



Charter School Application

*Providing high-quality educational opportunities
for students in the state of Indiana*

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The application questions are organized to solicit information efficiently and to aid quality review and decision making by Education One, L.L.C. **Education One staff reserves the right to reject applications that do not adhere to the application specifications.**

Throughout the application review process, Education One staff will communicate important information to the charter school applicant designee via email.

Notice of Disclosure

All information submitted as part of the application (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. **In the event that it is the applicant's position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor prior to submitting any application materials.** If the Public Access Counselor's opinion supports the applicant's position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act.

The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless Education One, L.L.C. determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that Education One, L.L.C. Board members and staff, Trine University, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

Specifications

- The proposal must be typed and single-spaced, on white, 8.5"x 11" paper, with a minimum of 11-point font. Utilize the provided text boxes to answer application questions. If a particular question does not apply to your team or proposal, simply respond "Not Applicable." Questions without text boxes indicate that the response will be incorporated into an application attachment.
- Do not exceed 70 pages for the narrative. Attachments do not count toward the page limit. Applicants completing the optional section on innovations (Section V) may use an additional five pages, in which case the total narrative should not exceed 75 pages total.
- Please do not exceed the page limit specified for each attachment. Templates for each attachment (1-34) required in the application can be found starting on page 30.
- When submitting resumes, please label each document with the individual's affiliation with the proposed school (i.e., Founding Group Member, Board Member, School Leader, Teacher, etc.).
- Complete all pages of the Financial Plan and Charter Application Budget and Staffing Workbooks.
- Review your application for completeness before submitting. Each subsection provides a list of what should be including in an answer(s) to meet expectation standards.

Submission Instructions

- Send an electronic copy of the application as one PDF to lindsay@education1.org.

Education One, L.L.C utilized resources found from the National Association of Charter School Authorizers (NACSA) to create this comprehensive charter school application. Information regarding NACSA and its resources can be found at www.qualitycharters.org.

Application Attachments

Instructions:

- Within the Applicant’s application Google Drive folder is a folder titled “Application Attachments.”
- Save each attachment in the list below that is applicable to the school as one PDF and upload to the “Application Attachments” folder. Attachments should be saved as the attachment number (i.e., Attachment 1).
- Link the attachment in the table below. To link the attachment, follow these steps:
 - Right click on the attachment.
 - Click “Get shareable link.”
 - Click the drop down arrow next to ‘Restricted’ and choose ‘Anyone with the link.’
 - On the right, make sure ‘Viewer’ is chosen.
 - Click the blue ‘Copy link.’
 - Paste the link into the table below.
 - Add a space after the link to activate for viewers to click and be directed to the attachment.

Attachment	Description	Link
Attachment 1	School’s Leadership Team and Governing Board <i>List the members of the school’s proposed leadership team and governing board, including the role with the school, current job title, and current employer. Include full resumes that contain contact information and professional biographies for each individual listed.</i>	Attachment 1
Attachment 2	Planned Curriculum <i>Provide a sample course scope and sequence for one subject for one grade level for each division (elementary, middle, high) the school would serve.</i>	Attachment 2
Attachment 3	Plan for Development of Curriculum <i>Provide a plan for how the curriculum will be developed between approval and opening, including the person responsible and key stages for completion.</i>	Attachment 3
Attachment 4	Grade Level Learning Standards <i>Provide a complete set of the school’s proposed learning standards for one subject for one grade level for each division (elementary, middle, high) the school would serve.</i>	Attachment 4
Attachment 5	Exit Standards for Graduation <i>Provide the school’s exit standards for graduating students from the last grade served by the school.</i>	Attachment 5
Attachment 6	Proposed School Calendar <i>Provide the proposed school calendar for the first year of operation, including the number number of days/hours of instruction.</i>	Attachment 6
Attachment 7	Proposed Daily & Weekly Schedules <i>Provide a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.</i>	Attachment 7
Attachment 8	Enrollment Policy <i>Provide the school’s proposed enrollment policy.</i>	Attachment 8
Attachment 9	Discipline Policy <i>Provide the school’s proposed discipline policy.</i>	Attachment 9
Attachment 10	Evidence of Community Support <i>Provide evidence of support from community partners (i.e., letters of intent/commitment, memoranda of understanding, and/or contracts).</i>	Attachment 10 Additional Evidence 10
Attachment 11	Principal/School Leader Information <i>Provide the qualifications, resume, and professional biography for the proposed principal/school leader.</i>	Attachment 11
Attachment 12	Principal/School Leader Posting Information <i>Provide the job description or qualifications for this position with a discussion of the timeline, criteria, and recruiting/selection process for hiring.</i>	Attachment 12
Attachment 13	Additional Leadership Team Information <i>Provide the qualifications, resume, and professional biography for any identified leadership team members.</i>	Attachment 13
Attachment 14	Non-Profit Status Proof/Board Policies	Attachment 14

	<i>Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings), and any governing documents already adopted.</i>	
Attachment 15	Signed Statement of Assurances <i>Submit completed and signed Statement of Assurances for representative. Use the template provided by Education One.</i>	Attachment 15
Attachment 16	Organizational Charts for Governing, Managing & Staffing <i>Submit an organization chart that shows school governance, management, and staffing structure for Year 1 and at full build-out.</i>	Attachment 16
Attachment 17	Board Member Information Sheets <i>Submit completed and signed information sheets for each board member. Use the template provided by Education One..</i>	Attachment 17
Attachment 18	Board Code of Ethics & Conflict of Interest <i>Provide the board's proposed Code of Ethics and Conflict of Interest policy.</i>	Attachment 18
Attachment 19	Term Sheet for Contract <i>Provide the term sheet, draft proposed management contract detailing limits and evidence that the service provider is authorized to do business in Indiana.</i>	Attachment 19
Attachment 20	Complete Staffing Chart for School <i>Provide a complete staffing chart with Year 1 positions, administrative, instructional, and non-instructional personnel, the number of classroom teachers, paraprofessionals, and speciality teachers, and operational/support staff.</i>	Attachment 20
Attachment 21	Personnel Policy/Employee Manual <i>Provide a personnel policy or an employee manual if developed.</i>	Attachment 21
Attachment 22	Leadership Evaluation Tool <i>Provide leadership evaluation tools that have been developed.</i>	Attachment 22
Attachment 23	Teacher Evaluation Tool <i>Provide teacher evaluation tools that have been developed.</i>	Attachment 23
Attachment 24	Proof of Secured Facility <i>Provide proof of commitment for the facility.</i>	Attachment 24
Attachment 25	Facility Description <i>Provide supporting documents that detail the facility (10 page limit).</i>	Attachment 25
Attachment 26	Start-up Plan/Timeline <i>Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.</i>	Attachment 26
Attachment 27	Insurance/Levels of Coverage <i>Provide a list of the types of insurance coverage the school will secure, including a description of the level of coverage.</i>	Attachment 27
Attachment 28	Completed Budget and Staffing Workbook <i>Use the workbook provided by Education One.</i>	Attachment 28
Attachment 29	Budget Narrative <i>Provide a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.</i>	Attachment 29
Attachment 30	Summary of Every School in Organization <i>Provide a summary of every school in the organization's portfolio. Use the template provided by Education One.</i>	Attachment 30
Attachment 31	3 Years of Audited Financials for IN Schools <i>Provide the last three years of audited financial statements for the school(s) and the most recent internal financial statements</i>	Attachment 31
Attachment 32	3 Years of Audited Financials for Whole Organization <i>Provide the last three years of audited financial statements for the organization as a whole and the most recent internal financial statements</i>	Attachment 32
Attachment 33	Litigations <i>Provide a summary of the demand, any response to the demand, and the results of the arbitration or litigation.</i>	Attachment 33

COVER SHEET AND ENROLLMENT PROJECTION

Name of proposed school:	Lawrence County Independent Schools, LTD
Primary contact person:	Trisha D. Turner
Mailing address:	2407 Stumphole Bridge Rd, Williams, Indiana 47470
Phone number:	(812) 583-7920
Email address:	tturner@lcis.education
Fax:	N/A

Primary contact for facilities planning:	Albert Cross
Phone number:	(812) 279-1377
Email address:	across@lcis.education

Name of team or entity applying:	Lawrence County Independent Schools, LTD (LCIS)
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Names, roles, and current employment of all persons on applicant team *(you may add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Albert Cross	Millwright-Welder; GM Bedford Castings	Chairman, Board of Trustees
Ryan Turner	Sales, Marketing, Manager and Owner; Homegrown Auto	Vice-Chairman, Board of Trustees
Holly Arnold	Registered Nurse; Riley Physicians	Secretary, Board of Trustees
Gerald (Jerry) Hill	Retiree; NSWC Crane / SAIC	Treasurer, Board of Trustees
James Evans	Area Manager; Clean Slate of Southern Indiana	Member, Board of Trustees
Jami Hardin	Photographer/Owner; Hardin Photography	Member, Board of Trustees
Chad Shock	Engineering Technician; NAVFAC ML PWD Crane	Member, Board of Trustees
Trisha Turner	Program Manager / Finance and Grants Specialist; Indiana University	Member, Board of Trustees
Greg West	Sr. Cyber Security Engineer; MANTECH International, LLC	Member, Board of Trustees

Does this application team have charter school applications under consideration by any other authorizer(s) in the United States?

Yes No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Provide the proposed school(s) opening information, adding lines as needed.

Opening Year	New Start or Phase-in/Takeover	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2021	New Start	223 Old Farm Road Bedford, Indiana 47421	K-2	K-4
2021	New Start	126 Brick Street Springville, Indiana 47562	3-6	5-8

*Please indicate the city/town and, if known, the potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

<p>Model or Focus of Proposed School: (e.g., Arts, College Prep, Dual-Language, etc.)</p>	<p>LCIS is being carefully designed to be a small peaceful rural school setting where students will be provided a challenging and a life-focused curriculum. Students will receive at least ninety minutes of reading and language arts engagement and ninety minutes of math engagement every day. A strong emphasis is being placed on the mastery of these disciplines. LCIS firmly believes that students must master the academic standards for these disciplines in order to meet prerequisites for future career endeavors. Because of the curriculum focus, LCIS is intentionally devoting additional instructional time each day to math and language arts. High ability students will be challenged with advanced topics to explore. The school will be offering foreign language beginning in the elementary grades so that students will be actively engaged in a bilingual learning platform as they enter, live and cope in a global environment. Character education and personalized instructional strategies will be working platforms at every grade level. In addition to the IEPs and Section 504 Plans developed for students with special needs, parents will be encouraged to communicate with and personally meet with teachers quarterly to discuss growth of students, and to insure understanding of their plans. It is important that parents understand the goals set for their children. Students in general education will be closely monitored through data to make sure they are progressing on grade level as they should. Teachers will use trending data from the previous year's IEP or Section 504 Plan as reference data to help in generating the current year's plan. During the course of the academic year, teachers will be in frequent communication with parents about their child's progress in mastering the components embedded in their respective IEPs or Section 504 Plan.</p> <p>The overarching goal of LCIS is to help every student master all competencies and academic standards necessary in order for him or her to be adequately prepared and equipped to achieve success as he or she matriculates into the next level of their education. As school personnel have the opportunity to work with students every day, school personnel want to provide a holistic approach by helping every child develop emotionally and academically. LCIS will be employing a full-time counselor to help students with their socioemotional health and explore career opportunities.</p> <p>LCIS will provide a content-rich curriculum designed to address the appropriate maturational and intellectual levels of every student. All students will be engaged in hands-on learning opportunities in all facets of the curriculum. Students will be engaged in STEAM-related projects-based learning opportunities. This approach will blend science, technology, engineering, arts and math together to replicate real world experiences. School personnel want to offer and engage students in robotics and other technologies to cultivate and</p>
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	<p>advance their creative imaginations. LCIS will also develop a school-wide media program that will work with Indiana University School of Media to develop media skills for students to be college and career ready. School personnel want to use both the indoor classroom setting and the world outside as learning venues. Among the varied outdoor school-related activities, school personnel would like to be able to develop and use the F2T, Farm to Table, program as a means to help students learn about food groups, plants, vegetables and gardening. School personnel will also take students on outdoor excursions to explore science and nature. The staff wants the universe to be the playground of instruction for students. Every child is important, and special curriculum plans will be developed for students with special needs. LCIS plans to support a significant number of children with special IEPs or Section 504 Plans. We look forward to the opportunity.</p> <p>LCIS has also developed a comprehensive e-learning plan that addresses school closures due to inclement weather, teacher professional development, and pandemic-like issues that many schools suffered with this year.</p> <p>LCIS is being carefully designed to ensure that parents have a critical voice in the school's governance and operation. The school wants to work in harmony with parents as, together, we help their children. The school feels that parent involvement is so important that this format was incorporated into the operating LCIS By-Laws for the school. We use the T.E.A.M. concept. That is. TEAM - Together Everyone Achieves More.</p>
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Does the school intend to contract with a third party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly? Yes No

If yes, identify the ESP or other partner organization:

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools? Yes No

If yes, identify the CMO or other partner organization:

PROPOSED PRINCIPAL/HEAD OF SCHOOL INFORMATION

Name of proposed Principal Candidate:	TBD
Current employment:	TBD
Daytime phone:	TBD
Cell phone:	TBD
Email address:	TBD

SCHOOL OVERVIEW

The School Overview should provide a concise summary of the following:

- The proposed plan for the school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team's capacity to successfully open and operate a high quality school give the above considerations.

