reauthorization Update
- B. Lottery and Waiting List
- C. 1003G / EL Update
- D. "How Well?" 2010-11 NWEA Testing

FINANCIAL STATUS - Treasurer's Report

- A. Approval of Expenditures for Carmel
- B. Approval of Expenditures for Noblesville

REPORTS:

ITEMS FOR DISCUSSION:

ITEMS FOR DECISION:

2011-2012 Student Fees

NEW BUSINESS

Next Meeting: June 28, Options Charter School-Noblesville, 5:30 PM

**BOARD OF DIRECTORS MEETING
OPTIONS CHARTER SCHOOLS—CARMEL AND NOBLESVILLE, INC**

May 17, 2011

Participants present were: Shannon Franklin, Milic Justin, Barbara Maschino, Pat Hite, Cheryl Miller, Bob Smith, Scott Bova, Kevin Davis, Scott McIntyre, Ed Bielski, and Sherrie Bly.

Guests present were: Laurie Serak

Scott Bova opened the meeting at 6:45pm.

GENERAL BUSINESS:

A. Options—Carmel Student Recognition:

Barbara Maschino announced to the Board that she would like to recognize Jackie Cary, a senior at Carmel Options, who is carrying a 3.86 GPA with 47 credits and also attending UY Tech classes. Jackie stated that gymnastics is her favorite sport and is performing at the “prep op” level. She loves Options Carmel as they are so much more flexible with her academic schedule than her last school.

B. Approval for April Minutes for Carmel:

Scott Bova asked the members to review the Minutes presented for April 19th, 2011 Carmel meeting. Scott Bova requested a motion to accept the Minutes as read. After hearing no objections, the Minutes were approved unanimously.

C. Approval for the April Minutes for Noblesville:

Scott asked the members to review the Minutes presented for the April 19th, 2011 Noblesville meeting. Scott Bova requested to accept the Minutes as read. After hearing no objections, the Minutes were approved unanimously.

PRESIDENT’S REPORT:

A. Reauthorizations:

Kevin Davis noted that reauthorization was in its final stages and is waiting for official notification.

B. Lottery-in-Waiting List:

Kevin Davis announced that there were 81 first choice candidates for Noblesville and 72 first choice candidates for Carmel.

C. Grants and Expeditionary Learning:

Kevin Davis stated that the 1003G grant is not out yet and that they are waiting for clarification from the Feds.

There will be a May 24, 2011 meeting with Deb Otto about Expeditionary Learning.

D. How Well Report:

Barbara Muschino provided statistical data regarding the results on the Carmel students NWEA results. She stated that 56% of the 9th and 10th graders exceeded their goal. There was a discussion on the test results for both Carmel and Noblesville students. The results were posted for both Carmel and Noblesville students in the handout provided to the Board members.

Scott Bova mentioned that the staff will prepare a measurable percentage goal for all students to attain by next September. This goal is to increase the percentage of students tested. This was 2nd by Patrice Hite.

FINANCIAL (TAVOH)-Treasurer's Report:

A. Approval of Expenditures for Carmel:

Scott Bova presented the Carmel Allowance of Vouchers dated May 17, 2011. Scott Bova requested a motion of approval of Allowance of Voucher. Ed Bielski so moved and Pat Hite seconded. The motion passed unanimously.

B. Approval of Expenditures for Noblesville:

Scott Bova presented the Noblesville Allowance of Vouchers dated May 17, 2011. Scott Bova requested a motion of approval of Allowance of Vouchers. Pat Hite so moved and Cheryl Miller seconded. The motion passed unanimously.

REPORTS:

A. Business Planning Committee:

Kevin Davis announced to the Board that the Finance Committee met and he explained how the \$10,000 line of credit was paid off prior to Jan. 17, 2013 deadline.

Scott Bova thanked the Finance Committee for doing such an excellent job.

Kevin Davis announced that due to the economy that this year teachers received a one time bonus but that there will be a return to the schools merit performance pay system for next year.

ITEMS FOR DISCUSSION:

A. Evaluation and Performance:

Bob Smith mentioned that the Board had been remiss in setting up the matrix for Kevin Davis's evaluation, performance and bonus pay, and that he will work to resolve this with the Evaluation Committee before the next board meeting.

B. New Formula for Students:

Kevin announced that there will be a formula change for 2012 that will provide a net increase of \$200 per student.

ADJOURNMENT:

Scott Boyd requested a motion for adjournment at 7:00pm. The motion was passed unanimously.

Submitted by:

Patrice Hite,
Board Secretary

Next scheduled meeting will be held on June 25, 2011 and adjourn at 8:30pm.

[Handwritten signatures]

OPTIONS CHARTER SCHOOL – NOBLESVILLE AND
CARMEL

BOARD OF DIRECTORS MEETING

TUESDAY, June 28, 5:30 PM

OPTIONS CHARTER SCHOOL—NOBLESVILLE

AGENDA

WELCOME, INTRODUCTIONS

GENERAL BUSINESS:

- A. Approval of May Minutes for Noblesville
- B. Approval of May Minutes for Carmel

PRESIDENT'S REPORT:

- A. Reauthorization Update
- B. Lottery and Waiting List
- C. 1003G

FINANCIAL STATUS - Treasurer's Report

- A. Approval of Expenditures for Carmel
- B. Approval of Expenditures for Noblesville

REPORTS:

ITEMS FOR DISCUSSION:

ITEMS FOR DECISION:

- 2011-2012 Student Fees – Noblesville
- 2011-2012 Student Fees – Carmel
- 2011-2012 Budget - Noblesville
- 2011-2012 Budget - Carmel

NEW BUSINESS

Next Meeting: August 16, Options Charter School-Carmel, 5:30 PM

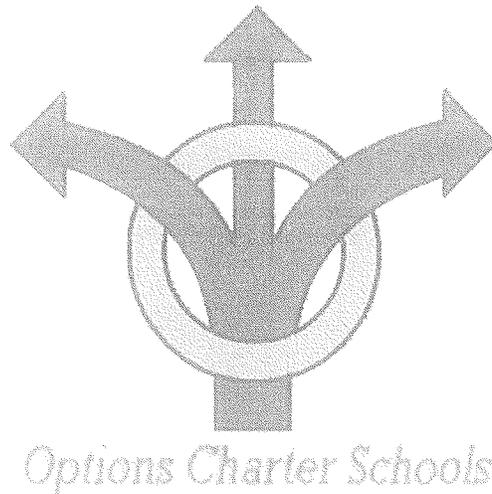
The regular meeting will be followed by executive session for the purpose of performance evaluation of the president.

The meeting site is fully accessible. Any person requiring further accommodation should contact the Options Charter Schools' office at (317) 774-6659.

APPENDIX

H

2011-2012 School Calendar



OCS Studying Calendar Alternatives

Tuesday, December 14, 2010

The Options Charter Schools are discussing alternatives to the traditional school calendar that could be put into place as early as the 2011-2012 school year. Though research is mixed on the topic, the Options staff and Board of Directors are continually seeking ways to more effectively meet our academic goals.

Both of the Options Charter Schools (Carmel and Noblesville, IN) currently operate on a traditional school calendar with 180 days of student instruction and a summer break of approximately ten weeks. While maintaining this calendar is an option, the pros and cons of two alternative calendars are also being studied.

A "spread" calendar would maintain the 180 days of instruction, but provide for longer breaks throughout the year with a shorter summer. In this calendar, teachers would meet for professional development and curriculum planning for three days between quarters.

The team is also examining an "Extended" calendar. In this model, 200 instructional days would be spread throughout the year with a shortened summer and breaks that are longer than the traditional calendar, but shorter than the spread calendar.

It is important that the staff and Board of Directors get opinions from students, parents and the community at large. We hope many who read this will take a few minutes out of their day to examine our calendar options and take a short survey. Results of the survey will be shared at the regular meeting of the Board of Directors on Tuesday, January 18, 5:30 PM at Options Charter School - Carmel. Options - Carmel is located at 530 West Carmel Drive.

For additional questions please EMAIL or call

Kevin Davis
kdavis@optionsined.org
317 945-7723

To participate in the survey, please Follow this link: _____

APPENDIX

I

1. Which best defines your relationship to the Options Charter Schools?

	Response Percent	Response Count
Student	27.7%	39
Parent of student	43.3%	61
Staff	15.6%	22
Board member	2.8%	4
Community member	10.6%	15
answered question		141
skipped question		1

2. Of the three calendars presented, which do you prefer?

	Response Percent	Response Count
Spread Calendar (180 days, longer breaks, shorter summer)	41.7%	58
Extended Calendar (200 days, shorter summer, slightly longer breaks)	19.4%	27
Traditional Calendar	38.8%	54
Comments		60
answered question		139
skipped question		3

Q2. Of the three calendars presented, which do you prefer?