Mission and Vision

1. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the state charter school law and the authorizer's stated priorities for new schools.

Mission: *The mission of Lawrence County Independent Schools (LCIS) is to inspire each student to reach his or her greatest potential personally and academically in a peaceful rural school learning environment by providing a challenging and a life-focused curriculum. Students enrolled in LCIS will develop essential life-long learning skills, critical thinking skills, character-building skills and knowledge to ensure that they will be adequately prepared to achieve success in high school and in an ever-advancing global society.*

Vision: *LCIS is intentionally and deliberately designed to be a peaceful rural-school learning environment choice that welcomes and supports all students regardless of their ability; physically, mentally or emotionally. Every student is important to us. Each student has very unique talents and abilities, and we are fully committed to further developing those very special talents and abilities academically and personally so that each student maximizes his or her potential. LCIS provides a safe, nurturing, peaceful and positive learning environment where all students feel appreciated, valued and respected and where all students will learn and achieve their best potential. LCIS inspires students to develop essential skills to be lifelong learners, future leaders and contributing members of our world.*

Beliefs:

- *LCIS has a high expectation for student achievement and behavior.*
- *LCIS welcomes all students, regardless of their physical or mental ability. Every student is important to us.*
- *LCIS will serve the unique needs of every student.*
- *LCIS is dedicated to serving special students who have special needs. Every individual is important to us.*
- *LCIS will deliver specialized and personalized instruction to the physically impaired, emotionally impaired and mentally impaired.*
- *LCIS will deliver specialized and personalized instruction to the gifted and talented.*
- *All students will learn and achieve their maximum potential.*
- *LCIS will offer a variety of instructional techniques in order to provide students with the opportunity to reach their greatest potential academically and personally.*
- *Every student is very important to us, and we are committed to personally working with each student, regardless of ability, so that they will achieve their maximum potential.*
- *LCIS is deliberately designed to offer a peaceful rural school setting, culture and environment so that parents want to become actively involved in school programs and school activities. LCIS strongly encourages parental involvement.*
- *Parents are very important to us. They are the critical foundation for student achievement.*

- *LCIS has a concentrated and an in-depth curriculum in Math and English, and all students will become proficient in both.*
- *LCIS provides instruction, lessons and projects that actively engage students to think critically, communicate effectively and excel academically.*
- *LCIS provides all students, regardless of ability, with a rich targeted education program that integrates projects-based instructional activities blending Literature, Math Science, Social Studies, Art, Music and Technology to solve real-world problems. By using this approach, students acquire essential academic and social skills to achieve success in a global world.*
- *Each student is unique. Each student has very unique talents and abilities. LCIS will work to maximize each student's individual talents and abilities, and LCIS will provide targeted instruction to maximize each student's knowledge, confidence and character so that they are thoroughly equipped to be successful in high school and in life.*
- *LCIS challenges each student by providing a rigorous curriculum that is infused with character development and a community service commitment.*
- *LCIS will be a safe and secure place to be.*
- *All students will develop their personal strengths and have a positive self-image.*
- *All students will learn to work cooperatively with others.*
- *All students will learn to develop a connection to our community, our nation and our world.*
- *All students will have an opportunity to develop and enhance their unique leadership skills during the time they are enrolled in LCIS.*
- *All students will be strongly encouraged to participate in community-based projects.*
- *All students will be proficient in reading, writing, math, and problem solving, and students will be to apply the information learned in a practical manner.*
- *All students will learn to accept responsibility for themselves and their actions.*
- *All students will be engaged in project-based learning through STEAM.*
- *All students graduating from LCIS Middle School will be thoroughly and adequately prepared to be successful in a high school environment that is designed to support a college program and/or a vocational program.*
- *Technology will be used as a tool to support learning, communication and the production of outcomes.*

Leadership and Governance

1. As **Attachment 1**, list the members of the school's proposed leadership team and governing board with the following information:
 - Role with the school;
 - Current job title;
 - Current employer; and
 - Full resumes (including contact information and professional biographies for each individual listed)

Enrollment Summary

1. Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students					At Capacity
	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025	
K	42	47	50	50	50	60
1	37	47	50	50	50	60

2	38	43	50	50	50	60
3	37	49	48	50	50	60
4	38	42	50	50	50	60
5	37	43	50	50	50	80
6	38	44	50	50	50	81
7	0	43	49	50	50	82
8	0	0	48	50	50	82
Total	267	358	445	450	450	625

2. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

We have made significant changes to our 5-year enrollment plan from the one we submitted with our Initial Proposal

Using the NLCS Corporation's 2019-2020 enrollment for both Fayetteville and Springville, in year we are assuming only 59% of those students will enroll at LCIS. We remain optimistic that we will be able to recruit and enroll more students, based upon interest already being expressed on social media and our website, as well as completion of our student interest forms – however, we chose to remain conservative and cautious as we proceed to ensure our abilities to maintain fiscal control.

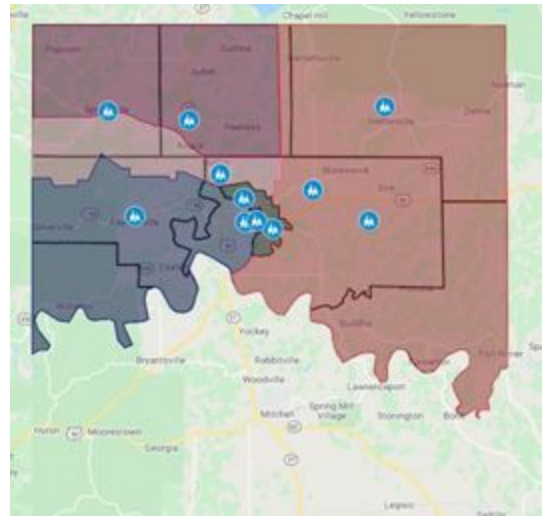
Target Community and Population:

North Lawrence Community Schools geographically embraces the city of Bedford and six rural, unincorporated communities in outlying townships. The rural communities are fiercely dedicated to their children, their respective community's elementary school and their way of life. At one time, each of these townships had their own K-12 school system and NLCS came about because of the consolidation of those systems in 1975.

The residents in the six surrounding rural areas of the county are very proud of their respective communities. Many residents within their respective communities are very community-oriented, and they are actively engaged in service projects and other volunteer work. Because of the small, rural community feel and the availability and closeness of community schools, many people purchased houses in the rural setting to raise their children in a serene rural community environment.

Based upon the NLCS School Board's planned intentions and actions, the residents in the three rural areas where elementary schools were designated to be closed, along with other residents of the community, rallied to appeal to the NLCS School Board to leave the schools open. Hundreds of community members attended NLCS School Board meetings. A large portion of the community demonstrated to the NLCS School Board that they were not supportive of the Board's plan. The NLCS School Board was unwavering in their intentions to close the schools and they also appeared to deliberately ignore the community outcry.

Due to concerns over school size, teacher-student ratio, and required transportation time to more distant locations, an NLCS Parent Group was formed to unify and solidify community actions. Even though there was significant community turmoil with the NLCS School Board's intentions, the NLCS School Board voted on January 6, 2020 to close the noted school buildings at the end of the 2019-2020 school year with the motion passing by a 4 to 3 vote.



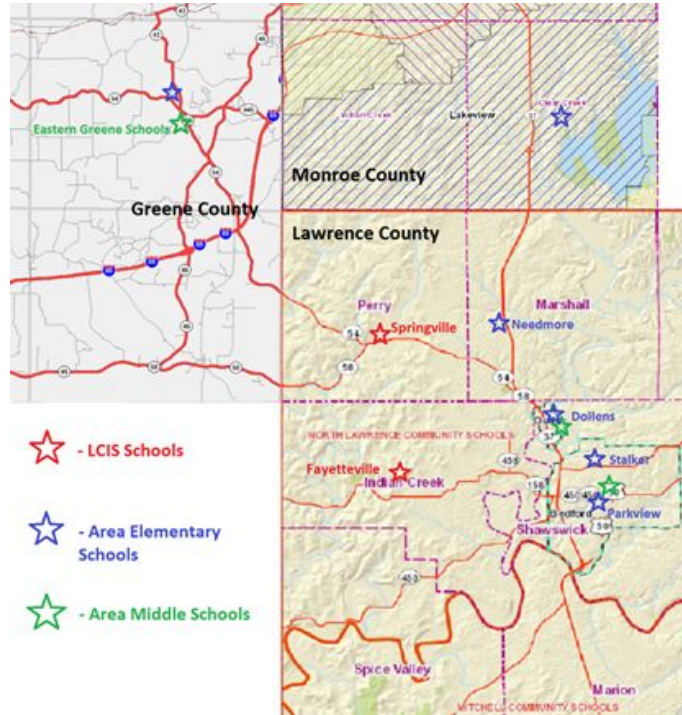
For the rural residents involved, many felt the Board ripped the heart out of their respective communities. The three rural school buildings being closed were the newest school buildings within the school corporation, having been constructed or extensively remodeled in 2006. Before the NLCS School Board could act to close the three elementary school buildings, they had to restructure the debt remaining from the construction period. This debt was scheduled to be paid off in 2026. At some time before the closure vote, the NLCS School Board voted to alleviate the current debt structure on these buildings.

The three rural elementary schools slated for closure are Fayetteville, Springville and Heltonville. In addition to closing the three elementary schools, the NLCS School Board voted to close Shawswick Middle School and repurpose Stalker Elementary School located within the Bedford city limits.

Based upon community input and interest, a group of citizens came forward to pursue the establishment of a 501c3 non-profit organization that could support public charter schools in these communities. The group felt that there was enough support in at least two of the rural communities to establish charter schools. The 501c3 came together as the Lawrence County Independent Schools

(LCIS) with an organization committee and they also established a founding Charter School Board of trustees to support the public charter school and assemble the required charter school application.

The public charter school is being intentionally planned to serve the communities of Springville and Fayetteville with a place-based curriculum designed to surpass the previous school's performance as measured by the Indiana Department of Education while maintaining the small, rural school learning environment. Lawrence County Independent Schools intends to support a K-4 / 5-8 split educational platform between the Fayetteville and Springville locations.



Educational Need: Based on conversations with residents, educational, and community leaders, we are confident there is a strong need for a charter school that establishes high standards, adopts curriculum to support those standards, and actively involves faculty and parents in implementing the goals of the community.

Parents' concerns about the public schools included:

- poor performance on Indiana ILEARN assessments for grades 3-8
- desire for better schools
- need for more challenging curriculum for grades K-8
- desire for hands-on learning for grades K-8
- need for more instructional time for grades K-8

- need for before and after school programs
- assistance for children experiencing difficulty
- inadequate school/home communications
- lack of information in the community about the schools
- school-board policy of universal bussing, with students bussed beyond fifteen miles and across the county
- larger class sizes due to the consolidation of schools

We are confident that the quality of the instructional program during an extended school day, tutoring opportunities, very strong curriculum, and a focus on parent involvement will address these concerns, attracting applicants, and retaining students.

SECTION I: EDUCATIONAL PROGRAM DESIGN & CAPACITY

Program Overview

1. Summarize the educational program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success of this program with the anticipated student population.

LCIS is being carefully designed to eventually be a K-8 education platform having two classes per grade level with a maximum of twenty-five (25) students per class. Fayetteville will accommodate grades K-4, and Springville will accommodate grades 5-8. In year one, LCIS will be starting with kindergarten through sixth grade to allow for seventh and eighth to matriculate in year two and then year three.

Instructional Model: *The LCIS Board is determined to provide a curriculum and an educational setting that is second to none. The K-8 curriculum is being designed to meet the individual learning styles of every student, regardless of ability. The teachers will meet in both vertical and horizontal grade level curriculum alignment teams to ensure that every student will be fully and adequately prepared to meet the challenges of the next grade level curriculum as they matriculate through the K-8 education setting. The lessons, strategies, and assessments will be aligned with currently adopted Indiana Academic Standards. The emphasis will be on providing essential support to students through classroom instruction, tutoring, instructional labs, project-based activities and online programs designed to reinforce and enhance classroom instruction. LCIS will also provide STEAM curriculum endeavors, projects-based activities, technology, robotics opportunities and foreign language in the education platform.*

Curriculum and Instructional Design: *LCIS will provide a school year of 180 full-days of student instruction, and an extended 7-hour school day, which is two hours above the State requirement of a 5-hour school day. This is a total of 360 additional hours of instruction, which equates to 51 additional days of instruction per school year. Daily instruction will include 90-minute blocks of reading and math, and during the week, two 60-minute sessions for Art, music and physical education, which coincides with teacher plan periods. Social Studies and Health and Wellness will be 60 minutes. Foreign language will also be incorporated into the curriculum beginning in the elementary grades. There will be one hour of afterschool activities that include tutoring, homework help, and extracurricular activities such as instrumental, drama, dance, choir, athletics, and robotics. Identified students will participate in a three-week summer school program, STEAM camps and various competitive enrichment programs.*

LCIS will provide a rigorous standards-based curriculum and evidence-based instructional strategies that build a deeper understanding of content through the practical application of skills using authentic learning activities that enhance critical thinking and problem-solving skills to ensure that students are prepared to take advanced coursework in high school and college. Multiple layers of support for new and beginning teachers will be provided. Classrooms will be student-centered where the teacher serves as a “facilitator” of learning. During reading and math instruction, the teacher provides whole-group, flexible small groups, paired, and independent work instruction. This model builds students’ self-confidence and encourages them to take ownership of their learning by completing design challenges from start to finish. This model develops critical thinking, creativity, collaboration, communication, team building, and respect for diverse or alternative viewpoints needed to be effective in the workplace.

LCIS will set high, yet attainable, performance goals to ensure the academic success of all students. Teachers will use data from diagnostic, formative, and summative assessments and quarterly benchmark assessments to monitor student learning, differentiate instruction during small group instruction, and make informed decisions about teaching and student learning.

All students at LCIS are fully integrated into an interdisciplinary, inclusive, whole-child approach to education that prepares them for high school and a more global environment, equipping them for a lifetime of active participation in the building of community. The staff at LCIS believes that every student can learn and can achieve great things for themselves and/or the community.

Students at LCIS are immersed in a rigorous and engaging curriculum that is specifically designed to develop skills that are necessary to be a productive citizen in the twenty-first century. In addition to educational excellence in Reading, Writing, Mathematics, Sciences, Arts and Humanities, staff are committed to providing students with a nuanced informal social-emotional educational experience, to provide them with the interpersonal tools they need to be able to successfully engage with others throughout their lives, including those who see and experience the world very differently from themselves. LCIS is committed to helping students develop the will, skill and capacity to see themselves as obligated and inspired to contribute to the greater good for the remainder of their lives.

LCIS strongly believes learning should be differentiated in order to meet the learning styles of all students. The learning environment will involve using the traditional classroom setting where instruction will be combined with courses offering lab experiences and technology-based instruction. Students will also have the opportunity to participate in project-based opportunities.

The curriculum will be integrated across all grades. Beginning in the lower grades, the Core Knowledge Sequence will be the foundation of the curriculum in social studies, science, physical education, music, and art.

Instructional Strategies (Literacy): During Literacy, both the classroom teacher and the classroom aide will deliver small-group instructional activities, with the classroom teacher being primarily responsible for Reading Comprehension and the classroom assistant working with students on Phonics instruction using a station-rotation model. The daily schedule will include differentiated small group instruction to support the general classroom and to best instruct English Language Learners (ELLs) and Special Education (SPED) students during small group Literacy rotations.

A substantive amount of time each day at LCIS is dedicated to the teaching of skills, habits and behaviors that readers and writers need. Reading and writing are taught through a structure which comes out of Teachers College at Columbia University. This approach allows time for direct and individualized instruction, student application of the skill/strategy taught, and a reflection time.

The classroom time is highly structured, predictable, purposeful, and well-planned. Classroom time allows for students to take initiative, create work, and learn in a way that is meaningful. The instructional platform is consistent with the authentic experiences, complex learning, negotiated curriculum and metacognitive experiences students have throughout their day. The environment engages them in the real work and problem-solving of readers and writers on a daily basis. This approach is founded upon the belief that students must be actively involved in and reflect upon their learning.

During the instructional platform, there are four consistent and predictable structures. The four structures are:

Connection: The mini-lesson is connected to the needs of the students and their work.

Teaching: A skill or strategy is directly taught to the students.

Active Engagement. The purpose is to build confidence with the newly learned information.

Linking: The teacher links the new strategy to the work the students are about to begin.

Students will receive 90 minutes of Literacy and 90 minutes of Mathematics instruction each day. Within this extended time, teachers execute school-wide systems and routines to ensure daily transitions (i.e. in-class transitions, restroom breaks, transition to lunch and transition to electives) are efficient and do not encroach on instructional time to keep students on task. As with successful models in business, industry and the professions, students will develop successful routines and timely habits.

Age-appropriate speaking will be incorporated to help build academic skills and habits to propel students forward through future academics and life, as students will develop over time to think clearly, and articulate their thoughts and ideas to a larger group with linguistic precision.

In Literacy and Math, students will be taught the basics of sharing their thinking in complete sentences and the art of expressing both agreement and disagreement using aspirational language structure that can be mastered by their grade level. Students will be expected to explain strategies to solve problems with classmates. Students develop the confidence and skills of articulating themselves clearly in grades K-4, so that when they move to grades 5-8, they can begin to engage in “Socratic” seminars and debates where they guard and defend their interpretation of different texts. This will serve them well as they move to high school and post-secondary studies and life beyond traditional education.

Instructional Strategies (Math): *LCIS is committed to ensuring that students see themselves as mathematicians. Too often, students think they are either “good” or “bad” at math, without having a true understanding about what it means to be a mathematical thinker. Because of this, staff have adopted a set of Math Core Values based on the work of Jo Boaler of Stanford University. These values represent LCIS’s most important thinking about the math experience for all learners. These core values encourage a positive and exciting engagement with math learning both at school and at home.*

LCIS believes that all students need to understand the essential concepts of numbers and computation, geometry, data analysis, probability, problem-solving, measurement, and algebra. To do this well, the teaching of Mathematics has its own targeted time, as well as an intentional focus within a blended projects-based curriculum.

LCIS uses a Math curriculum called Saxon as the foundation for our K-5 Math program. Lessons incorporate increasingly complex visual models - seeing, touching, working with manipulatives, and sketching ideas - to create pictures in the mind's eye that help learners invent, understand, and remember mathematical ideas. By encouraging students to explore, test, and justify their reasoning, the curriculum facilitates the development of mathematical thinking for students of all learning styles.

For grades 6-8, LCIS utilizes the Open Up Resources curriculum. On a daily basis, students using Open Up Resources employ problem solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking. With the instructional materials, students can tackle mathematical ideas set in everyday contexts to help them make sense of otherwise abstract principles. Students are taught how to gather and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions. Beyond the core Math curriculum, students explore Math through art and design in a blended curriculum.

From the start of their academic careers at LCIS, students learn the core values of respect, responsibility, integrity, perseverance and unity. Teachers and administrators will explain why these values are important and provide models for students to follow. Positive feedback is used to encourage appropriate student actions and discourage inappropriate student actions. During weekly grade-level Community Circles, teachers identify students publicly, and explain why they have been consistently displaying core values, so that important values and habits will become second nature for students’ future academic careers.

Students will receive art instruction during the school day that supports them with the creation of their engineering design models and prototypes. In addition to this instruction, students will be able to participate in Drama, Dance, Choir, and Instrumentals one hour after school every day during our extracurricular programming.

The importance of community service will also be stressed by providing strategic opportunities for students to serve others in the surrounding area. All staff will engage in at least one community project per year, and families and community stakeholders will be encouraged to join and participate. Through community service, students will realize the power that lies inside of them to influence positive change for others.

Regardless of their future academic paths, students will become comfortable with technology in general, and learn not to be intimidated by technological change, all while maintaining the important humanistic values they are developing. As a result, all LCIS students will have an electronic course; age appropriate in grades K-4, and more deliberate and structured in grades 5-8. The courses will be consistent with suggestions by the Partnership for 21st Century Learning, a national organization committed to ensuring students have the knowledge and skills to thrive in an ever-evolving, technological world.

Assessments and Student Promotion: *LCIS will hold each student accountable for meeting the highest academic standards set by the state of Indiana. K-8 students must demonstrate mastery of the Indiana Academic Standards and also meet the standards of the Core Knowledge Sequence. Students must demonstrate proficiency in all required areas in order to be promoted to the next grade level.*

In grades K-8, data will be used to assess the student's progress. The data analysis will include student grades, ILEARN scores, td 3 results, NWEA MAP scores, and STAR assessment (Piloted) results. Students may be retained for one year in the same grade. Every effort will be made to ensure that a student is successful. Remediation programs, learning labs, and tutoring will be provided for those students who show a deficiency in attaining the standards.

The school will immediately notify parents of those students who struggle and have difficulty in mastering essential skills. Intervention will take place at the earliest signs of difficulty. The teachers will work with the student and the parent in developing an Individual Learning Plan. This plan will be used to monitor the student's growth and performance as they progress through the year.

LCIS will use a "team" approach in determining the most effective ways in which to help students. The teacher will play a pivotal role in monitoring those students that are academically at-risk. The teacher will work with the student and his or her parents to establish an intervention plan that will address the areas in which the student may need support. The plan will clearly define areas of concern and how to address these concerns. The goals of the plan will be specific. The critical component to this process is that all stakeholders work together and communicate on a regular basis to keep one another abreast of any concerns or changes in the student's behavior. Tutoring programs will be established to work with students in small groups or on an individual basis. Students will also be able to work with online remediation programs. The teacher will meet with parents to get their input and keep them informed regarding the progress of their child.

Exit Standards: *In order to set students up for future school success LCIS has adopted rigorous exit and promotion standards.*

LCIS's promotion policy is rooted in a balance of understanding that while students learn at different rates and may experience plateaus at different times as they grow, mastery of grade-level academic standards is the best measure for promotion to the next grade level. This operating platform ensures that a student can be successful in the academic opportunities and challenges of the next grade-level. We anticipate that our school design and its multi-tiered support system will allow students to earn promotion each year. If a student does not demonstrate readiness for the next grade even with such supports, the student may be retained. If student retention is determined, staff will develop an individualized plan with teachers and the family to support student success the next year.

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

All promotion requirements will be communicated to families upon enrollment.

Our grading policy is based on demonstration of mastery of foundational skills, particularly reading, and the Indiana Academic Standards. Daily attendance is vital to student success, allowing the school to support students as they pursue academic success and simultaneously teaching students to take responsibility for their educational futures. Students who miss more than 15 days of school may be retained. LCIS will adhere to all regulations regarding extended illness during which LCIS will provide school support and tutoring and which does not impact attendance averages.

Staff will communicate regularly with families to ensure that every student is able to meet attendance requirements, including daily/weekly progress reports, four formal report cards, and the requirement that all classroom teachers speak with all families a minimum of one time monthly.

The building administrator, or designee, will closely monitor attendance day-to-day. The building administrator will meet with a family if their child has accumulated over five absences, and the school will work to create and support attendance action plans. In the rare occurrence of a student repeating a grade, the principal will meet with the student and his or her parent or legal guardian to discuss an action plan for the coming year. Interventions may include increased in-class support or mandatory tutoring instead of enrichment. LCIS will harmoniously work with families to determine the best course of action on an individual basis. Every attempt will be made to ensure the success of every student. Every student is important, and the staff at LCIS is dedicated to helping every student achieve success.

Curriculum and Instructional Design

Meets Standard Expectation

- Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed expectations of the Indiana Academic Standards (IAS).
- Comprehensive, quality curriculum overview that includes a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve, and demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reason evidence the curriculum will be appropriate and effective for the targeted students.
- Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
- Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for anticipated student population.

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Instructional Framework: *The mission of LCIS is to prepare all K-8 students with rigorous academics, character development, and a commitment to community necessary for college success and a life of positive action. The foundation of our instructional program is built upon a culture of high academic and behavior expectations for all students. Our instructional framework is informed by and aligned with the Indiana Academic Standards, the unique need of students in Lawrence County, and proven best practices.*

Using Indiana Academic Standards, from day one in kindergarten, students will receive the academic foundation necessary to be successful in high school and beyond. Standards are aligned vertically across content areas to ensure seamless transition as students matriculate from grade level to grade level.

LCIS will have a classroom-based model by which curriculum is delivered. At full-enrollment, LCIS will have three classes per grade level with a target of 25 students per class. Teachers will employ various student groupings for classroom instruction. Curricula will be evaluated annually using academic data, and adjustments will be made, where needed, to ensure academic success.

Basic Learning Environment: *The LCIS Board strategically designed the education platform to be a small, peaceful rural school learning environment choice that welcomes and supports all students regardless of their ability; physically, mentally and/or emotionally. The LCIS Board is leading the way in organizing LCIS. The LCIS Board is determined to maintain and enhance the engagement of everyone connected with the school. There will be a strong emphasis on parental involvement. There will be an emphasis on enhancing critical thinking, reading, oral and written communication, as well as Math and technology skills for all students. LCIS will serve the complete spectrum of students with a special emphasis on meeting the needs of low-achieving students, including those with IEP's. In addition to community support, LCIS will also strive to foster a strong partnership with businesses and industry within the region. The LCIS Board firmly believes that every student is extremely important. They also believe that each student has very unique talents and abilities. LCIS is committed to only employing individuals who both support these important values and are fully committed to further development of these very special talents and abilities, both academically and personally, in our young people, so that each student maximizes his or her fullest potential.*

eLearning Program: *eLearning has quickly become a valuable tool and resource for students to continue their learning without interruption whenever weather or other circumstances prohibit students from being in a brick and mortar classroom. LCIS wants to ensure that students and parents are comfortable with the eLearning Program that will be put into place. Upon enrollment, students and parents will be made aware of the expectations for eLearning days. Practice and preparedness are the keys to a successful eLearning program and upon completion of LCIS' plan, students and parents will be provided training and assistance with completing their distance learning in a stress-free way.*

Class Size and Structure: *LCIS is intentionally designed to be a peaceful rural school setting for grades K-8. LCIS is a place where every student is appreciated, respected and valued, and it is a place where teachers want to help every child succeed. It is the desire of every staff member to encourage and challenge students to do their personal best. The culture for LCIS is intentionally designed in*

a manner where students want to come to school because exciting things are happening. At capacity, there will be twenty-five students per class. Once the school reaches maximum capacity in a grade level, LCIS will develop a waiting list for prospective enrollees for that grade level.