- 1 Stop messing with shit Feb 16, 2011 9:57 PM
- 2 My student would not do well in a schedule with such long breaks throughout the year. He has trouble maintaining focus. When he has breaks from school, we have seen a significant drop in proper behavior and attitude. When he maintains a more structured schedule, his behavior and demeanor are consistently more positive. I also have another child attending a local school system. It would be very difficult to have each child on such different schedules. Feb 8, 2011 2:25 PM
- 3 The spread calendar still affords the students to have a part-time summer job of some sort, while giving them longer breaks throughout the school year. This might keep them motivated with the "somewhat" longer breaks but not too long of breaks. Jan 25, 2011 10:18 AM
- 4 Would love the additional instructional days and the flexible schedule for holidays and breaks to accommodate family time. I think it's best to keep the kids busy! Jan 17, 2011 9:27 AM
- 5 sorry still like the traditional calendar best. :) Jan 14, 2011 3:56 PM
- 6 Although, I do agree w/ the extended Calendar. This would be my choice, however, instead of taking away 20 days from summer, perhaps, reduce the Fall break by 10, and extend the summer break until Aug. Jan 13, 2011 2:11 PM
- 7 1st choice--traditional calendar 2nd choice---spread calendar-- pros and cons to first and second choice--either is fine with me. not interested in extended calendar at all Jan 13, 2011 6:34 AM
- 8 Actually, I would prefer something in between the spread and the extended calendar. I think the students could certainly use additional days, but 20 may be a bit excessive. Also, families with kids at Options and other schools may find it challenging to schedule a summer vacation with such a short summer break on the extended calendar. My preference would be to change to the spread calendar and add a total of 8 or 12 instructional days. Jan 12, 2011 1:50 PM
- 9 the traditional calendar is the best choice because the other two may give u longer breaks but during that time u forget what u learned and after every break you would have to give reviews and did you know that after just 2 and a half to 3 weeks you brain starts to forget what its learned that is because you are no longer studying anything Jan 12, 2011 9:21 AM
- 10 i want it to stay the same because that traditional schedule is so classic. why change it? if we don't have the same break as other schools then we can only hang out with options kids. a lot of us have friends at other schools. Jan 12, 2011 9:14 AM
- 11 Our son practices visitation during the summer with his father. The traditional year would best suit our needs for this but I see some benefits with the extended calendar academically for the students. Jan 10, 2011 1:51 PM
- 12 d Jan 10, 2011 11:38 AM
- 13 If it isn't broke, don't fix it. Jan 10, 2011 11:32 AM
- 14 Our only concern is our travel baseball. Normally July 30th is our last day. I like the concept of more instruction days but longer breaks spread out. Thank you for your continuing efforts to take education outside it's normal box. Jan 9, 2011 9:52 AM

Q2. Of the three calendars presented, which do you prefer?

- | | | |
|----|---|----------------------|
| 15 | no comment | Jan 7, 2011 11:49 AM |
| 16 | i like traditonal cause were on the same schudule as everyone else. | Jan 7, 2011 11:46 AM |
| 17 | i am not a student yet but would love to be enrolled to finish my highschool career. | Jan 7, 2011 9:36 AM |
| 18 | i believe that a bit of a break in seperate seasons will help keep them more up and ready for school and homework. | Jan 7, 2011 8:27 AM |
| 19 | Number 1 seemed to be a good compromise for breaks and lesson retention. | Jan 6, 2011 7:31 PM |
| 20 | I do not like the Extended Calendar at all and I'm thinking that maybe the Spread Calendar would be too many, too long, interruptions during the school year. | Jan 6, 2011 4:05 PM |
| 21 | I like the idea that kids spend more time in school. This gives them the time to really learn a subject. I'm concerned that teachers will fight this due to the additional work. Also, the summary page with total days for the various breaks noted in parentheses is confusing as it looks like weekend days are included. | Jan 6, 2011 11:46 AM |
| 22 | Hailee has always had issues retaining what she has learning. So the shorter summer time would work better for her. Also by the end of the year she is so burnt out on school. I think for her the longer breaks inbetween would help with that aswell. I like the ideal and would vote for this on. | Jan 6, 2011 11:25 AM |
| 23 | i think we should have a longer summer like 76 days | Jan 6, 2011 9:22 AM |
| 24 | Between the two modified calendars - I would consider the Spread Calendar | Jan 6, 2011 7:26 AM |
| 25 | I think option #2 would offer the most benefit to our students; many of them are behind academically and I think this would give them the time for arditional structured learning. Also, many Options kids function better during the school year due to the high structure, but have difficulty during an extended summer, and this choice would be a great boost for them. I believe many parents would be willing to help defray the extra cost of extending the teacher's contracts. Also- although it was not part of this survey - my child & I both love the current system of quarterly classes instead of semesters, please keep this! | Jan 6, 2011 7:05 AM |
| 26 | With Jacqueline being a Senior it doesn't matter much. But I definitely do not like starting school in July, way to early.If we go on vacation we usually go around mid to the end of July. I am not a fan of the year round (extended) calendar. The spread calendar sounds good. The traditional calendar would be fine,also. Lisa Ferri | Jan 6, 2011 7:02 AM |
| 27 | I would prefer this one because it would give children an opportunity to have enough of a break to enjoy, but not enough to make it a struggle to get back in gear. | Jan 5, 2011 9:28 PM |
| 28 | We are Brittney Craig's family and the Option 1 would be an outstanding calander to explore. We are in hopes you will consider this option strongly and perhaps adopt it for next year. Thank you! | Jan 5, 2011 6:24 PM |
| 29 | During the long summer break my child gets bored. There is just so much you can do with your child during the summer break, when you have to work as well. I cannot keep her occupied every minute of the day all summer long and try to work at the same time. | Jan 5, 2011 6:14 PM |

Q2. Of the three calendars presented, which do you prefer?

- 30 My daughter no longer attends Options, but thank you for giving me the opportunity to participate in your survey. Option 1 looks like a good plan. Jan 5, 2011 3:51 PM
- 31 Both Option 1 and Option 2 are appealing, but feel Option 2 speaks more to the needs of the student to be competitive in today's educational market. Pat Jan 5, 2011 2:13 PM
- 32 The main reason i like the traditional calendar is that with other children in different schools, it would be difficult for our family to function if Rachel's schedule at Options was so different than the others. More importantly, I don't think extended breaks, during the school year, help but actually hinder, because it takes the student out of the routine of school. The on again off again schedule of the other two options would be more difficult for our student, who does best with a routine. If you switched to the extended schedule i am not sure my student could continue at Options as it would be difficult for us to be back in IN in July as our ministry responsibilities will have our family in Colorado until the beginning of August. She is flourishing at Options, so my hope is that you do not switch to the extended calendar. Jan 5, 2011 2:11 PM
- 33 The only reason I am preferring this calendar to the others is because I have more then one child. It will be easier to have similar days off due to our working schedules. Jan 5, 2011 1:36 PM
- 34 My second choice would be the Spread Calendar though! Jan 5, 2011 1:23 PM
- 35 The traditional calendar goes along with most other schools in the district. This calendar would allow the students to be off with other siblings in their family....allowing for family vacations. Longer summers also allow for students to hold summer jobs. I vote for the Traditional Calendar!!!! Jan 5, 2011 12:01 PM
- 36 The longer summer gives students more time to work in order to prepare for their independence or for additional education after high school. (However, the extended calendar is not a bad idea.) Well-prepared teachers do not need a lot of re-training during the school year. If this is used, it must be very well supervised. The work that has been done and is being done has been excellent for the student population you serve. Jan 5, 2011 11:01 AM
- 37 I like this calendar because I think it is a good combination of the traditional calendar and the extended calendar. I like the longer breaks between 9-week quarters to give students and teachers a chance to re-group and do any recovery work needed. I also like the somewhat longer summer in the spread calendar as opposed to the extended calendar. As a teacher this medium-length summer still gives me a chance to take summer courses to further my own post-graduate education that I would not get to take if we were on the extended calendar. Jan 5, 2011 10:54 AM
- 38 I prefer longer summers to allow students to work summer jobs. This allows students to both learn from their job but also learn to manage and save money to assist in college or training after high school. Jan 5, 2011 10:06 AM
- 39 We have experienced the old 'year round' school calendar and definitely know that these school days perfect the student's motivation by allowing frequent breaks to rest the mind and spirit. They also have much better retention as well as a more eager learning appetite to learn Jan 5, 2011 9:54 AM

Q2. Of the three calendars presented, which do you prefer?