Use of Technology in Delivering Instruction: Technology will be used as a tool to support learning, communication and the production of outcomes. Additionally, LCIS will implement an eLearning program for students, and will ensure that students and parents are comfortable with the model put in place by building eLearning days into their school calendar. Upon enrollment, students and parents will be made aware of the expectations of eLearning days, and will be provided training and assistance with completing their distance learning in a stress-free way.

Plans for Staffing Effective Teachers: The board will hire a Headmaster upon charter approval. The Headmaster will begin working with the Board to conduct interviews with prospective candidates for the other building principal assignment. Upon the approval of the charter, the Headmaster will then work with the Board to finalize the appointment of the building principal and the counselor.

The Headmaster and the other building principal will work with the Board in identifying, interviewing, and hiring the teaching staff and other personnel. For the newly authorized charter school, the Headmaster will interview all teachers and hire those who best meet the criteria for teaching in a charter school. These criteria include, but are not limited to:

- be a team player
- be self-directed
- have high expectations
- have a caring heart
- have a desire to help others
- respectful of authority
- possess good communication skills
- possess a strong work ethic
- show verifiable knowledge of content area
- have the ability to relate to students
- possess integrity

In addition to interviewing any existing NLCS staff that apply, the Headmaster will contact the surrounding universities' job candidate career fair coordinators in order to identify and interview prospective teacher candidates, attend college/university job fairs, reach out to Teach for America and access the IN-DOE School Personnel Job Bank. As part of the interview process, candidates will be expected to provide a portfolio containing his or her educational philosophy, resume, letters of recommendation, and evidence of exceptional work either as a classroom student (college) or as a classroom teacher (if the candidate has had teaching experience). The candidate will be asked to provide all pertinent information relating to classroom performance and expectations in an attempt to hire the best and most qualified teacher for the students of LCIS.

The Headmaster will establish a leadership team comprised of experienced, highly qualified teachers who will work with the staff in providing academic support, guidance, and professional development to ensure that students are being taught by well-prepared teachers who have strong content knowledge. The building principals, along with Lead Teachers, will track and analyze academic data and work with the respective building leadership teams to develop strategies designed to improve instruction. The counselor will also work with the leadership teams, teachers and administration to monitor the behavior, attendance, and grades of students. Teachers will be kept abreast of student performance and any issues that might interfere with the student's ability to be successful in the classroom.

In accordance with Indiana Law and Regulations, all administrators and teachers will be evaluated annually (IC 20-28-11.5-4a and 4b). Evaluations will include observation of teacher practice, review of supporting evidence, and student achievement and growth data. The Headmaster and the other building principal will receive training and support, as needed, in evaluation skills to conduct the annual evaluation of all certificated employees. The Board of Trustees will conduct the annual evaluation of the Headmaster.

2. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve. Identify course outcomes and demonstrate alignment with applicable state standards.

Grades K-4

Reading:

- Literacy Centers
- Guided Reading/Reading Comprehension
 - Internally Developed resources and Scholastic News
- Open Education Resources: <http://www.oercommons.org>
- Independent Reading/Reading Comprehension
 - Pilot Renaissance: Accelerated Reader (Piloted Program)

Phonemic Awareness:

- Orton Gillingham

Writing/Language Development:

- 6 + 1 Traits of Writing
- Open Education Resources: <http://www.oercommons.org>
- Shurley Method of Language

Mathematics:

- Saxon Math by Houghton Mifflin Harcourt
- Open Education Resources: <http://www.oercommons.org>

Science:

- Mystery Science
- Open Education Resources: <http://www.oercommons.org>
- Scholastic: Science Spin

Social Studies:

- Studies Weekly
- Open Education Resources: <http://www.oercommons.org>
- Scholastic News

Foreign Language Instruction:

- Duolingo: <http://www.duolingo.com>

Grades 5-8

Reading:

- Literacy Centers
- Guided Reading/Reading Comprehension
 - Internally developed resources and Scholastic News
- Open Education Resources: <http://www.oercommons.org>
- Independent Reading/Reading Comprehension
 - Pilot Renaissance: Accelerated Reader (Piloted Program)

Phonemic Awareness:

- Orton Gillingham

Writing/Language Development:

- 6 + 1 Traits of Writing
- Open Education Resources: <http://www.oercommons.org>
- Shurley Method of Language

Mathematics:

- Saxon Math by Houghton Mifflin Harcourt
- Open Education Resources: <http://www.oercommons.org>
- Open Up Resources

Science

- Mystery Science
- Open Education Resources: <http://www.oercommons.org>
- Scholastic: Science Spin
- Middle School Standards

Social Studies

- Studies Weekly
- Scholastic News
- Open Education Resources: <http://www.oercommons.org>

Foreign Language Instruction:

- Duolingo: <http://www.duolingo.com>

Visible instructional tools assist students in grades K-4 internalize content-specific strategies including anchor charts with reading strategies, vocabulary wall, sight word wall, number line, and Habits of Discussion prompts. Teachers will also connect physical movement to learning, Kinesthetic Learning, to assist students in internalizing themes, definitions, and concepts.

The goal is to stay current and keep abreast of changes in the area of technology and continually update the curriculum to reflect the changes. All teachers will hold certifications in the areas they teach. Teachers may serve under an emergency license, but must work toward earning the necessary credentials within the state mandated timeline. It is important to emphasize that all teacher certification will be in compliance with Indiana statute.

Vocabulary is the single best predictor of academic achievement, and an area in which the gap between ethnic and racial groups has proved to be especially difficult to overcome. Special attention will be given to increasing the rigor, relevance, and engagement of the K-8 curriculum, including for students who have traditionally faced barriers to being successful in school.

Curiosity is what motivates students to take on challenges, persevere and ask the questions that help to connect their thinking. The LCIS Math curriculum is built to support a classroom culture that encourages this type of thinking and fosters social and emotional learning. Math is not just about the right answers. It is about exploring the possibilities. It is about the process of discovering them.

Foreign Language: To enrich student learning in grades K-8 and to help students expand linguistic opportunities in a global world, LCIS offers students an online foreign language course. As students participate in the online program, they progress at their own skill level. As they participate in the course, they will also learn about the country's culture. As the student progresses, the classroom teacher could let students talk about the country they selected. The teacher could also conduct other activities to enrich the study.

3. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

The proposed curriculum for LCIS follows two key components of effective instruction: spiral learning and project-based learning. The choice to use the materials listed for both Math and ELA rely on the instructional methodology of spiral learning. In spiral

learning, students are exposed to material repeatedly while adding new skills to their learning. No one skill is taught in isolation. Students are provided daily opportunities to continue to perfect a skill while learning new skills. Science, Math, and Social Studies curriculum will rely heavily on problem-based learning. By introducing students to a real-world problem in a supervised environment, students will have the opportunity to struggle to solve problems while being provided the guidance to be successful.

4. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
5. Describe the primary instructional strategies that the school will expect teachers to use and why they are well suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Teachers may use various teaching strategies designed to meet the individual needs of the students, and it is the flexibility that is the real strength of the program. The curriculum will emphasize the development of critical thinking skills, problem solving, and analytical skills. The primary instructional strategies that will be used by the teachers will be mastery-based learning (which offers hands-on application) that is project based and assessed through practical application of rigorous standards.

LCIS will offer a K-8 content-rich curriculum designed to address the appropriate maturational and intellectual levels of every student. Teachers will use researched-based instructional strategies and intervention resources to ensure that every student meets or exceeds the academic standards. Not all students progress at the same rate. Thus, flexibility in individualizing the curriculum will be critical in order to work with those students who struggle and who are not progressing at the appropriate rate. The instructional team for LCIS is aware that a child should not be pushed beyond his/her ability to the point of frustration; but at the same time, students need to be challenged in order to achieve their greatest growth possible. It takes careful formative assessment and discernment by their teachers to properly diagnose each student's needs and strengths necessary to challenge each student at just the right time and in just the right way to make learning a wonderful adventure and a meaningful endeavor.

Pupil Performance Standards

Meets Standard Expectation

- Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with the Indiana Academic Standards (IAS).
- Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.
- Clear, rigorous promotion and exit policies and standards.

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with state and authorizer standards.

1. Describe the pupil performance standards for the school as a whole.

LCIS will hold each student accountable for meeting the highest academic standards set by the state of Indiana. K-8 students must demonstrate mastery of the Indiana Academic Standards and also meet the standards of the Core Knowledge Sequence. Students must demonstrate proficiency in all required areas in order to be promoted to the next grade level.

In grades K-8, data will be used to assess the student's progress. The data analysis will include student grades, ILEARN scores, iRead 3 results, NWEA MAP scores, and STAR assessment (Piloted) results. Students may be retained for one year in the same grade. Every effort will be made to ensure that a student is successful. Remediation programs, learning labs, and tutoring will be provided for those students who show a deficiency in attaining the standards.

The school will immediately notify parents of those students who struggle and have difficulty in mastering essential skills. Intervention will take place at the earliest signs of difficulty. The teachers will work with the student and the parent in developing an Individual Learning Plan. This plan will be used to monitor the student's growth and performance as they progress through the year.

LCIS will use a "team" approach in determining the most effective ways in which to help students. The teacher will play a pivotal role in monitoring those students that are academically at-risk. The teacher will work with the student and his or her parents to establish an intervention plan that will address the areas in which the student may need support. The plan will clearly define areas of concern and how to address these concerns. The goals of the plan will be specific. The critical component to this process is that all stakeholders work together and communicate on a regular basis to keep one another abreast of any concerns or changes in the student's behavior. Tutoring programs will be established to work with students in small groups or on an individual basis. Students will also be able to work with online remediation programs. The teacher will meet with parents to get their input and keep them informed regarding the progress of their child.

2. Provide, in **Attachment 4**, a complete set of the school's proposed learning standards for one grade for each division (elementary, middle, high school) the school would serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will only serve one division, the exit standards provided in response to the fifth question in this section will suffice.
3. If you plan to adopt or develop additional academic standards beyond the state and authorizer standards, explain these additional standards, including the content areas and grade levels in which they will be implemented. Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.

LCIS will adopt the Indiana Academic Standards for World Languages. While the current standards apply to grades 10, 11, and 12, LCIS will adapt standards to fit the educational needs of students beginning in Kindergarten. For example, a 3rd Grade student at LCIS who is learning Spanish will be taught according to the following standards:

Standard 1 Interpersonal Communication

WPS1.1 Request and provide information in conversation on familiar topics by creating sentences and asking appropriate follow-up questions. Example: What is your name? My name is John.

Standard 2 Interpretive Communication

WPS2.2 Identify the main idea in a short conversation. Example: The baseball game is at 1:00.

Standard 4 Culture

WPS4.1 Identify and recognize the differences in behavior and social practices. Example: appropriate greetings

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

Exit Standards: In order to set students up for future school success LCIS has adopted rigorous exit and promotion standards.

LCIS's promotion policy is rooted in a balance of understanding that while students learn at different rates and may experience plateaus at different times as they grow, mastery of grade-level academic standards is the best measure for promotion to the next grade level. This operating platform ensures that a student can be successful in the academic opportunities and challenges of the next grade-level. We anticipate that our school design and its multi-tiered support system will allow students to earn promotion each year. If a student does not demonstrate readiness for the next grade even with such supports, the student may be retained. If student retention is determined, staff will develop an individualized plan with teachers and the family to support student success the next year.

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

All promotion requirements will be communicated to families upon enrollment.

Our grading policy is based on demonstration of mastery of foundational skills, particularly reading, and the Indiana Academic Standards. Daily attendance is vital to student success, allowing the school to support students as they pursue academic success and simultaneously teaching students to take responsibility for their educational futures. Students who miss more than 15 days of school may be retained. LCIS will adhere to all regulations regarding extended illness during which LCIS will provide school support and tutoring and which does not impact attendance averages.

Staff will communicate regularly with families to ensure that every student is able to meet attendance requirements, including daily/weekly progress reports, four formal report cards, and the requirement that all classroom teachers speak with all families a minimum of one time monthly.

The building administrator, or designee, will closely monitor attendance day-to-day. The building administrator will meet with a family if their child has accumulated over five absences, and the school will work to create and support attendance action plans. In the rare occurrence of a student repeating a grade, the principal will meet with the student and his or her parent or legal guardian to discuss an action plan for the coming year. Interventions may include increased in-class support or mandatory tutoring instead of enrichment. LCIS will harmoniously work with families to determine the best course of action on an individual basis. Every attempt will be made to ensure the success of every student. Every student is important, and the staff at LCIS is dedicated to helping every student achieve success.

Teachers and administration, in conjunction with the student and his/her parent or legal guardian, will use a combination of standardized test scores, class grades and Light's Retention Scale and Interpretation Guide to accurately determine whether retention would be beneficial for the student's future academic success.

5. Provide, in **Attachment 5**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements (High Schools Only)

Meets Standard Expectation

- Sound plan for meeting state and authorizer graduation requirements (including credits, GPA calculation, transcripts, electives) and compelling explanation of any additional requirements beyond the state's and authorizer's requirements.
- Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college and other post-secondary opportunities (trade school, military service, or entering the workforce).
- Effective systems and structures for students at risk of dropping out or not meeting graduation requirements.

High schools will be expected to meet the state and authorizer graduation standards.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state and authorizer standards, explain the additional requirements.

Not Applicable

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

Not Applicable

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

proposed graduation requirements.

Not Applicable

School Calendar and Schedule

Meets Standard Expectation

- School calendar and sample daily and weekly schedules that meet minimum Indiana requirements, align with the educational program, and are conducive to significantly improving student learning.

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 6**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

LCIS will maintain a calendar that is very familiar to the families in this community. The academic school year will begin in early August and conclude near the end of May. The school calendar will be divided into four 9-week segments for a full 180 days of instruction. A school calendar that closely mirrors those of surrounding school districts will allow families with children attending school at LCIS and nearby districts to maintain a cohesive schedule.

2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day in core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the schools daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in **Attachment 7**, a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.

LCIS is proud to offer students an extended learning day. The state of Indiana requires that students attend school for 5 hours per day. LCIS will provide a 7-hour school day. This is a total of 360 additional hours of instruction which equates to 51 additional days of instruction per school year. Daily instruction will include 90-minute blocks of reading and math, and during the week, one 60 minute session for Art, Music, and Physical Education. Social Studies and Health and Wellness will be 60 minutes. Foreign language will also be incorporated into the curriculum beginning in the elementary grades.

The school day at LCIS will begin at 8:00 A.M. and dismiss at 3:15 P.M. Because of the extended school day at LCIS, teachers will be able to execute school-wide systems and routines to ensure daily transitions (i.e. in-class transitions, restroom breaks, transition to lunch and transition to electives) are efficient and do not encroach on instructional time to keep students on task. As with successful models in business, industry and the professions, students will develop successful routines and timely habits.

All grades, Kindergarten through 8th grade, will experience 6 hours of instructional time daily. While the schedules will vary from grade to grade and class to class, the expectation will remain the same for all students at LCIS. Students will receive 30 hours per week of quality instruction.

School Culture

Meets Standard Expectation

- Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Language Learners, and students at risk of academic failure.
- Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school, and for enculturating students who enter the school mid-year.

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

The principal is the school leader, and thus, creates the culture and climate that exists in a school. As stated earlier in this application, the culture of LCIS is designed to be a peaceful rural school setting. The culture is also designed to ensure high expectations and high academic performance. It is the culture that can determine if a school will fulfill these expectations. Treating teachers and staff with respect, providing support, and empowering teachers will help establish a culture where everyone works together toward common goals. It is important to establish consensus among staff when making decisions in various areas of a school such as curriculum, instruction and discipline, and it is through collaboration that the important decisions are made. Teachers at LCIS will have significant input in the decision-making process. This will help create a healthy school climate. The administration values teachers as caring professionals; they are valued, respected, and appreciated. Their voices are critical to ensure success. In a positive culture, teachers are far more effective. A positive culture will strengthen the learning environment. The result is a climate that is conducive to student learning and achievement.

Creating a positive, healthy school culture is an on-going process. The school leadership will work with the staff to establish a caring environment where parents are always welcomed, and the entire school staff wants parents to feel a part of the school community. The culture of high expectations will be supported through the spirit of collaboration. The teachers will demonstrate for students, daily, their commitment to high expectations and by providing a strong learning environment where all students feel included and supported. Beginning on the very first day of school, the principal will meet with students and discuss the mission of the school, academic goals and expectations, and school rules and procedures. The mission and expectations of LCIS will be visible throughout the building and will be reinforced by all teachers and staff.

LCIS places significant and critical importance on effective, open, timely and substantive communication and engagement with families. LCIS will utilize many technology-based and in-person tools to communicate with families, including weekly whole-school and classroom-specific newsletters, LCIS's website, social media, individual conferences, classroom author celebrations, classroom performances, family education opportunities and survey tools.

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

An inclusive and respectful climate will begin at LCIS before the first academic day of school. Prior to the start of the school year, tours and open houses will be scheduled to allow former students and future students to experience the positive changes that have been made by LCIS to the buildings. Staff and board members will be available to meet and greet new students welcoming them into the LCIS family.

Schools are the heart of the community and a second home to students. Making all who enter feel like family will be the goal of LCIS. When new students enroll at LCIS, they will receive a "Welcome Bag" containing an LCIS T-shirt, pencils, erasers, etc. as well as welcome notes from current students. Families of new students will be contacted by the classroom teacher and a volunteer from a current family to provide information about upcoming events, procedures, or to answer questions. Making new families feel as though they have always been part of the LCIS family will be a top priority and a key to retention and growth.

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

LCIS supports all learners through rigorous instruction and high expectations, along with necessary and appropriate interventions and instruction, for every student. Students with unique needs receive robust support within our extended school day. LCIS provides research-based, proven curriculum and differentiated instruction to support all students, including Special Education students, ELL, gifted learners and all students with Section 504 plans. Frequent small group instruction, daily individualized blended learning opportunities and built-in re-teach and remediation blocks provide LCIS with the structure to address the academic and social needs of our students with special needs.

LCIS firmly believes in challenging every student to reach his or her fullest potential, and LCIS is dedicated to offering a program that recognizes multi-level talents, individual abilities and learning styles. The entire school staff is committed to delivering strategies in

collaboration with special services, general educators and families to meet the individual needs of students with disabilities or who may be at-risk.

LCIS resolves to provide an all-inclusive environment that is conducive to learning. Thus, teachers, students and parents will be involved in planning for the optimal growth and development of the whole person. The school's goal is that students who graduate from the eighth grade at LCIS be independent, productive students and citizens who have an understanding of their own strengths and weaknesses and an ability to advocate for themselves as they move into high school and an ever-evolving global environment.

Students with special needs will be identified as early as possible, and thus, intervention will be immediate. A comprehensive assessment of the student will be done as soon as possible to determine the areas where the student requires support. If the student qualifies for special services, the special education specialist, the teacher, the parent, and the counselor will work together to develop an individualized learning plan to address the specific learning needs of the student. Plans will be put in place for students who have poor study skills, perform poorly on exams, or have other difficulties that interfere with their classroom performance. An Individual Education Plan (IEP) will be put in place for students who need added intervention. The counselor and the special education teacher will harmonize their efforts to monitor the progress of the IEP and may make adjustments in the plan to better serve the student. There will be a resource aide for the elementary resource teachers. The resource aide will be able to provide extra support depending upon the needs of the student. The resource aide can provide individual student support in areas such as reading, comprehension or Math. It is anticipated that LCIS will serve students with IEPs, Section 504 plans, ELLs, and those who are at-risk of dropping out of school. The school will fully comply with all applicable state and federal laws in addressing the needs of these students.

Supplemental Programming

Meets Standard Expectation

- Sound plan, design, schedule, and funding for summer school that will meet anticipated student needs (if applicable).
- Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
- Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the schools educational and student-development plans.
- Sound plan for implementation of remote learning, such as eLearning and/or extended learning.

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including the number of students and the methods used to identify them. Identify the anticipated resource and staffing needs for this program.

LCIS plans to offer summer school remediation for students in grades 3-8 in future years. However, the time and number of days will be determined by the Headmaster and the Leadership Team and will be based upon funding available. LCIS may offer enhanced learning programs during the summer for students.

2. Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded.

The extra-curricular activities will be funded by the school. Efforts will be made to raise monies for these activities through fundraisers, grants, and corporate sponsorships. A nominal student activity fee may be charged with waivers for those students who qualify for free and reduced lunch. The activities offered will be determined by student interest and participation. Clubs will meet weekly, and the athletic activities will have a regular practice schedule and a weekly schedule of games with competing schools. The following extra-curricular activities will be offered to all students:

- National Beta Club
- Academic Super Bowl
- Student Government

- Chess Club
- Cheerleading
- Volleyball
- Dance Team
- Pep Club
- Media Club
- Robotics Club
- Fellowship of Christian Students (FCS)
- Yearbook Club
- Jr. High Basketball (Girls & Boys)

3. Describe the programs or strategies to address student mental, emotional, and social development and health.

The staff at LCIS is committed to providing whatever support is needed by students and parents. Good communication between the school and parents is vital in providing the necessary support students may require in order to help them with their mental, emotional, and social development. The school staff will work closely with parents in establishing an open line of communication and facilitating any community resources to those that need assistance. The school's goal will be to monitor any mental, emotional, or physical barriers that may interfere with students' academic performance.

School staff and parents will work together to provide individualized learning plans to help those students who struggle to stay on track. Because LCIS is a small school, it will be easier for the staff to identify and provide help for any student who is at-risk or who is engaging in behavior that is detrimental to their own welfare. Information pamphlets and brochures will be made available to students and parents highlighting specific issues and contact information for agencies offering services.

The school will also invite guest speakers from various areas of the community, such as law enforcement, mental health clinics, and social services, to make presentations to the students in an all-school assembly or in selected, smaller groups. The purpose is to provide timely and accurate information on current topics (such as substance abuse, bullying, domestic violence) or events. Also, the school will host a Career Day and bring in speakers to discuss career choices and academic requirements and expectations of specific careers.

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

LCIS will develop a school-wide media club where the students will be responsible for creating written and visual media information for the students and staff of LCIS. Students will be involved in every aspect of the media presentation and will allow every student the opportunity to participate in an activity that they feel comfortable with during the school day.

LCIS will also work with local Robotics organizations to learn about engineering. It is our intention to create a competitive robotics team that will be able to compete at the local level.

5. Describe how the school will incorporate remote learning into the regular school calendar or in place of inclement weather days that would cause a school cancellation. For the applicant's reference, Education One defines eLearning as learning conducted via digital and electronic media and resources. Extended learning would be implemented by schools who do not have the capacity to continue instruction with technology due to lack of school or family resources needed for eLearning, but provide students and families with paper/pencil resources and support. Further guidance on Indiana's eLearning department can be found here: <https://www.doe.in.gov/elearning>

LCIS will develop a school-wide media club where the students will be responsible for creating written and visual media information for the students and staff of LCIS. Students will be involved in every aspect of the media presentation and will allow every student the opportunity to participate in an activity that they feel comfortable with during the school day.

LCIS will also work with local Robotics organizations to learn about engineering. It is our intention to create a competitive robotics team that will be able to compete at the local level.

- Summarize the types of resources and/or programs the school will utilize to ensure instruction continues.

LCIS will utilize Google products to implement the e-learning program.

- Identify the professional development needed in order to support teachers in implementing the school's plan.

Throughout the school year, the LCIS technology team will hold monthly professional development meetings, fine-tuning strategies and programs necessary to implement a successful e-learning plan for snow cancellation, pandemic, or professional development days. At LCIS, our commitment is to provide quality education to all of our students and to make the transition from traditional learning to e-learning as smooth as possible. Parents will be invited to attend many of these professional development opportunities so they, too, will be able to work efficiently with their children.

Teachers, Paraprofessionals, and Parents will be trained on the following:

- Chromebook and iPad basics
- How to log in your students off of the school network
- Google Classroom
- Google Forms
- Google Docs
- Google Slides
- Google Sheets
- Google Drawings
- Class Dojo
- PowerSchool Online Grades
- Zoom Conferencing
- Google Meet Conferencing
- Padlet
- ReadWorks
- NewsELA
- Kahoot!

- Describe how the school would communicate with parents for scheduled and unscheduled remote learning days.

LCIS will communicate scheduled remote learning days through the annual calendar. Parents will know beforehand when a day is considered a scheduled remote learning day.

LCIS will communicate unscheduled remote learning days through automated phone calls, local radio stations, regional network news, and through our Facebook page.

- Outline the expectations for teachers on a remote learning day, including planning of activities, lesson delivery, communication with students and families, office hours, etc.

In addition to the necessary training, LCIS teachers will be required to be Google Certified Level One. Becoming Google Certified Level Two will be optional. Each LCIS teacher is professionally responsible to implement these guidelines in a way that is appropriate for their grade level or area of study.

LCIS paraprofessionals will be trained alongside the classroom teacher to be able to implement the eLearning classroom. Paraprofessional will then be expected to assist in e-learning. This will allow for a lower student to teacher ratio during e-learning days optimizing instructional time even while away from the physical classroom setting.

LCIS teachers are committed to staying in contact with our students and families during times of emergency.

In cases of extended school closures, LCIS administrators and teachers will meet weekly using video conferencing software that is compatible with Chromebook and cell phones. Teachers will communicate with parents weekly through video conferencing, and they will communicate with students as the need arises. Students will bring Chromebooks home daily to insure that students have technology available to continue instruction.

Teachers will communicate daily with their students during an extended closure. The classroom teachers will decide how to implement the lessons from their classrooms. Teachers will make use of Google Education products and the Chromebook. Teachers will decide how video conferencing will be used based on their own teaching preference, however, it will be an expectation that teachers make contact via video conferencing with families/students once weekly during extended time away from school. Classroom lesson packets will be used only in the event that internet access is not available. LCIS will have a green screen type room/background where the teachers can pre-record their lessons if they want to use a virtual background of their choosing to make the virtual learning more fun for the students. Teachers may use ZOOM as well and use virtual backgrounds on the ZOOM application to apply the background. It is recommended that the teacher take pictures of their classrooms in the beginning of the school year to use as their backgrounds for either their green screen recordings or on the ZOOM application to make the virtual learning more comfortable for the students.