- 40 I understand not wanting students to lose there academics during there summer break, but as a parent I really feel that there is enough stress put on students in todays world that making the school year longer would not benefit them. I am more for the longer summer so that the kids have a break to regroup for the next year. Jan 5, 2011 9:41 AM
- 41 The concern I have is that students typically come back with drug problems after summer and Christmas break. By extending the time off throughout the year they have a greater chance of falling off the wagon. However, the longer breaks could be beneficial due to the stress that both students and staff face in a crammed schedule. Another concern is if this schedule is just a trend that we are blindly moving toward without providing students with a consistent schedule from year to year. Research that I have read show that some individual schools benefit, but corporations do not. I think that the schools should consider the school culture before settling on one. Overall, if I had to choose what's best for me I choose the 180 day year round school. What I think is best for the school, is the traditional schedule. Jan 5, 2011 9:39 AM
- 42 I think to keep the kids in school longer will work against us. There is a point when they're done and this would be a tough transition. I think the multiple breaks would create trouble for parents and caring for their kids - too many breaks of substantial length. I'm not sure employers would accept this as parents may (probably would) need more time off. Jan 5, 2011 9:33 AM
- 43 Summer is way to long for some kids. They only need a month off ! Jan 5, 2011 8:50 AM
- 44 I think the longer breaks between are nice. I would either go with this one or the traditional, just to stay in step with my children who attend Carmel public schools. Jan 5, 2011 8:32 AM
- 45 I really like the idea proposed in Option #1. I met someone from Pennsylvania who shared that they have longer, and flexible, break schedules. The whole family loves it. They can actually plan vacations together. The longer breaks, and shorter summer, made a big impact on their child's ability to rest and regain focus (ADD), without being gone too long over the summer. Great Concept!!! Jan 5, 2011 8:25 AM
- 46 The traditional calendar provides time for high school students to be employed over the summer for an extended period. Jan 5, 2011 8:20 AM
- 47 PETE, Really appreciate being a part of your survey and the examples you provided. WE, Hoosier Academies, are also investigating lengthing our calendar as well as making it year round to create more flexibility for families. What's the adage: "Great minds think alike!" :-) Happy New Year. Lynn Black, Head of Schools, Hoosier Academies Jan 5, 2011 8:17 AM
- 48 This is difficult to choose. However, I feel option 2 (extended calendar) would (maybe) better benefit my child. Keeping him in school more days throughout the year may help keep him out of trouble and focused on school work, and the extra time for credit recover is a bonus. Jan 5, 2011 8:14 AM
- 49 Option 1 looks good to me. It seems to me students could benefit from a bit longer of a break through out the year to recharge. Especially, if they struggle like my child. If a child has become frustrated, it could provide enough time for them to be away from the situation and come back renewed. I do not prefer option 2 because I believe teachers need collaboration time! Option 3 is ok but I change is good. Jan 5, 2011 8:06 AM

Q2. Of the three calendars presented, which do you prefer?

- 50 Being that Maddy will more than likely be taking Ivy Tech classes her senior year I don't know that it will matter too much to her. I can tell you if you go to the Extended Calendar next year we will be on vacation when school starts. We have a family trip already planned and reserved with extended family 7/23-7/30. Jan 5, 2011 8:05 AM
- 51 I like the fact that the kids have the opportunity for learning demonstrations, field trips that can help them learn and credit recovery. In my personal situation, my child needs the credit recovery option. I also like the fact that they are in school for more days and a shorter summer for more credit options and once again in my personal situation if my child has too much time off he tends to get lazy and unmotivated. I think the slightly longer breaks are just enough time to be off. The teachers having the ability for more time to work together will just benefit the kids in the long run. The first option is just too much time off and the third option is too much like a traditional school. I believe that if my child is accepted into Options that the extended calendar would be another additional reason I want to send him there. Jan 5, 2011 8:01 AM
- 52 I picked traditional calendar, only because I am familiar with it. I think the Spread Calendar would be worth a try. I would be interested to see how students retain their studies with the shortened summer, and having some longer breaks. I wonder if they would return to school fresher, and ready to learn. I could see it going either way: the longer breaks as distractions, or the longer breaks as refreshing. Jan 5, 2011 7:59 AM
- 53 The extended calendar will allow students more time to learn and demonstrate they have achieved the desired outcomes. This will continue to reinforce learning. Jan 5, 2011 7:58 AM
- 54 I am a fan of the spread calendar. I think it is easier to focus for a couple months, and then have a good break in between. It is also a good transition to college and work life. Students would dread the extended calendar no matter which way it is sugar-coated. Jan 5, 2011 7:58 AM
- 55 "I'm not sure which option I'd prefer. I would leave it up to you" the professionals "to make the decision". This is my last child in school. If I had kids in other schools I think it would be hard to not stick to the traditional schedule. On the other hand you have to do what's best for each child. Sorry I'm not much help. Jan 5, 2011 7:54 AM
- 56 I think the extended calendar would still give students enough of a break from school but help keep them in the school mode during the breaks so they don't forget as much over the summer. Charlie Demler Jan 5, 2011 7:43 AM
- 57 It is my belief that our students need more education, with that said, Options students are your typical high school students. So I'm kind of torn between the extended calendar and the spread calendar. Parker was in year round school a few years in Pike Township and for me and Parker it was a much better period of breaks. I believe the breaks should be shorter anyway regardless of 180 vs 200 days. It just keeps the educational process more active in the students. It's hard to go back to work after such a long break, and it has to be harder for the students to go back after summer. Plus the students will have more breaks to look forward to and it won't be as hard to go back. Jan 5, 2011 7:42 AM
- 58 Could we switch one of the days off so that we have the Wednesday before Thanksgiving off? Jan 4, 2011 10:11 AM

Q2. Of the three calendars presented, which do you prefer?

- | | | |
|----|--|----------------------|
| 59 | Teacher preparation time is integral to the challenges involved with project-based instruction. I also feel the students will more engaged and enthusiastic throughout the year. | Dec 7, 2010 12:38 PM |
| 80 | The benefits of longer school breaks allow staff and students the opportunity to relax and re-focus between quarters. The shorter summer is still long enough for staff and students to thoroughly enjoy themselves, take vacations, etc. and be prepared to start the new school year. As an administrator, I have enough time to complete summer expectations and take some vacation time to spend with my family. Go Spread Calendar! | Dec 7, 2010 12:36 PM |

APPENDIX

J

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, MAY 5, 2010

MEETING CANCELED BECAUSE OF CYFAR CONVENTION

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, MAY 12, 2010

ENROLLMENT NUMBERS

CARMEL - 134

YEARLY ATTENDANCE PERCENTAGE: 96.37

NOBLESVILLE - 133

YEARLY ATTENDANCE PERCENTAGE: 95.52

SCHEDULE CHANGES – OFFICE

Shannon - MATERNITY LEAVE

Greg Gennaro

SCHOOL CALENDAR UPDATES

SI - Carmel May 19

ETHNICITY UPDATE

Bobby asked when the new ethnicity report is due ... there is not a specific report for this ... it is included in the monthly STN report. As of July 1, 2010, the new ethnicity codes must be used. This means we should have the new information in the student records by that time.

SCHOOL CALENDAR FOR 2010-2011

Flex Days?

SCHOLARSHIP COMMITTEE CONTINUED DISCUSSION

Mtg. Mon. 24th at Carmel

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, MAY 26, 2010

ENROLLMENT NUMBERS as of 5/25/2010

CARMEL - 132

YEARLY ATTENDANCE PERCENTAGE: 94.85

NOBLESVILLE - 130

YEARLY ATTENDANCE PERCENTAGE: 95.35

ADDITIONAL DATA NEEDED (DUE 6/2 FROM PRINCIPALS)

Percent of eligible seniors in the program who graduate-principals

Average number of credits earned per student per semester - Kevin

Number of dropouts from the alternative program- Kathy

Number of behavioral referrals for students in the program - Beth

Percent of students enrolling in post secondary education (including those that program)

- Principals

ADDITIONAL INFORMATION NEEDED: ASK TO KATHY 3/31

Students who have met graduation requirements but did not receive a diploma or waiver

SHEPHERD INSURANCE AND ADVANTAGE REPS AND SIGN REASONABLE ASSURANCE
FORMS

They will be here June 2nd to meet with all staff - all staff need to be present

Carmel - during teacher meeting time (please notify Shannon)
Noblesville - during lunch

INDIANA PUBLIC CHARTER SCHOOL CONFERENCE

June 17-18

Kevin, Mike & Babby attending

Kevin is going to write amendment to Ball State to increase student enrollment to 156/school.

Need to have conference with Shannon about enrollment.

Kevin wants enrollment numbers weekly

Returning students need packet

SCHOOL CALENDAR UPDATES

(LOTTERY UPDATE

PROM UPDATE

Indianapolis Star Photography - students on best behavior

GRADUATION UPDATE

Debi - still trying to reach photographer

Debi needs names of those who will not qualify for graduation

Walk thru - 26h @ 10:00

SUMMER SCHOOL UPDATE

DOE

Reimbursement Levels at about 50.8%

Full courses in math and English

Mike brought up that some students may be more than 10 pts. behind

REPORTS

PSAT

DOE EV (SPECIAL ED EVALUATION)- test done

DOE TR (SPECIAL ED TRANSITION)- test done

DOEAD

DUE MONDAY 10TH - done

Funding

AL T ED RENEWAL

GOJ EXAM REMEDIATION GRANT

Get required info from principals

SCHOOL IMPROVEMENT MEETING NOTES

WEDNESDAY, MAY 12, 2010

FIRSTCLASS - SCHEDULING AS BUSY OR FREE

GRADUATION TICKETS - UNDER CONTROL BY DEBI

EMPLOYEE ASSURANCES

Explained . will have meeting with staff after meeting with Andy Warren (health insurance)

SCHOOL IMPROVEMENT MEETING NOTES

WEDNESDAY, MAY 19, 2010

ENROLLMENT NUMBERS as of 5/19/10

CARMEL - 132

YEARLY ATTENDANCE PERCENTAGE: 95.06

NOBLESVILLE - 156

YEARLY ATTENDANCE PERCENTAGE: 95.47

SCHOOL CALENDAR UPDATES

PBL - Fwd: project based learning

EXPEDITIONARY LEARNING

Mike proposed that we implement a four step plan for implementation in the 2010-11 school year