- Outline the expectations for students on a remote learning day, including possible daily schedules, time spent on tasks based on grade level, etc.

Students will need to submit their work via Google Classroom, email, text pictures, or drop the work off at the designated building (in cases where travel is allowed).

Students will have until Sunday evening at 11:59 p.m. to turn in the work from the previous week for it to be graded and recorded in the gradebook.

In order to be compliant with the Indiana Department of Education e-learning recommendations, LCIS will implement the following guidelines for each of the following grade levels.

Grade Levels	Minimum Time Recommendations per Day
Pre-K	30 minutes
Grades 1-2	45 minutes
Grades 3-4	60 minutes
Grades 5-6	90 minutes
Grades 6-8	30 minutes per teacher (3 hours max in a day)

For the sake of transparency, these guidelines will be communicated with the parents and students during the training sessions.

To alleviate parent/student frustration, if the assigned work is taking longer than the allotted time, parents will communicate with the teacher. All efforts will then be made to have students complete the unfinished work when school returns.

An example of a given week is as follows for grade 5:

Sample Week	Student Interaction

Monday	Video Conferencing 12:30 p.m.-1 p.m. Google Classroom Assignments 1-2 p.m. <u>Or</u> Google Classroom Assignments 12:30 p.m.- 2:00 p.m. <u>Or</u> classroom packets 12:30 p.m.-2:00 p.m.
Tuesday	Video Conferencing 12:30 p.m.-1 p.m. Google Classroom Assignments 1-2 p.m. <u>Or</u> Google Classroom Assignments 12:30 p.m.- 2:00 p.m. <u>Or</u> classroom packets 12:30 p.m.-2:00 p.m.
Wednesday	Video Conferencing 12:30 p.m.-1 p.m. Google Classroom Assignments 1-2 p.m. <u>Or</u> Google Classroom Assignments 12:30 p.m.- 2:00 p.m. <u>Or</u> classroom packets 12:30 p.m.-2:00 p.m.
Thursday	Video Conferencing 12:30 p.m.-1 p.m. Google Classroom Assignments 1-2 p.m. <u>Or</u> Google Classroom Assignments 12:30 p.m.- 2:00 p.m. <u>Or</u> classroom packets 12:30 p.m.-2:00 p.m.
Friday	No e-learning for students. Professional development/Teacher grading and preparation time for the next week. Grades are due in the gradebook and lessons are to be submitted to the building principal by 3:00 p.m. for the upcoming week.

It will be mandatory for classroom teachers at LCIS to check-in at least once a week through video conferencing with their students.

- If the school is to count a remote learning day as one in which school is open, services provided to Special Education students and English Language Learners must continue based on the language found in Individualized Education Plans (IEPs) and/or Individualized Language Plans (ILPs). Describe how the school will provide continued services, track compensatory hours should they be needed, or create IEPs and ILPs with specific language surrounding remote learning days.

All LCIS students who have accommodations for instruction will be provided with or have access to those accommodations.

Examples of accommodations:

- *Extended time on assignments*
- *Small group setting (in video conferencing there are small breakout sessions)*
- *Closed-captioned accommodations for video conferencing*
- *Information read to the student*

For students with disabilities who do not use an online platform for learning or for whom an online platform is not appropriate, LCIS teachers will provide parents/caregivers with appropriate educational materials and learning activities for student use.

For limited English proficient students, LCIS teachers will provide parents/caregivers appropriate educational materials and learning activities for student use per the Individual Learning Plan.

Examples of various programs for students with accommodations:

- *Chrome Extensions for Special Ed*
 - *Snap & Read Universal - can be used to level the text on a page for better comprehension.*
 - *Read & Write for Google Chrome - includes a picture dictionary.*
 - *Open Dyslexic Font for Chrome - changes fonts on the pages to a font more conducive to comprehension for dyslexic learners*

Special Populations and At-Risk Students

Meets Standard Expectation

- Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and English Language Learners (ELLs), including appropriate discipline procedures for students with disabilities.
- Sound explanation of evidence from which the projection of anticipated special populations was derived.
- Comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students.
- Comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and school wide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their IEPs and/or 504 plans, and participate in standardized testing.
- Comprehensive and compelling plan for providing services to ELLs, including methods for appropriate identification, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELLs and for exiting them from services, and plan for including ELLs in standardized testing and school wide educational, extra-curricular, and culture-building activities
- Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources.

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate.

1. Describe the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans; English Language Learners (ELL); students identified as intellectually gifted; and students at risk for academic failure or dropping out. Identify the special populations and at-risk groups the school expects to serve, whether through data related to specifically targeted school or neighborhood or more generalized analysis of the population served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

Identifying Students with Special Needs: *LCIS supports all learners through rigorous instruction and high expectations, along with necessary and appropriate interventions and instruction, for every student. Students with unique needs receive robust support within our extended school day. LCIS provides research-based, proven curriculum and differentiated instruction to support all students, including Special Education students, ELLs, gifted learners and all students with Section 504 plans. Frequent small group instruction, daily individualized blended learning opportunities and built-in re-teach and remediation blocks provide LCIS with the structure to address the academic and social needs of our students with special needs.*

Evidenced-based Programs, Practices, and Strategies: *Students with disabilities will have an IEP that outline the most effective strategies and services for meeting their individual needs and provides legal support to ensure that each student receives such assistance. The Individuals with Disabilities Education Act (IDEA) and Article 7 require appropriate services administered in the "least restrictive environment," or LRE. Thus, students with an IEP will be included in the general education program to the fullest extent possible and appropriate strategies will be implemented within the general education classroom. Therefore, general educators are vital participants in the development, review, implementation and revision of the IEP for each student with a disability. General educators, in collaboration with special education teachers, are also responsible for making the appropriate accommodations and modifications in the general education classroom. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. It is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). Therefore, teachers will modify their instruction and the curriculum in order to accommodate each student.*

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - Methods for identifying students with special education needs (and avoiding misidentification);
 - Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs.
 - Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP; plans for promoting graduation for students with special education needs (high schools only); and plans to have qualified staffing adequate for the anticipated special needs population.

Students with Mild, Moderate, and Severe Disabilities: *Serving students identified as having disabilities under federal law or who staff personnel affiliated with LCIS suspect may have such disabilities, is a very important part of the LCIS culture. LCIS provides a Free and Appropriate Public Education (FAPE), and LCIS fully complies with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. LCIS is committed to educating students with disabilities in the LRE with their non-disabled peers to the extent appropriate and allowed by each student's IEP. LCIS does not discriminate in admission and enrollment practices against students having or suspected to have disabilities. Students with IEP's are welcome at LCIS.*

Identification and Protecting Against Misidentification. *Upon enrollment, staff personnel will conduct one-on-one meetings with students and families. In addition to going over the mission and vision of LCIS, staff will ask each family to identify if their student has an existing IEP or has ever received special education services. If so, staff will provide appropriate documentation to ensure students receive required accommodations and modifications aligned with the IEP or Section 504 -plans currently in place, and Special Education Teacher(s) will actively participate and oversee this process. During staff summer professional development (PD), during LCIS's first and second years of operation, Special Education Teachers will work with general education teachers to ensure all IEP requirements are being appropriately met and all special services are being provided. Special Education Teachers will be responsible for all Special Education programs.*

LCIS will do a comprehensive assessment, a step-by-step process, for identifying students with special needs. Initially, this process may begin with the classroom teacher. Students who have difficulty in class may receive tutoring or support from the teacher assistant. Modifications may be made, such as, in seating arrangements or in homework assignments. If efforts to help the student are not effective, the teacher will notify the counselor and the special education teacher. At that time, a Response to Intervention (RTI) would be implemented. If the RTI is ineffective, an evaluation is then conducted. Once an evaluation has been completed and it is determined that a student will have an IEP, the plan and accommodations will be implemented as soon as possible.

It should be noted that parents will be involved in developing the IEP and any accommodations recommended for the student. As a program practice review, general education teachers will be provided with student profiles at the beginning of the year for the students they will work with who are currently receiving special education services. These profiles provide a description of the student's strengths and weaknesses, as well as specific accommodations and modifications that will be Provided.

The general education teacher and the special education teacher will meet regularly to discuss appropriate strategies and to ensure that the student's needs are being met in the regular education classroom. These consultation meetings will focus on upcoming assignments, projects and assessments. The classroom teacher and the learning specialist will work together to determine appropriate accommodations and/or modifications that will challenge the student at his/her ability level. Focused, proactive consultation is the key to helping students be successful. Throughout the school year, the regular classroom teacher may refer a student to the counselor and the special education teacher who can then begin the process for identifying and determining the types of services or accommodations needed to help the student. The classroom teacher will keep the parent or guardian informed of the students' progress.

During the school year, Special Education Teachers will work with classroom teachers to ensure each special education student's modifications and accommodations are being adequately and fully implemented during instruction and that all applicable services are being provided. LCIS special education teachers will be licensed within the State of Indiana as special educators. The LCIS

academic program integrates frequent, strategic academic monitoring and push-in support to ensure students with IEPs are receiving all modifications and accommodations outlined in their individualized education plan.

In compliance with the Indiana's Commission of Seclusion and Restraint (Indiana Code 20-20 40), LCIS will secure Crisis Prevention and Intervention (CPI) training for all staff. Administration for LCIS will oversee the recertification process for staff to ensure every staff member has a valid and up-to-date CPI certification. Frequent internal assessments provide in-the-moment snapshots of where students are and what specific academic or behavioral skills they are struggling with the most. During the week, each teacher reviews each student's progress based on Lifework (Homework), classwork, quizzes, projects, observations, and anecdotal notes. Teachers are equipped with formal and informal data to quickly respond to the needs of every student. School leadership and staff work closely together to monitor assessment data on a regular basis.

For students identified as "not progressing at a pace to meet end-of-year academic goals," LCIS uses a pre-referral, RTI. Teachers, leadership and the Coordinator of Student Supports work in harmony to design a proactive intervention plan to address deficits and monitor progress towards plan goals for six weeks. LCIS's responsibility, specifically with students grades K-8, is to provide additional academic and behavioral support to assist in development and meeting end-of-year academic and behavior goals within the general education environment. If the intervention planned is deemed unsuccessful, not resulting in student academic or behavioral improvement, staff schedule a meeting at a convenient time for the student's parent or guardian to discuss our next plan of action. The meeting with the student's parent or guardian would include considering if the student needs to be considered for evaluation for special education eligibility and related services. If the family agrees to conduct an evaluation for their student, the school will secure a written parental consent form before administering testing.

The school will conduct testing through an appropriately licensed educational psychologist. Post testing, staff will hold a conference with the parents, special education staff, the student's teacher and members of the school leadership team to make a decision regarding the student's eligibility for special education services. If the student is eligible and the parents or guardians agree in writing, an IEP is developed. Each student's IEP will be reviewed at least one time each school year, and each student will be re-evaluated at least once every three years. A parent or guardian can request to meet with the school at any time to discuss the details and the goals of their student's IEP plan. At the request of a parent or legal guardian, staff will evaluate any student for a disability. Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination on the basis of disability. LCIS fully and willingly adheres to all obligations under Individuals with Disabilities Education Act (IDEA) and Section 504. LCIS staff immediately evaluate and identify any student protected under Section 504. This includes any student determined to:

1. have a physical or mental impairment that substantially limits one or more major life activities,
2. have a record of such impairment, or
3. be regarded as having such impairment.

The LCIS administration serves as the Section 504 coordinator to ensure each student's legal rights are met and his/her special needs are effectively served. In years one through three, special education teacher(s) work with school leadership and general education teachers to support and ensure compliance with Special Education students.

To help best serve our students with special needs, it is the desire of LCIS to contract services through Indiana Charters to provide a cadre of specialist professions to support each child's IEP.

Evidence-based Instructional Programs. The LCIS education model is both an inclusive and a heterogeneous model that serves all students. LCIS will provide a full-inclusion model, maximizing accommodations and minimizing modifications.

Evaluation and Progress Monitoring. Progress monitoring occurs in alignment with IEP goals, and it is reported accordingly. Staff review assessments of students with disabilities receiving special education services, including improvements in performance on the NWEA MAP, ILEARN, iRead and teacher-created assessments to determine LCIS's program effectiveness. Staff disaggregate assessment results between students with disabilities and students without disabilities to continuously monitor and improve the efficacy of LCIS's special education program. In years one through three, the school principal and special education teachers will lead teacher development through summer PD and weekly PD meetings with grade-level teams and whole staff to monitor student performance and make adjustments, as needed, to support all students on their journey through eighth grade.

Support services for students with disabilities include speech/language therapy, curricular support, occupational therapy and counseling. Additionally, some students may have Section 504 Accommodation Plans, which detail specific classroom

accommodations that must be provided in the general education classroom. Again, LCIS will fully and willingly comply with all federal and state statutes in order to appropriately address the special needs of every student.

All students enrolled in LCIS will be tracked and monitored closely in their academic progress. The goal is to give every student the needed skills (through their IEPs and/or accommodations) to assure successful completion of the eighth grade at LCIS. Effort, rather than innate ability, can determine success for each student. Students with special needs at LCIS will be held to high academic and behavioral standards, and they will be provided a wide range of support services to enable them to be successful. LCIS is dedicated to serving this very special group of students.

Graduation from LCIS for Students with Special Needs. Any student who is receiving special education services may graduate from eighth grade, according to the provisions of his or her IEP.

3. Explain how the school will meet the needs of ELL students, including the following:

- Methods for identifying ELL students (and avoiding misidentification);
- Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
- Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
- Means for providing qualified staffing for ELL students.

All Indiana students are given a Home Language Survey to complete during enrollment in any Indiana public school. The Survey is then a part of the student's cumulative file. Upon enrollment at LCIS, the Home Language Survey will be given to those students who do not have the survey in their file. Students who indicate that their home language is not English, and/or whose teachers have concerns about their English language skills, will be given a standardized test, the Language Assessment (LAS) Links, an integrated suite of English language proficiency assessments and instructional tools designed to strengthen the ELL program, to assess whether or not they qualify for English Language Learner status and services.

LCIS will serve ELL in accordance with all applicable Federal Laws and regulations relating to the education of language minority students as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. LCIS will proactively identify and support ELLs and provide targeted, individualized plans to ensure proficiency at the same high level as their peers and on the same academic programs and opportunities provided to all students.

Identifying ELL Students. LCIS will follow these steps to identify ELLs that should receive English language instruction and support.

Step 1 - Identification of a Potential ELL Student. Staff will use the Student Testing Number (STN) site to see if the enrolled student has a pre-existing Assessing Comprehension and Communication in English State to State (ACCESS) score from a previous school in Indiana or another World-Class Instructional Design and Assessment (WIDA) state. If no previous record of Home Language Survey exists, staff will inquire to see if there is a language other than English spoken by the student at home.

Step 2 - Evaluating Potential ELL students. The ELL certified staff member will administer the WIDA-ACCESS Placement Test (WAPT) to assess the four language domains of Listening, Speaking, Reading, and Writing. Based on the results and observation using the WIDA Can Do Descriptors, the ELL teacher will determine the ELL status.

Step 3 - Student is identified as ELL. ELL students will be provided Sheltered English Immersion (SEI) instruction and developmentally appropriate instruction aligned to the WIDA English language development Standards Framework.

Step 4 - Communicating with Parents. The School Principal will notify the student's parents or legal guardians in writing in the parents' preferred language that states:

1. The reason the child was identified as ELL, a description of the child's current level of English proficiency,
2. A description of the program placement and method of instruction,
3. The manner in which the program will meet the child's educational needs,
4. A description of how the program will help the child to learn English,
5. The requirements for exiting the program and

6. *The parent's right to waive ELL services.*

If requested, a follow-up meeting will be set up between parents and the School Principal and the ELL certified staff member to further discuss the student's ELL assessment.

Evidence-Based Instructional Programs. *LCIS instructional practices for ELL students will incorporate the five strategies outlined on the federal Department of Education Doing What Works webpage:*

- a. Screen and monitor progress,*
- b. Provide reading intervention, if needed,*
- c. Teach vocabulary,*
- d. Develop academic English, and*
- e. Schedule peer learning.*

These will be integrated into daily instructional practices through discourse, pushing-in vocabulary, small group Literacy instruction, and cooperative learning.

Evaluation and Progress Monitoring. *Students identified as ELLs will be assessed annually to determine improvement in English Language Proficiency (ELP). We will use the WIDA and ACCESS Placement Tests to screen the English language proficiency of enrolling students identified as potential ELLs. We will work to identify ELLs as quickly as possible and will make this determination using ACCESS exam scores, input from the general education teacher, and data from general education progress.*

Qualified Staff. *LCIS is committed to adjusting its hiring structure, as needed, based on actual enrollment and students' needs. In year one, LCIS provide ELL services, as needed. Teachers will receive training from the special education teacher(s) and ELL certified teacher during Summer Orientation and during PD throughout the school year to ensure best practices for meeting the needs of all students are implemented by staff. LCIS will leverage partnerships with external organizations, where needed, to support the ELL students and their families.*

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

Based on school performance data of the target population area, LCIS anticipates that there may be a small portion of students who would be performing below grade-level when arriving at LCIS. LCIS's school model includes additional supports and structures and additional learning time to ensure that 100% of the LCIS students are reading at grade-level by the end of third grade.

LCIS will accomplish this goal with an extended school day and an extended school year, two hours of dedicated time in reading and literature each day, blended learning, small group differentiated instruction, daily reserved tutoring time and language acquisition and vocabulary development support.

During initial enrollment, each student will participate in a reading assessment to gather baseline data. Staff will administer NWEA MAP testing again three times during the year, to ensure adequate student growth. The data received from the NWEA MAP assessments will inform tutoring groups and the types of remediation necessary for students who have skill and content gaps. If a student is not making adequate progress over time, as determined by the student's teacher, in conjunction with school leadership, staff will use the RTI process outlined above.

LCIS will work as a team in conjunction with parents to determine the best opportunities for students to reach their maximum potential. Parents will be apprised of progress throughout the process of identifying weaknesses, establishing interventions, and success of those interventions.

5. Explain how the school will identify and meet the needs of the intellectually gifted students, including the following:
- Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - Plans for monitoring and evaluating the progress and success of intellectually gifted students;
 - Means for providing qualified staffing for intellectually gifted students.

LCIS will serve all students, including the intellectually gifted. LCIS curriculum is written to comply with the Indiana Academic Standards, and students will be encouraged to pursue even more challenging coursework through the curriculum offerings. Classroom teachers will work to identify students who demonstrate a higher level of performance and accomplishment.

School personnel will use ILEARN and NWEA MAP results, grades, and classroom performance in identifying gifted students. Teachers will use strategies based on Bloom's Taxonomy. Bloom's Taxonomy is a model of critical thinking that progresses from the most basic level to the most complex. It divides educational objectives into three "domains": cognitive, affective, and psychomotor. Instruction will focus on all three domains. The teachers will use an accelerated curriculum to move the students through material at a faster pace. Students will have access to rigorous online instructional programs that will keep them engaged, challenged and also will help the student develop higher level skills such as analysis and synthesis of information. Students will also be provided with small group instruction whereby they can work with their peers and be given individual inquiry-based assignments.

Professional development will be provided throughout the school year to teachers who teach gifted students. They will receive training on Bloom's Taxonomy and utilizing strategies to engage and challenge gifted students. The classroom teachers will monitor the progress of the gifted students. The classroom teacher will maintain records of behavior, grades and overall academic performance. Teachers will provide progress reports to the parent on a regular basis to determine if the students' needs are being met and if the pacing of the curriculum is appropriate.

Evidence-based Instructional Programs, Practices, Strategies, and Opportunities. During student enrollment, students who score in the upper quadrants of the NWEA MAP are placed on a list of students considered for Gifted and Talented Services. During the year, students are identified by scoring Pass Plus on state assessments, above-grade level proficiencies on NWEA MAP assessment and/or scoring both high growth and high achievement consistently on the NWEA MAP. Once identified, staff will administer the Cognitive Ability Test (CAT) to identify Highs. If identified via CAT, the classroom teachers and School Principal (starting in year two, the Director of Curriculum and Instruction) will create an Advanced Learning Plan for the student. This plan would be communicated in writing to the student's family, and a meeting would be held if the family wanted to discuss the individual education plan in more detail.

Qualified Staff. Classroom teachers will be responsible for monitoring a Gifted and Talented student's progress towards SMART goals and recommend adaptations to adjust the Advanced Learning Plan, where needed. Modifications for Gifted and Talented students include:

1. Differentiated Lifework (homework),
2. Classwork extension materials, provided additional enrichment during small group time, and
3. Completing project additional access to technology and computer-based programs.

The small group Literacy groups allow teachers to differentiate the pace and instructional needs, and they also allow teachers to incorporate more advanced text to meet these student's needs.

Student Recruitment and Enrollment

Meets Standard Expectation

- Enrollment Policy complies with state law and ensures that the school will be open to all eligible students.
- New-Start Models: Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
- Phase-In or Takeover Models: Plans for engagement of students, families and the community that are realistic and likely to foster student retention and community support.

1. For New Start model schools: Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

LCIS has already begun the process of student recruitment and outreach. In June 2020, a student interest form was posted on both the LCIS Facebook page and the LCIS website. For the month of June, 105 student interest forms were submitted, totaling 176 students.

The Google Form included these areas:

- Standard Personal Information
- Grade
- Township locality
- Interest in before and after school care
- How the parent would like to be contacted

Weekly Social Media posts are made regarding:

- Special Education students
- No tuition for charter schools
- Information explaining the differences and similarities of charter schools and public schools

Beginning February 1, 2021, interested parties will receive more information about LCIS and the enrollment process based on information contained within the interest forms. Information will be distributed via text, email, Facebook Messenger, or USPS mail.

The following chart describes the timeline for student recruitment, enrollment, and outreach.

Date	What	Method	Person(s) Responsible	Reason
<i>Date of Charter Authorization to Enrollment</i>	<i>Interest</i>	<ul style="list-style-type: none"> ● Social media posts ● Emails ● Texts ● Facebook Messenger ● Newspaper articles ● USPS Mail ● Flyers ● Fundraising 	<i>LCIS Board of Trustees or designee</i>	<i>To further generate interest in the upcoming school year</i>
<i>February 1, 2021- June 11, 2021</i>	<i>Enrollment</i>	<ul style="list-style-type: none"> ● Social media posts ● Emails ● Texts ● Facebook Messenger ● Newspaper articles ● USPS Mail ● Advertising at local theater ● Fliers ● Fundraising 	<i>Headmaster and Lead Teachers</i>	<i>Official Enrollment</i>

June 12 - July 2021	Records Request	LCIS will request official records from the students' previous schools.	Office Manager Headmaster	Official Records
July 2021	Special Needs Assessment	LCIS will assess the needs of our special population through official records and Individualized Education Plans (IEP).	Headmaster Special Education Teacher	Official Records Review

For Takeover model schools: Explain the plan for student and parent investment in the school turnaround, especially how the school plans to ensure parents and students do not opt out of the new school. Describe how this plan will successfully transition and retain students who currently attend or are zoned to attend the school being replaced. Provide a detailed description of the plan to gain parent and community support.

Not Applicable

- Provide, as **Attachment 8**, the school's Enrollment Policy, which should include the following:
 - Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
 - A timeline and plan for student recruitment/engagement and enrollment;
 - Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - Explanation of the purpose of any pre-admission activities for students or parents.

Student Discipline

Meets Standard Expectation

- Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights. Legally sound policies for student discipline, suspension and expulsion, as well as appeals, including proper processes for students with disabilities.
- Appropriate plan for disseminating the discipline policy to teachers, parents, and students.

- Describe in detail the school's approach to student discipline. Provide as **Attachment 9** the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:
 - Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
 - A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
 - An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
 - Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

LCIS holds high expectations for student behavior and places a high priority on maintaining an atmosphere of respect that is conducive to learning and that is safe for everyone. No student will be allowed to disrupt or interfere with the educational rights of others. Students who present an immediate threat to the health and safety of other students, themselves, or the staff will be suspended, pending due process procedures. The school staff will take aggressive measures to ensure that LCIS is a safe, comfortable and peaceful school environment. The school's focus is on making available challenging and engaging academic pursuits for all students. Students focusing on these pursuits will have little time or interest in being disruptive.

In the event students make poor choices in their behavior or self-control, every effort will be made to work with the student and his or her parent or legal guardian to correct the negative behavior. LCIS is committed to maintaining a school culture built on integrity and respect. If a student cannot correct the behavior, he or she will be sent to meet with a school administrator. The parent or guardian will be notified by the school administrator. The administrator will schedule a meeting with the parent to discuss concerns and ways to encourage improvement. Students consistently failing to show improvement, identified as three visits during a school year to an administrator, or who demonstrate such behavior as to be an endangerment to themselves or others, will be suspended.

LCIS students cannot succeed academically when they are distracted or impacted by the behavior of others. When a student is suspended, he or she will receive a Notice of Suspension from the building administrator. This Notice of Suspension will contain a time and day for the parent or guardian to meet with the school administrator to discuss the events leading up to the Notice of Suspension. The meeting will review the method in which the student can achieve re-admittance to the school and set up a plan for the student to continue his/her school work while suspended.

All students will understand the school Discipline Code Policy and the role they play in upholding the rules. Students who engage in repeated violations of the Discipline Code, including the integrity and authenticity of student work and assessments will meet with the administration. The administration may work with the student and parents to draw up a behavioral plan to correct the specific conduct violations. A timeline and clear expectations will be outlined in the behavioral plan. If attempts to work with the student fail, and the student continues to disrupt the educational environment, the student will be suspended and could ultimately be expelled. All students will be treated fairly, and LCIS will willingly and fully follow state statute when implementing the discipline policy including the expulsion process. LCIS holds high expectations for student behavior and places a high priority on maintaining an atmosphere of respect that is conducive to learning and is safe for all. In the event students make poor choices in their behavior or self-control, every effort is made to keep students working to overcome the obstacles holding them back.

2. Discuss how students and parents will be informed of the school's Discipline Policy. If already developed, provide as is.

All parents will be given a copy of the Disciplinary Code during enrollment and registration. At that time, they will be able to read the code and ask any clarifying questions. They will be asked to sign the signature page indicating that they have received a copy and that they agree to uphold and support the rules and policies.

LCIS students will be treated fairly, and the school will follow all state and federal laws regarding the implementation of the Discipline Code. It is the belief among the teachers and staff that if students are treated with respect, they will respond in a positive manner. Students will be rewarded for engaging in positive behaviors. Also, the administration will work closely with the counselor to keep abreast of any home issues that might have a negative impact on a student's academic performance and classroom behavior.