Babby suggested a development of plans for several layers

Michelle presented a potential 4 year plan for a typical entering 9th grade

Kevin suggested that the math and English teachers may need workshops with the kids as well as the PBL

IVY TECH-dual credit plan

Board is agreeable with the adding the dual credit opportunity

Kevin says that he has to set a cap of number of students that can apply .. 10 kids per school

Mtg. with Ivy Tech on Monday after scholarship committee meeting

SCHOOL CALENDAR 2010-2011

NOTE: no administration meetings until July 13 because of summer vacations

SCHOOL IMPROVEMENT MEETING NOTES

WEDNESDAY, JULY 13

ENROLLMENT NUMBERS as of

CARMEL - 112

SPEC ED - Michelle will bring print outs to meetings

WAITING LIST

Signed Up - 23

Waiting Response -

NOBLESVILLE - 117

SPEC ED -

WAITING LIST - Michelle will bring print outs to meetings

Signed UP - 28

Waiting on Response -

CHECK ENROLLMENT CONTACT PROGRESS

Keeps notes up to date in Etapesly

STAFF LETTER - Kevin will do

STUDENT LETTER - Principals will do

BLOODBORNE FCP (EXPOSURE CONTROL PLAN)- bring back any questions - next meeting

Copy attached

AOIS - First submission of accountability plan results - need rubric from Shirley Hall-Aug. 10th

Final due Sept. 30th

Calendar attached

ANNUAL REPORT - Kevin will do this

DCE REPORTS

Working on

DOE #1 (file 1) - NEED NEW STUDENT SELECTION - NOBLESVILLE- next meeting

25 students

DIRECT CERTIFICATION

CALENDAR ITEMS / YEAR - next meeting

IPCSA SURVEY - calendar items
Request from the IN Public Charter Schools Assn (IPCSA)

DUAL ENROLLMENT - Babby and Mike are working on this
Will contact potential students and families to see if interested

POWERSCHOOL SEMESTER SETUP
S1A / S1B
S2A / S2B

BUILDING PROGRESS
PAINT
FLOORS
STORE WALLS - NOBLESVILLE
CARPET (THURSDAY) - Kevin will call Ken Kefner about the carpet at Carmel
SIGN - NOBLESVILLE -
FURNISHINGS
BLINDS - Kevin is taking care of this

COMPUTERS
INVENTORY / CLEANUP
ORDERING - 8 new computers for Carmel
New keyboards and mice
Small school grant should be available in Sept.
Kevin will buy laptop for Kelly before Friday meeting

SUPPLY ORDERING FOR SCHOOLS

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, JULY 20

ENROLLMENT NUMBERS as of 7/20/2010
CARMEL - 119
SPEC ED
\$214,430.00 (10-11)
\$265,242.00 (9-10)
WAITING LIST
Signed Up -
Waiting Response - 10

NOBLESVILLE - 136
SPEC ED -
\$231,975.00 (10-11)
\$199,197.00 (9-10)
WAITING LIST -
Signed Up -
Waiting on Responses - 20

Melissa Ambre - DOE
Check about Charter School Advancement Account - Rainy do August 2nd

QUICKIES

1. Interact Club at Carmel Options? Richard Taylor
Bobby and Danny Jimenez will follow up

TITLE I SELFCTION - Give Mike list
DOE TI - NOB
Bobby and Mike met about procedures for Title I

BLOODBORNE PATHOGENS
ECP

CALENDAR ITEMS/YEAR

Open House
Carmel - August 25 6:30 - 8:00
Noblesville - Sept. 1, 6:00 PM
GOE Testing - 9/14 - 9/16
Carmel -
Noblesville -
ECA early winter - 12/6 - 12/17
Carmel -
Noblesville -
NWEA - Fall
Carmel- Aug 23 - Sept. 3 TENTATIVE
Noblesville-
New Student Orientation
Aug. 3rd 9-11
Aug. 4th 5-7
Lottery Dates
Carmel - April 21st at 6:30
Nob - April 28th at 6:30

SCHOOL IMPROVEMENT MEETING NOTES WEDNESDAY, AUGUST 3

MTG. CANCELED

SCHOOL IMPROVEMENT MEETING NOTES WEDNESDAY, AUGUST 3

ENROLLMENT NUMBERS as of 8/3/2010

CARMEL - 126
SPEC ED - 220,500
WAITING LIST - 11 MORE
YEARLY ATTENDANCE PERCENTAGE:
NOBLESVILLE - 144
SPEC ED - 224,000
WAITING LIST -
YEARLY ATTENDANCE PERCENTAGE

POLICE CONTACTS

SCHOOL CALENDAR UPDATES

DOE UPDATES

1. Dropouts and students at risk of dropping out have a new option to earn their high school

diploma. The Excel Center, which targets older youth and adults, provides students the opportunity and support to earn a high school diploma and begin post-secondary education tuition free, while developing career paths that offer better than average employment and growth opportunities. The Excel Center is operated by Goodwill Education Initiatives, Inc. For more information, visit www.theexcelcenter.org.

2. Safe and Supportive Schools Funding Opportunity - Kevin
3. Student Safety Reporting - See attached
4. State Farm Grants - See attached

Deadline: October 31, 2010. For more information go to:
http://www.statefarm.com/about/part_spos/grants/cogrants.asp

Working on:

- DOE TI - need student reduction on report - Mike and Melanie
- DOE RT - begins on august 11th and continues weekly - Shannon and Bonnie
- DOE SB - Kathy
- AOIS - Budget - Kevin to Kathy
- AOIS - Accountability Plan - Principals to Kathy by Aug. 12th.
- AOIS - Board Meetings - submitted
- AOIS - Board Member Roster - submitted

IMMUNIZATIONS and DOE RT- procedures... lunch with Bonnie and Shannon Monday, Aug. 5th at 11:30

CHARTER SCHOOL ADVANCEMENT

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, AUGUST 10

ENROLLMENT NUMBERS as of 8/10/2010

- CARMEL - 137
 - Spec. Ed: 250,000.00
 - Waiting List:
 - Yearly Attendance Percentage:
- NOBLESVILLE - 149
 - Spec. Ed: 232,000.00
 - Waiting List:
 - Yearly Attendance Percentage:

Police Contacts Update

Immunization Procedures - LETTER SENT BY ETAPESARY AND TO BE SENT HOME TOMORROW

Attendance Issues - KEVIN DISCUSSES HOW TO TAKE ATTENDANCE UNTIL THE 18TH

AOIS - NEEDS TO BE UPDATED AND REVISED IT

PRINCIPALS: KEVIN, KATHY

Calendar Updates - Monitor program launch Sept. 7

Darren spoke about last years OFI

"Should this be voluntary with incentives"

Mike does not agree with the program be voluntary

Some students may be exempted out with written recommendation

Matching process is important

Pepsi refresh - text 101949 to 73774

AOIS Due From:

Shannon

- Board Agenda ASAP

Kevin

- Previous Year Budget to Actual Financials - ASAP

Board Approved Annual Budget by Month - Oct. 6th

5 Year Strategic Plan - Oct 6th

Principals

- 09-10 Accountability Results Submission - ASAP

Accountability Framework - Constituent Survey - Sept 22

10-11 Accountability Plan Results Final Submission

Kathy -

Insurance Certificate

Board Roster

Staff Roster

All submissions to AOIS

DOE Reports Due:

Babby and Mike:

1. The submission window opened this morning for submitting label data for the ISTEP GQE Retest. The window will continue until 9:00 AM August 16, 2010. -- ANY??? If yes, I need info by this Friday at the latest.

2. DOE - SR - KATHY - Be sure that no addresses are PO addresses!!!

3. DOE TI - ASAP - Mike and Melanie ASAP

4. DOE ME - KATHY - COUNT DAY IS SEPT 17TH

5. DOE - ISTEPBAR - Students retaking the ISTEP+GQE assessment... FINAL DATE IS AUG. 16TH...I need info this Friday

Hepatitis B Vaccine Procedure - bring receipts from the doctor for reimbursement

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, AUGUST 17

MTG CANCELLED

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, AUGUST 25

ENROLLMENT NUMBERS as of 3/25/10

CARMEL - 142

Spec. Ed. \$257,079.00

Waiting List:

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, AUGUST 31

MTG. CANCELED

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, SEPT. 7

PROCEDURE FOR TRACKING IMMUNIZATIONS - will talk about later

ENROLLMENT NUMBERS as of 9/7/2010

CARMEL - 147

Spec. Ed: \$241,079.00

Waiting List:

Yearly Attendance Percentage:

NOBLESVILLE - 155

Spec. Ed: \$240,013.00

Waiting List:

Yearly Attendance Percentage:

ADM preparation

Kevin went through list on ETapestry with the principals

Mike, Bonnie, and Shannon are meeting tomorrow morning at Carmel to work on wait list.

STUDENTS IN JUVENILE DETENTION - Kevin will pursue

CHARTER SCHOOL ADVANCEMENT ACCOUNT

Police Contacts Update-

Carmel - None

Noblesville - Contacted on Friday

Communications

PowerSchool / TRANSCRIPTS

ETapestry

MR. FRYE

Need RSVP's

STUDENT RECORDS

Calendar Updates:

CONSTITUTION DAY - SEPT 17

AOIS Due:

Sept 30:

Board Agenda

Board Minutes

Oct 8.

Budget - 5 year strategic
Budget - board Approved Annual Budget by Month
Accountability Plan Results Final Submission

Summer School Final Report Due Next Week

DOE Due:

Count Day (ADM) - Sept. 17

DOE ME

DOE SR

Need enrollment names on that Friday printed out, signed and dated by principal

OPEN HOUSE / NOBLESVILLE

Tomorrow night

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, SEPT 15

ENROLLMENT NUMBERS as of 9/13/10

CARMEL - 156 - 4 enrolling tomorrow

Spec. Ed: \$278,009.00 - 58 students

Waiting List:

Yearly Attendance Percentage:

NOBLESVILLE - 180

Spec. Ed: \$232,378 total of 54 students

Waiting List:

Yearly Attendance Percentage:

HEARING SCREENING - (Michelle O) - will do second one in April if needed

Police Contacts Update - 1, Carmel - added to list

Communications

PowerSchool - Look at parent logon - analyze / calendars

ETapestry --- How do we handle registrations / wait list now?

Will not EMAIL

Weekly meetings we'll update with Shannon

MICHELLE O'CONNOR

Calendar Updates:

AOIS Due:

Articles for newsletter

1. CYFAR - in

2. Dual Credit - in

3. Old School Options - Bonnie

4. PBL - in

5. New student perspective - Mike will get

6. Nick Miller's article?

WEDNESDAY, SEPT. 28

ENROLLMENT NUMBERS as of 9/28/2010

CARMEL - 161

Spec. Ed: 266,839

Waiting List:

Weekly Attendance Percentage: 93.51

NOBLESVILLE - 160

Spec. Ed: 230,000

Waiting List:

Weekly Attendance Percentage: 96.52

Police Contacts Update - none

Other items:

Discuss Staff Development between quarter one and two

Mike and Babby discussed what data needs to be obtained and also discussed professional development

Principals will do each school independently after meeting together to discuss

Kelly will split her time between the schools. ...Nob. on Thurs., Carmel on Friday

Discuss Professor on Loan Program with Ivy Tech. Deadline 10/15

Mike discussed with staff

Where will the classes be held?

Mike and Babby will research available public space

Kevin thought it might be better to stay on campus

Backdoor security at Noblesville

PowerSchool

School Bulletin Use

Kevin would like to make use of this at each school.

Finish Graduation Plan?

Carry over to next week

Michelle will work with powerschool to automatically change special ed grades

NWEA Workshop

Mike spoke with Christy about Data use

Stepping Stones #2 at Pike next week. ...\$300.00 per person

Michelle made an application for Opt Out.

PRINCIPALS, KEVIN, KATHY

Calendar Updates:

☺ HISPANIC FOOD & CULTURE FAIR - Wed, Sept. 29th 2nd period at Noblesville
Nob - SI presentations Oct. 7th

Staff Development:

AOIS Due:

Oct. 8: Budget - Board Approved Annual Budget by month - Kevin

Oct. 22: Accountability Plan Results Final Submission - Babby and Mike

DOE Due:

- Oct. 13: DOE TL Barcode - Kathy and Principals
Develop Form Letter to each school
ECA results
Learning Results
- Oct. 25: DOE DV (Direct Verification) - Kathy
- Oct. 27: DOE GR (done) - Upload - Kathy
- Oct. 26: DOE DM (Dropout and Mobility) - Kathy and Principals
- Oct. 29: DOE TB (Textbook Assistance) - Kathy and Shannon

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, OCT 5

ENROLLMENT NUMBERS as of 10/5/2010

- CARMEL - 156
Spec. Ed: \$257,779
Waiting List:
Weekly Attendance Percentage: 94.01%
- NOBLESVILLE - 157
Spec. Ed: \$214,969
Waiting List:
Weekly Attendance Percentage: 95.79%

Police Contacts Update - none

Communications

- Enrollment Processes
- Student Fees
- Immunization Tracking
- Withdrawals
- PowerSchool

PRINCIPALS, KEVIN, KATHY

Calendar Updates: Homeless City Oct 21st - Carmel
NWEA workshop - Babby and Mike gone on Oct. 6

Staff Development:

TITLE II

Oct 29: Due to DOE - Kevin

AQIS Due:

- Oct. 8: Budget - Board Approved Annual District by Board - Kevin
- Oct. 22: Accountability Plan Results Final Submission - Babby and Mike

DOE Due:

- Oct. 13: DOE TL Barcode - Kathy and Principals
- Oct. 25: DOE DV (Direct Verification) - Kathy
- Oct. 27: DOE GR (done) - Upload - Kathy
- Oct. 26: DOE DR (Dropout and Mobility) - Kathy and Principals
- Oct. 29: DOE TB (Textbook Assistance) - Kathy and Shannon
- Oct. 29: DOE CE (Certified Employee) - Kevin

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, OCT 12

STEPHANIE SEAGRAVES
Re: Career Cafe/Options

ENROLLMENT NUMBERS as of 10/12/2010

CARMEL - 150 - should be 158 on Monday
Spec. Ed:
Waiting List:
Weekly Attendance Percentage: 93.90

NOBLESVILLE - 150 - Shannon will call with names of those interested to Mike
Spec. Ed:
Waiting List:
Weekly Attendance Percentage: 96.86

Police Contacts Update - Nob has one which will be reported to Shannon F

Communications
PowerSchool
ETapesity

Teacher Absence / Substitute - Mike will post general substitute position available on DOE

Shannon has master schedules done for both schedules. She will do report cards for both schools

BRINDISI S. KEVIN GAYLIT

Calendar Updates:

Staff Development:

NWCA Report

Mike reported on the NWCA conference. He spoke to the need of doing different ways to roster students to be able to use the data reports significantly. Mike and Dalby felt the trainings are very helpful and he would like to continue going to them.

Kevin thinks we need to do work on data comparisons for students failing the ECA. Possible hire someone later to gather and summarize the data.

Awarding Credit: see attachment Memo Credits and More

AOIS Due:

Oct. 22: Accountability Plan Results Final Submission - Babby and Mike

DOE Due:

Oct. 18: FDM TL Barcode - Kathy and Principals - I have Noblesville and Carmel (ok)

Oct. 12: DOE NR - Kathy and Michelle D.

Oct. 25: DOE DV (Direct Verification) - Kathy

Oct. 27: DOE GR - DONE

Oct. 26: DOE DM - DONE

Oct. 29: DOE TB (Textbook Assistance) - Kathy and Shannon

Textbook Assistance for IVY TECH students????

Explore possibility of including vocational students also????

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, OCT. 19

ENROLLMENT NUMBERS as of 10/19/2010

CARMEL -

Spec. Ed:

Waiting List:

Weekly Attendance Percentage: 94.58

NOBLESVILLE -

Spec. Ed:

Waiting List:

Weekly Attendance Percentage: 96.62

Police Contacts Update

Communications

PowerSchool

ETapestry

PRINCIPALS, SEVIA, KATHY

Calendar Updates:

TWLN II Application due Oct. 29 - Kathy

AOIS Due:

DOE Due:

Oct. 25: DOE DV (Direct Verification) - Kathy

Oct. 29: DOE TB (Textbook Assistance) - Kathy and Shannon

SCHOOL IMPROVEMENT MEETING NOTES
WEDNESDAY, OCT. 28

TITLE # Application due Oct. 29 - In FC - Hand delivered 10/29/2010

Reimbursement Format - \$500 for tuition each school(advanced degrees)

\$1846 - Carmel Project-Based Learning Institute, 2011

\$2015 - Noblesville Project-Based Learning Institute, 2011

AOIS Due:

Accountability Plan Final Submission - November 8 - Principals

DOF Due:

Oct. 28: DOE CE - uploaded to STN

Oct. 25: DOE DV (Direct Verification) - UPLOADED

Oct. 29: DOE TB (Textbook Assistance) - UPLOADED

Nov. 7: DOE LM (Language Minority) - Noblesville - UPLOADED

Carmel - Due by Thursday, Nov. 4th

Dual Enrollment

To be discussed at next meeting

Babby would like to have one person as a liaison person with Ivy Tech

Nick will be that person

Decisions will still be made by the principals

SCHOOL IMPROVEMENT MEETING NOTES

TUESDAY, NOV. 2

ENROLLMENT NUMBERS as of 11/2/2010

CARMEL - 158

Spec. Ed: \$250,000.00

Waiting List:

Weekly Attendance Percentage: 94.58

NOBLESVILLE - 152

Spec. Ed: \$250,000.00

Waiting List:

Weekly Attendance Percentage: 95.62

Durane Out Dec. 10, 13, 14, 15

Police Contacts Update

Communications

PowerSchool

FTapestry

PRINCIPALS & NEW HIRINGS - NOBLESVILLE

Staff Bonus - Letters will be distributed tomorrow

Ambassador Program - Letters will be distributed tomorrow ...should be returned to Kathy by Monday

Special Education Program Evaluation - Kevin and Michelle O will make some observations

_____Michelle C, Milka, Babby and Kevin will meet toward end of year to discuss possible changes for next year

Calendar Updates:

TITLE II Application due Oct. 25 - DOHS Kevin

AOIS Due:

DOE Due:

Nov. 30 DOE SE - Michelle O and Kathy
DOE HB (homebound) - Principals

1. Report data for students that receive instruction at home or at a hospital due to injury or illness that are absent from school for a minimum of twenty (20) consecutive instructional days during the collection period, Dec 2, 2009 through Dec 1, 2010.
2. Special Education students with an IEP that are homebound (Code 18) are NOT included in this report solely because they are homebound.

Oct. 25: DOE DV (Direct Verification) - Kathy
Oct. 29: DOE TB (Textbook Assistance) - Kathy and Shannon

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, NOV 9

ENROLLMENT NUMBERS as of 11/9/2010

CARMEL -

Spec. Ed:
Waiting List:
Weekly Attendance Percentage: 95.23

NOBLESVILLE -

Spec. Ed:
Waiting List:
Weekly Attendance Percentage: 95.19

Police Contacts Update

Communications

PowerSchool
ETapesity

MINICHAELS, KEVIN, KATHY

Calendar Updates:

SCA Webinar - Michelle W

AOIS Due:

DOE Due: Nov. 30 . DOE SE - Michelle O and Kathy
DOE HB (homebound) - Principals

1. Report data for students that receive instruction at home or at a hospital due to injury or illness that are absent from school for a minimum of twenty (20) consecutive instructional days during the

collection period, Dec 2, 2009 through Dec 1, 2010.

2. Special Education students with an IEP that are homebound (Code 13) are NOT included in this report solely because they are homebound.

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, NOV. 16

ENROLLMENT NUMBERS as of 11/16/2010

CARMEL - 157
Spec. Ed: \$244,054
Waiting List:
Weekly Attendance Percentage: 95.81
NOBLESVILLE - 149
Spec. Ed: \$246,625
Waiting List:
Weekly Attendance Percentage: 97.50

Police Contacts Update - none

Kevin wants to have at least an hour notification and be present with a drug search

Communications

PowerSchool
ETapestry

Kevin gave a brief discussion of the agenda for tonight's board meeting
Babby said that Lisa Dehnke will present next month

ADMINISTRATIVE INFORMATION

Calendar Updates:

Carmel - Thanksgiving Feast...Wednesday Nov. 24th
Noblesville - SI presentation....Friday, Nov. 19th 4 - 6 PM
ECA testing

Michelle W is making a packet for students who will be taking the ECA to help them prepare. It will be shared with Carmel

Acct. Report (DEC. 16) updates from Ball State Mtg. - Babby

TITLE I cycle III reports past due

AOIS Due:

Accountability plan final results - due to me Thurs., Nov. 16 - (rtrf); etc

DOE Due:

DOE HO (HOMEBOUND) - done

Kevin announced that both schools are compliant in Special Ed. ...good job Michelle!

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, NOV. 23

ENROLLMENT NUMBERS as of 11/23/2010

CARMEL - 157

Spec. Ed: 233,439--- they may have a student that qualified under 5 (Raven Bose). I will know next Monday at her Casc Conf. If she does, then add \$8350 to the amount.

Waiting List:

Weekly Attendance Percentage: 94.58

NOBLESVILLE - 153

Spec. Ed: Noblesville: 242,811---- depends on if we can count a Nob. student. Right now I figured her into this count. If we can't count her then it is minus \$8350.

Waiting List:

Weekly Attendance Percentage: 96.51

Police Contacts Update - none

Communications

PowerSchool

ETapestry

Immunization Update

Agreement of services between schools and Foundation

PRINCIPALS: KEVIN KELLY:

Calendar Updates:

After School with Dr. Bennett

Today - Kevin can't attend

Noblesville - SI December 9th

NWEA - Noblesville is done

Carmel is done

ECA TESTING

COMPASS TESTING - Melanie and Nick

Mike thinks that we should consider giving the Fall Break back to the teachers as a days off on next years calendar

Consider year round school next year

Mike wants to expand to other areas (Kevin says we will talk over this summer (JE), and Beauty School for example)

DRUG PREVENTION SURVEY - Kevin gave the principals information - Give to Dabi and Melanie

SAFE PASSAGE TRANSPORTATION UPDATE

\$4,000 LEFT
\$2,000 EACH SCHOOL

BONGO BOY \$136.00 PER TRIP
IVY TECH LAWRENCE \$189
IU - BLOOMINGTON \$433
STATE MUSEUM \$362 PER BUS

AOIS Due:

Accountability Plans Final Submission: Dec 16th - Principals

DOE Due:

DOE - SE: Due Tues. Nov. 30 - Kathy and Michelle O

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, NOV. 30

MTG. CANCELED

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, DEC. 7

ENROLLMENT NUMBERS as of 12/7/2010

CARMEL - 156
Spec. Ed: 246,319
Waiting List:
Weekly Attendance Percentage: 95.04
NOBLESVILLE - 158
Spec. Ed: 250,511
Waiting List:
Weekly Attendance Percentage: 97.39

SCHOOL CLOSING- Kevin call Mike, Michelle, Babby, Sherie and Kathy: Mike call his staff, Babby call her staff, Shannon calls any subs

IMMUNIZATIONS- Kevin will write merge letter and date

DURANE OUT 9 - 16 (SUB?) Alison and Chris will sub for Durane at \$10/hour

Police Contacts Update- none

Communications

PowerSchool
ETapestry

PRINCIPALS' MEETING

MAG EXPERIENCE

DOE Due: Begin work on DOE CE and DOE CC - Any students who have completed courses this year?

The End of Course Assessment Period 3 collection for students that will be testing in the Late Winter window is now open.- Are we testing?

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, DEC. 21 & 28

MTG. CANCELED FOR WINTER BREAK

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, JAN. 4, 2011

ENROLLMENT NUMBERS as of 1/4/2011

CARMEL - 147

Spec. Ed: 52

Waiting List:

Weekly Attendance Percentage: 98.75

NOBLESVILLE - 152

Spec. Ed: 53

Waiting List:

Weekly Attendance Percentage: 90.97

Police Contact Update - none

Communications

ePostery - Kevin is working on getting contacts to talk with Gov.

Should you ever delete anyone off. . .no

If keep in there you can tell parents of opt out of email if want

Supply Orders - Policy review

Substitute/New Employee Paper Work

PRINCIPALS, KEVIN, KATHY

Steve Rosen - will meet next Tues at 2:30

foundation comes in & does Phys. Ed. and Health presentations for free
drug education program is available - it does have a cost

Ivy Tech Invoices - given to the principals to peruse for validity

we need to have access to grades

Sabby thinks we should have flow chart for enrolling in Ivy Tech classes which should

be

okay with both the schools and Ivy Tech

Nick will be the go to person as liaison for both Options schools

NWEA Presentation to Board - Principals will summarize and explain to Board

State of Education Address - Jan. 11

2011-2012 School Calendar - Kevin sent out emails explaining the differences

Special Education Staffing (Michelle) -

Michelle wants a job coach hired
start next year out of special ed funds

AOIS Due: DOE-SF8 - KEVIN & KATHY - due Kathy to upload Feb 3
6 MO BUDGET TO ACTUAL - KEVIN - due to Kathy Feb 10
Accountability Final Submission due to Kathy this Thursday

DOE Due: DOE CECC - KEVIN & KATHY - due to Kathy Feb. 1

Highly Qualified Teacher form needs to be completed by teachers

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, JAN. 11 & 18, 2011

MTG. CANCELLED

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, JAN. 25

ENROLLMENT NUMBERS as of 1/19/2011

CARMEL - 148

Spec. Ed:
Waiting List:
Weekly Attendance Percentage: 93.88

NOBLESVILLE - 150

Spec. Ed:
Waiting List:
Weekly Attendance Percentage: 95.26

Telephone - Kevin, Mike, Babby, Kathy, Michelle, Shannon, Michelle - \$300/yr

Police Contacts Update-

Noblesville 1/24/11 - police report

Communications

ETapesiry - John Palmer

PowerSchool
Step 1

Course Definitions - Look / Discuss / Correct / Adding

Step 2 -

Not Sure -

All changes should go through Shannon. grace change after grades raised

Calendar Survey

PRINCIPALS, KEVIN, KATHY

Calendar Updates:

ECA dates

Carmel: Algebra 5/3-5

Eng. 5/10-5/13

Biology 5/17-5/20

Noblesville: Biology Eng 10 4/25-5/2

/Algebra 5/2-5/9

Mentor Luncheon Noblesville tomorrow

Mentor Luncheon / Carmel?

AOIS Due: 6 MO BUDGET TO ACTUAL DUE 2/10 - KEVIN

SP8-ANNUAL PERFORMANCE REPORT DUE 2/24 - KEVIN AND KATHY

DOE Due: DOE CP DUE FEB. 3 - KEVIN

DOE CC DUE FEB. 17 - KEVIN & KATHY

DOE - TL - SPRING GQE TABLES - DUE FEB. 17 - PRINCIPALS & KATHY

ECA Collection

Include all students in your school(s) who will be taking the ECA courses (English 10, Algebra I, and Biology I) during the 2010-2011 testing cycle for the specific test administration window. Algebra I and English 10 are required components for the GQE requirement beginning with the class of 2012. Participation in Biology I is a requirement of NCLB.

Multiple records per student can be submitted during the collection window for each course the student is taking for a specific test administration window. This will include paper-and-pencil as well as online testing.

Corporations must contact the IDOE Assessment division to register and receive permission for Algebra II testing.

ECA Retest Collection

Include all students in your school(s) who will be taking a retest for the required ECA GQE courses (English 10 and/or Algebra I) during the 2010-2011 testing cycle for the specific test administration window.

Multiple records per student can be submitted during the collection window for each course the student is taking for a specific test administration window. This will include paper-and-pencil as well as online testing.

SCHOOL IMPROVEMENT MEETING NOTES

TUESDAY, FEB. 1

ENROLLMENT NUMBERS as of 2/1/2011

CARMEL -

Spec. Ed:

Waiting List:

Weekly Attendance Percentage: 90.87

NOBLESVILLE -

Spec. Ed:

Waiting List:

Weekly Attendance Percentage: 90.26

Police Contacts Update

Communications

PowerSchool

IVY Tech DC credits and how they are going to be entered into PS? Some issues I'm seeing that we need to all be on the same page are: 1. Are we going to accept credits less than C? 2. How many HS credits is each college credit worth? 1 for 1 or different formula?

ETapestry

Graduation

PRINCIPALS, KEVIN, KATHY

Calendar Updates:

AOIS Due: 8 MO BUDGET TO ACTUAL DUE 2/10 - KEVIN
SP8-ANNUAL PERFORMANCE REPORT DUE 2/24 - KEVIN AND KATHY

DOE Due: BOE GOV DUE FEB. 8 - KEVIN
DOE CC DUE FEB. 17 - KEVIN & KATHY
DOE - TL - SPRING BOE LABELS - DUE FEB. 17 - PRINCIPALS & KATHY

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, FEB. 8

ENROLLMENT NUMBERS as of 2/9/2011

CARMEL - 150
SPEC ED - 53
WAITING LIST -
YEARLY ATTENDANCE PERCENTAGE: 92.92
NOBLESVILLE - 147
SPEC ED - 49
WAITING LIST -
YEARLY ATTENDANCE PERCENTAGE: 93.62

SCHOOL CALENDAR UPDATES

PROM - MAY 19TH
March 16 & May 18 - Carmel SI

Communications

PowerSchool

IVY Tech DC credits and how they are going to be entered into PS? Some issues I'm seeing that we need to all be on the same page are: 1. Are we going to accept credits less than C? 2. How many HS credits is each college credit worth? 1 for 1 or different formula?

ETapestry

Graduation - SHANNON - slick with same letter as used last year. Lien and Honie contacts at Noblesville

Photographer - Chadon

Let schools decide when and how to distribute diplomas. Mock diplomas on night of

Graduation

Scholarships ??
Dates for committee meetings

Prom

Snow Make Up days

Gale Learning - Yes

Dual Credit Report for CP/CC - set up in PowerSchool

DirectTV Hookup - Mike will ask about set up

PRINCIPALS, KEVIN, KATHY

Board Meeting:

Noblesville Guest?

Follow - Up "Scott Sova asked Kevin Davis, Barb Maschino, and Mike Cuslin to come back with more information regarding extending the goal of the NWEA assessments, more information regarding the Science portion of the NWEA assessment, and the trend of the last five years of scores for the NWEA assessment." Michelle will call to see if science is state aligned for Indiana and cost if we add. Kevin and Kathy will work on the trend request.

1000(g) update - not on web site yet. School Improvement Grant

AOIS Due: 6 MO BUDGET TO ACTUAL DUE 2/10 - KEVIN
SP8-ANNUAL PERFORMANCE REPORT DUE 2/24 - KEVIN

DOE Due: DOE CP DUE FEB. 3 - KEVIN
DOE CC DUE FEB. 17 - KEVIN & KATHY
DOE - TL - SPRING GOE LABELS - DUE FEB. 17 - PRINCIPALS & KATHY ANY 504
STUDENTS

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, FEB. 15

ENROLLMENT NUMBERS as of 02/15/2011

CARMEL - 151
SPEC ED
WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE: 91.01
NOBLESVILLE - 148
SPEC ED -
WAITING LIST
WEEKLY ATTENDANCE PERCENTAGE: 92.01

SCHOOL CALENDAR UPDATES

PROM - MAY 18TH
March 16 & May 18 - Carmel SI

March 11 & May 10 - Noblesville S
Talent Show at Carmel on February 21

Communications

PowerSchool

Any changes in powerschool in student information needs to be reported to Kathy

ETapestry

Graduation - SHANNON

Prom - LINDA

DirectTV Hookup - Mike FOLLOW UP

PRINCIPAL & KATHY

Board Meeting

Quick Financial overview - Kevin

PBL Workshop

Follow Up "Scott Bova asked Kevin Davis, Barb Maschino, and Mike Gustin to come back with more information regarding extending the goal of the NWLA assessments, more information regarding the Science portion of the NWLA assessment, and the trend of the last five years or scores for the NWEA assessment." Michelle will call to see if sciences is state aligned for Indiana and cost if we add. \$2.50/student. Kevin and Kathy will work on the trend request. ANY FOLLOW UP??

1003(g) update School Improvement Grant- still not posted

AOIS Dnc: 8 MO BUDGET TO ACTUAL DUE 2/10 - 10:00

SP8-ANNUAL PERFORMANCE REPORT DUE 2/24 - 10:00

DOE Due: DOE CP DUE FEB. 3 - 10:00

DOE CC DUE FEB. 17 - 10:00

DOE - TL - SPRING GOE LABELS - DUE FEB. 17 - JENN

DOE - TL ECA SPRING LABELS - DUE FEB. 21 - PRINCIPAL AND KATHY
CARMEL - DUE

Federal Special Ed money will be used to hire job coach

We will be posting the Carmel Special Ed teacher posting for next year

Security Camera...depends on Facility Grant

Recommendation of Bob Maira for speaker at Graduation

SCHOOL IMPROVEMENT MEETING NOTES
THURSDAY, MARCH 1

ENROLLMENT NUMBERS as of 2/24/2011

CARMEL - 152

SPEC ED

WAITING LIST -

YEARLY ATTENDANCE PERCENTAGE: 92.19
NOBLESVILLE - 145
SPEC ED -
WAITING LIST -
YEARLY ATTENDANCE PERCENTAGE: 91.51

SCHOOL CALENDAR UPDATES -

March 2 and April 13 - informational meetings at Nobleeville

ATTENDANCE ISSUES-Reporting absences - discussion ensued

2010-2011 SCHOOL PERFORMANCE

LOTTERY PREPARATIONS - Kathy will inform Craig.

STUDENT HANDBOOK - CALENDAR

ERATE - FIBER - internet connectivity will increase 15mb/sec.

BLOOD / SAFETY -

MAC EXPERIENCE MARCH - Can use them to train with IWeb

APRIL 18 - 2011

DEB OTTO - FLOB

ALT ED FUNDING

AUDITORS

CHILDREN'S MUSEUM - Children Awards

AOIS Due:

DOE Due:

DOE - TL - SPRING GQE LABELS - DUE FEB. 17 - done
DOE SE - DUE APRIL 18 - MICHELLE AND KATHY

SUMMER SCHOOL - April 1 - Deadline for submission of estimated instructional costs

APEX for credit recovery

Continuation of afterschool odskobell

Prom-request for funds from George Kristo

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, MARCH 1

ENROLLMENT NUMBERS as of 3/1/2011
CARMEL - 147
SPEC ED

WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE: 92.19
NOBLESVILLE - 145
SPEC ED -
WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE: 91.51

SCHOOL CALENDAR UPDATES

Apex Learning

ISP - defaults to #1 (should not be in alternative ed program) - Kathy will change those that are already in as #1 to #2...but each student should be reviewed. Shannon - All new students should be entered as #2 until the advisor has time to do IEP. This is found in custom screens.

SCHOOL IMPROVEMENT MEETING NOTES TUESDAY, MARCH 8

ENROLLMENT NUMBERS as of 3/3/2011

CARMEL - 152
SPEC ED
WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE: 95.03
NOBLESVILLE - 142
SPEC ED -
WAITING LIST
WEEKLY ATTENDANCE PERCENTAGE: 95.10

Kevin, Michelle W and Shannon will meet on Mon. March 28 at 1:00 to check E Tapesay lists

ATTENDANCE TRENDING DATA

ON PACE TO:
CARMEL 93.26
NOBLESVILLE 95.11

SCHOOL CALENDAR UPDATES

Carmel SI March 29

TIME CHANGE THIS WEEKEND

BOARD MEETING 3/15/11 - Kevin will be gone, Babby will take lead

QUARTER END DATES - POWERSCHOOL

MAKE UP DAY - Sat. April 16?? - Need to make decision quickly

IVY TECH CLASSES

ENA SITE SURVEY - CARMEL
FRIDAY, 9:00 AM. MARK 317-350-3471

TORNADO DRILL - see attached

SCHOOL IMPROVEMENT MEETING NOTES

TUESDAY, MARCH 15

MTG. CANCELED

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, MARCH 22

ENROLLMENT NUMBERS as of 3/22/2011

CARMEL - 154

SPEC ED

WAITING LIST -

WEEKLY ATTENDANCE PERCENTAGE: 97.75

NOBLESVILLE - 153

SPEC ED -

WAITING LIST -

WEEKLY ATTENDANCE PERCENTAGE: 89.93

AUTHORIZED OVERRIDE ACCOUNTS

Will be adjusted to username@optionsined.org with individual passwords.

NWCA SPRING TESTING DATES

April 11 - 28

SUMMER SCHOOL

Mike checking with Jake and Carrie

SCHOOL CALENDAR UPDATES

Picnic May 20 at Dillon Park (both schools)

March 30 - Charter School Statehouse Day

Mike Gustin will go, Babby will go.

DOE REPORTS

DOE SE - due April 1 - Kathy and Michelle - 3

The spring break RT will be:

Mar 31 attendance - before end of day on the 31st

April 11, 12 & 13 - on April 13

The last RT report for the year will be:

Carmel - June 1

Nob - June 8

SUMMER SCHOOL

DEADLINE April 1 - KEVIN & KATHY

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, MARCH 20

ENROLLMENT NUMBERS as of 3/29/2011

CARMEL - 155

SPEC ED - 54

WAITING LIST - 58

WEEKLY ATTENDANCE PERCENTAGE: 94.77
NOBLESVILLE - 155
SPEC ED - 53
WAITING LIST - 31
WEEKLY ATTENDANCE PERCENTAGE: 94.22

SCHOOL CALENDAR UPDATES

DOE RT ...due Wed. and Thurs. - Mike will talk with Bonnie

Ivy Tech Bill - was checked by Nick Kolesiak for Carmel

Ivy Tech Classes - see attachment - Nick is trying to set up a procedure that will work...possibly use just Options Charter Schools for all students. Nick is working to enroll and have students with the Compass students. \$18,000.00 per semester per school available at this time...Mike feels like he is out of the loop on decisions being made. Communication is key. Mike suggests a meeting with those concerned - Ivy Tech subject only once every two weeks.

Director of Transition Services...new position paid through Special Education funds. The position will also work with the Dual Credit program through Ivy Tech.

Mike wants us to consider offering students to go to other places than just Ivy Tech. Nick thinks we should institute some criteria for students to continue taking Ivy Tech classes

11-12 School Calendar - traditional calendar August 15th ... 159 days for teachers, 180 days for students

Summer School - At Noblesville this year Two math and Jako, Gretchen & Jessica June 6 - July 1 - Kathy will submit form to DOE ... 80 Hours

Immunizations - Shannon will write letter

DirecTV - waiting for parts to come in then Kevin will hire technician to install

Spec ed Position-Carmel - Kevin will write letter of intent - position filled Aaron Wallace

APEX learning systems.....Nova Net has more to offer.....Own versus lease ... Mike will chair committee (Michelle W, Mike H and Danny J.) and bring back results to admin meeting in 3 to 4 weeks.

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, APRIL 5

MTG CANCELED

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, APRIL 12

ENROLLMENT NUMBERS as of 4/12/2011

CARMEL - 158
SPEC ED
WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE:

NOBLESVILLE - 157
SPEC ED -
WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE:

Noblesville had a senior student pass away this week.

Darrin Heil

Indiana Aerospace Academy - donating all from start up grant to our schools. They are not opening

Lottery (Kevin ? on April 14)

2011-2012 School Year Calendar - Discussion about days and 9 weeks schedules. However, the calendars are okay with both schools as presented. April 22 meeting at Kevin's House for discussion.

CYFAR convention

SCHOOL CALENDAR UPDATES

DOE SE - DONE

AOIS - Completed Constituent surveys due May 2 both schools

Grant update - 1003g Has not been posted on DOE yet

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, APRIL 16

ENROLLMENT NUMBERS as of 4/10/2011

CARMEL - 157
SPEC ED
WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE: 93.99
NOBLESVILLE - 156
SPEC ED -
WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE: 96.02

SCHOOL CALENDAR UPDATES

LOTTERY UPDATES

Carmel Lottery - Last Thursday at 6:30 PM
Noblesville Lottery - This Thursday at 6:30 PM

Google

Post Card coming, should be addressed to me
Client List - Name, and phone - 20 good recommendations - Keep Survey List - this will be done each quarter

BALL STATE SURVEY UPDATE

Grant update - 1003g - Has not been posted on DOE yet

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, APRIL 26

ENROLLMENT NUMBERS as of 4/26/2011

CARMEL - 155
SPEC ED
WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE: 91.09
NOBLESVILLE - 156
SPEC ED -
WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE: 85.48

SCHOOL CALENDAR UPDATES

May 24 mtg. with Deb Otto for EL
Think about only converting one school at a time ??
Middle School ??
A third High School ?? What would it look like??

NWEA PROGRESS

Noblesville - approx. 80% done
Carmel - approx. 90% done

PROM UPDATE

GRADUATION UPDATE - sold \$400 worth of tickets

DOE SU/FX - review

In-house Suspension
Out Suspension -
Expulsion

Grant update - 1003g - Has not been posted on DOE yet

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, MAY 10

ENROLLMENT NUMBERS as of 5/10/2011

CARMEL - 154
SPEC ED
WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE: 95.28
NOBLESVILLE - 155
SPEC ED -
WAITING LIST -
WEEKLY ATTENDANCE PERCENTAGE: 86.81

MEDICATION - PROCEDURE REVIEW

POLICE CALLS CATCH UP!

Noblesville - April 27 - theft of laptop
 Noblesville - April 27 - theft of phone

NOBLESVILLE

Security camera issues

Grant update - 1003g – Has not been posted on DOE yet

SCHOOL IMPROVEMENT MEETING NOTES
 TUESDAY, MAY 17

ENROLLMENT NUMBERS as of 5/17/2011

CARMEL - 154
 SPEC ED
 WAITING LIST -
 WEEKLY ATTENDANCE PERCENTAGE: 95.26%
 NOBLESVILLE - 154
 SPEC ED -
 WAITING LIST -
 WEEKLY ATTENDANCE PERCENTAGE: 85.59

Teacher Raises 2011-2012

Babby assigns percentage points to Eng, Math, Science, Soc St, Spanish - total of 12.5 pts. to be split among them

Mike assigns percentage points to Eng, Math, Science, Soc St, PE/Health and Special Ed. total of 15 pts. to be split among them
 1.5 percentage pts. if they completed ambassador programs

POLICE CALLS - Carmel had 3

Noblesville - Shannon has email

SCHOOL CALENDAR UPDATES

CARMEL SI PRESENTATIONS - Wednesday, May 18th, 10:00-11:30 a.m.

DOE-TE TESTING ONLINE AND BARCODE! Version 01.03.11
 ECA - ARE WE DOING THIS WINDOW OF TESTING?

ISTEP+: Algebra I Graduation Examination	4-13	EC	Per 5	May 13 - 23, 2011	Summer	June 22- Aug 3, 2011	June 13 - Aug 3, 2011	N/A Online Only
ISTEP+: English 10 Graduation Examination				COLLECT WINDOW		TESTING		
ECA: Biology I								

DOE DECC - Kevin
 DOE AL - Mike and Babby
 DOE EXSU - Mike and Babby
 DOE AD - Done

K-9 Search 5/16/2011-Options-Carmel- No Hits!

NWEA for 2011-2012- Shirley wants estimate of numbers. Will we be testing in Science?

Mike will bring proposal for Nova Net to next admin. meeting.

Grant update - 1003g – Has not been posted on DOE yet

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, MAY 24

ENROLLMENT NUMBERS as of 5/24/2011
CARMEL - 155

NOBLESVILLE - 149

Police Calls - sent to Shannon
SCHOOL CALENDAR UPDATES

Attendance Guidelines

Registrar Duties during June ?

DOE REPORTS

DOE AD, EV - DONE
DOE AT - due June 30 - Kathy
DOE AL Alternative Ed - due July 8
DOE ES Expulsion/Suspension - due August 1
DOE CR - June 16
DOE CC - June 30

GQE remediation grants....submitted 5/23/2011

Grant update - 1003g – Has not been posted on DOE yet

SCHOOL IMPROVEMENT MEETING NOTES
TUESDAY, MAY 24

ENROLLMENT NUMBERS as of 5/31/2011
CARMEL - 154

NOBLESVILLE - 145

Police Contacts

SCHOOL CALENDAR UPDATES

Wait List management - Shannon and Michelle will teach Kathy

Ivy Tech Tuition Allocation 2011-2012 - \$15,000/semester per school (including tech schools such as JEL, beautician school ...can use of to \$5,000 toward trade schools such as JEL, etc. Ivy tech

students are to be funded first. Maximum of 50% per student per semester.

Grant update - 1003g - I has not been posted on DOE yet

ADMINISTRATIVE MEETINGS CANCELED DUE TO SUMMER VACATION UNTIL FURTHER
NOTICE

APPENDIX

K



Youth Mentoring Initiative

In accordance with our mission, "Partnering with local schools to provide specialized mentor programs to help in the personal development of their students", YMI (Youth Mentoring Initiative) intends to partner with Options Charter School - Carmel as a community mentoring source.

It is YMI's hope and intention to provide assistance with mentoring services throughout the time period of the 1003 School Improvement Grant and thereafter.

Darren Heil

Founder
Youth Mentoring Initiative

Our Schools