Parents or legal guardians will be notified immediately if their child's behavior becomes disruptive to the educational process. Every effort will be made by the school to work with students and their parents or legal guardians in trying to alter or modify a student's negative behavioral patterns. For minor infractions, the administration may warn the student, write a referral, call the parent or remove the student from class for one period. If the negative behavior escalates, it may become necessary to impose stronger penalties. For repeated violations, the school may suspend the student or initiate due process proceedings pending an expulsion.

Parent and Community Involvement

Meets Standard Expectation

- Effective strategies for informing parents and the community about the school's development.
- Sound pre- and post-opening parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents.

- Community resources and partnerships that will benefit students and parents and that include a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners.

1. Describe the role to date of any parents and community members involved in developing the proposed school.

Currently, the Board of Trustees for LCIS has seven sitting members who intend to enroll their children in LCIS. Additionally, LCIS will have two advisory councils that will provide parents with opportunities to provide input into the development of the school. LCIS will develop a Parent Advisory Council and a Special Population and At-Risk Students Advisory Council. Upon enrollment, parents can relate interest in being on the advisory councils and begin meeting prior to Year 1 of LCIS.

2. Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

Due to the closure and consolidation of several local schools, we were able to quickly recognize the need for a school system on the western side of Lawrence County. We have created an online presence through our website and social media where we publish regular content to increase community engagement. Integrity and transparency are vital characteristics of our school and we strive to uphold these by being quick and ready to engage when messages are received. In addition, we have held public meetings where the community was able to meet our board members and ask questions. Continuing to interact with the community through fundraising events where board members are present will help us to continue to keep our community informed and excited for the future.

We have held public meetings in which we prepared a PowerPoint presentation on facts about charter schools. We answered questions from the community. We had held a few fundraising events in which members of our board of trustees were present to answer questions from parents and other community members, too. Through our website, social media sites, and public events we have engaged with parents and community members. We have collected quite a few student interest forms from parents excited to enroll their children in our school upon the opening fall of 2021. We will continue to engage the community through our social media sites, our website, and more public events by offering fresh content weekly.

The parents have always been very involved with LCIS from the beginning. Upon approval of the charter application, the Board of Trustees and Headmaster will actively engage parents, getting them involved in helping with the opening of the school. Committees will be formed, and parents will be asked to volunteer to assist teachers in the classroom, help with extra-curricular activities, establish fundraisers for the school, and help with cleaning and maintenance of the school buildings. Parents will be kept informed of events happening in the school via the school's Facebook page and website. Throughout the planning of opening, committee meetings will be held as well as more community forums for input.

3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section II below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

LCIS is a school built by the community for the community which will be evident by the variety of engagement opportunities we plan to offer to families. We look forward to assisting them in taking an active part of their child's education by presenting these opportunities in an exciting and positive manner to further encourage engagement. For example, we look forward to developing a farm to table program where parent volunteers can aid children in creating a meal from produce grown by each class. These kinds of opportunities will help instill confidence and strengthen bonds between both child and parent. We look forward to being involved with community events such as festivals and fundraisers and local groups like Cub Scouts to help us strengthen bonds with our families. It is our hope that LCIS will become the heart of the community.

Parent involvement is very important to each child's success. We will require some volunteer work from each family. We will offer various levels of services each family can choose from that best suit their family with a minimum number of hours per school year. Some examples of service hours could be cleaning up the playground, reading to a classroom, organizing a school event, chaperone a field trip, helping with lunch/recess duty, working in the classroom, and volunteering in the library.

Once the school is operating in a routine school year, the primary Parents engagement process will be through the two standing committees described in detail in Section I as part of “Governing Procedures – Advisory Councils”.

The primary group will be the “LCIS Parent Advisory Council”. That group will include representation from parents in each age/class group. It will meet monthly and be co-facilitated by the Chairman of the Board of Trustees and the Headmaster.

The second group will be the “Special Population and At-Risk Students Advisory Council”. In discussions with leadership of five charter schools, four of which are rural, we learned that we could expect as many as twice the state average of students needing an IEP. That could easily be 30% or more of our total enrollment. This group will be facilitated by the Headmaster and will include 10 parents/guardians of students with an IEP. It will meet monthly as needed but no less than quarterly.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 10**, existing evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Part of the focus for the LCIS is encouraging our youth at all grade levels, but especially at the middle school level, to look at both precollege as well as a vocational track for their 9-12 school. We will give all of our middle school students exposure to all of the surrounding high schools just as they might select a technology school or college/university. We are within easy commute of Eastern Greene, Seven Oaks Classical Charter High School, Bloomington North and South, Bedford North Lawrence, and Mitchell. They will all have a choice.

The Fayetteville and Springville area currently has active patriotic, character building organizations which will be encouraged to offer programs at our facilities. The Girl Scouts, Boy Scouts, and 4-H will all be promoted as service and leadership opportunities for our students and families.

Within the larger extended community, we are blessed with several large employers that offer high paying professional and para-professional careers. Although there are not a lot of businesses physically located in Fayetteville and Springville, the residents come from a diverse group of companies and professions of all socio-economic levels.

There are several major stone quarries nearby. The aggregate industry has a strong program with elementary schools to introduce the need and uses of their products and breaks down their methods. They have a very strong push for STEAM programs to use within the classroom setting. They will come to your classroom and teach students about aggregate and they will also have you in their facilities to see how stone goes from ground to roads and more.

General Motors has a large facility just 30 minutes away to the east in Bedford, the Lawrence county seat. LCIS would like to partner with General Motors in their Get WISE (Get Women in Science and Engineering) partnership. General Motors also has a great program for elementary age children where they allow schools to tour their facilities and discuss the industry and what kids will need to be successful to be in that industry. They explain the need for engineering and robotics in the automotive industry.

Indiana University School of Media is a just north of Bedford. LCIS would like to partner with the School of Media to develop and grow our media department and club within LCIS.

LCIS would like to partner with the local All Pro Dads chapter to offer a monthly before school program promoting father and children relationships. (*All Pro Dad is the fatherhood program of Family First, a national non-profit organization based in Tampa, Florida. Launched in 1997 by Mark Merrill with the help of Tony Dungy, former head coach of the 2006 Super Bowl champion Indianapolis Colts, All Pro Dad is built on a football theme and features more than 50 NFL players, coaches and alumni who speak out on the importance of being a good father. *Quoted from the All Pro Dad website). There have been several successful chapters in Lawrence County and LCIS feels this program will be extremely successful.

The large military installation at Crane, IN, 30 minutes to the west, employs about 5500 civilian and contractor employees. NSWC Crane is one of Indiana’s largest high-tech employers with over 2,000 scientists, engineers and technicians. NSWC Crane’s reach is global, and at any given time, hundreds of its more than 3,100 employees are supporting the Warfighter around the world. Anchored by technical expertise, a strong work ethic and total lifecycle leadership, NSWC Crane’s personnel and preeminent facilities set the

standard for excellence in acquisition, engineering and sustainment. Crane Westgate has an Engineering in Training program that allows elementary school students to participate in STEAM activities in their state-of-the-art facilities. LCIS will utilize this program through field trips throughout the year. LCIS would like to partner with Crane to implement our STEAM program.

Phase-In/Takeover Planning

Meets Standard Expectation

- Effective strategies, programming, and support services—and demonstrated capacity (including prior takeover/turnaround experience)—to transform a failing school culture into a positive, inclusive, high-performing culture and to significantly raise student achievement among at-risk populations currently attending a low-performing school.
- Solid understanding of and ability to establish strong partnerships with the targeted community, including a robust community engagement plan for the pre-opening year.
- Sound understanding of the challenges and plan for working effectively with the existing school(s) and community during the transition or co-location period. (Phase-In)
- Sound plan—including specific parent and community engagement strategies—to successfully recruit, transition, and retain students who would be assigned to the school being replaced. (Takeover)

To be completed only by applicants proposing a school Phase-In or Takeover. If you are not proposing a Phase-In or Takeover, mark "Not Applicable."

1. Describe your organization's prior experience in taking over or turning around an underperforming school.

Not Applicable

2. Describe specific ways that you will engage and transform the existing school culture as you prepare to open and during the first year of operation.

Not Applicable

Educational Program Capacity

Meets Standard Expectation

- Evidence that school leadership and management team have the collective qualifications to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Evidence that organizations, agencies, or consultants that are essential to successful implementation of the plan are committed to have an ongoing role with the school.
- Evidence of the leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well qualified to implement the specific educational program being proposed.
- Evidence of the Board and/or network's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population.
- Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).
- Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the success of the proposed school.
- Sound timeline, criteria, and process for recruiting and hiring leadership team members (if applicable).
- Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success.

LCIS LEADERSHIP TEAM

INDIVIDUAL'S NAME	ROLE(S)
TBN	<i>Headmaster of School Ex-Officio of the Board</i>
<i>Albert Cross</i>	<i>Board Chairman</i>
<i>Ryan Turner</i>	<i>Board Vice-Chairman</i>
<i>Holly Arnold</i>	<i>Board Secretary</i>
<i>Gerald (Jerry) Hill</i>	<i>Board Treasurer</i>
<i>James Evans</i>	<i>Board Trustee</i>
<i>Trisha Turner</i>	<i>Board Trustee</i>
<i>Greg West</i>	<i>Board Trustee</i>
<i>Jami Harden</i>	<i>Board Trustee</i>
<i>Chad Shock</i>	<i>Board Trustee</i>
TBN	<i>School Principal</i>
TBN	<i>Lead Teachers</i>
TBN	<i>Business Manager</i>
TBN	<i>Office Manager</i>
TBN	<i>Technology Specialist</i>

Describe the teams individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- School leadership, administration, and governance;
- Curriculum, instruction, and assessment;
- Performance management; and
- Parent and community engagement.

The Founding Board of Trustees is currently comprised of nine individuals who are respected in the community and have a close relationship with the target families in the geographic area we plan to primarily serve. They can be trusted to provide governance and oversight for LCIS to ensure success. The Board of Trustees will uphold the mission and vision of LCIS to provide rigorous Math and English content knowledge through focused, place based instruction that will prepare K-8 students for either a vocational or a college prep focus as they transition to their choice of high school. The Board of Trustees are committed to the academic success of all of our students with special focus on our Special Population and At-Risk Students. Key members of the applicant group are:

Albert Cross – Chairperson of the Board: *Mr. Cross holds a BS in Human Resources Management, and an MS in Manufacturing Management. He has held other positions as a Design Engineer and a Plant Engineer. He currently serves as a millwright-welder for the General Motors casting plant in Bedford, IN. He retired in 2005 from the Indiana National Guard as a Commissioned Officer where he gained significant leadership and supervisory experience. Mr. Cross's experience with engineering, manufacturing, and organizational management will help us provide oversight of maintenance contractors and operation of the major school building*

systems for air conditioning and heating. As a Scoutmaster he brings experience with working with youth that emphasizes character, leadership, and service. In the short time that he has taken over leadership of LCIS he has gained the trust and respect of the other Board Trustees.

Ryan Turner – Vice-Chairperson of the Board: Mr. Turner is a small-business owner in Bedford. He has a strong background in vocational education and will be the catalyst for our vocational preparation program for all students. He will work with the North Lawrence Career Center as well as the vocational programs in the surrounding High Schools that our middle school students will be considering for their grade 9-12 education experience. Those Schools include Eastern Greene, Bloomington South, Bloomington North, Bedford North Lawrence, and Mitchell High Schools. Mr. Turner is the Marketing Chairperson for the Hoosier Trails Council, Boy Scouts of America, so he is uniquely qualified to lead our school enrollment marketing program. His IT skills make him a natural to lead our IT/Chromebook program, as well as managing our Facebook and website communication platforms.

Holly Arnold – Secretary of the Board: Mrs. Arnold holds an Associate of Science in Nursing and is a Registered Nurse in Indiana. She also is a parent of a special needs student and is familiar with the IEP process, thus, she can represent the families with special needs children when the Board deliberates the special population and at-risk student program. Outside of her Nursing career she is a community volunteer, helping to organize special events for the community and leads fund raising programs for the community, the school, and Scouts.

Gerald (Jerry) Hill – Treasurer of the Board: Mr. Hill holds a MS Degree in Engineering Management and a BS Degree in Civil Engineering. He was an elected member of the Cherry Hill, NJ School Board for three years. His over 40 years as an Engineer, manager, and supervisor included management of large budgets and complex projects as well as supervision of large numbers of professional and blue-collar employees. In retirement he currently serves as an unpaid Board Member for several 501(c)(3) charitable organizations. His experience with the not-for-profit organizations includes funding management, fund raising, marketing, and grant writing. All of his experience will serve LCIS in many ways.

James Evans – Board Member: Mr. Evans holds a Bachelor of Science in Business Management and an MBA from Indiana Wesleyan University. He is currently the Area Manager for Clean Slate of Southern Indiana, a network of area outpatient addiction medicine clinics, and the father of a special needs child. His experience managing a labor intensive financial management system will benefit the Board's role for budget planning and financial execution management. His significant experience in the drug and alcohol addiction recovery programs will be useful in our middle school drug and alcohol prevention education program. His organizational skills and marketing experience will be a significant benefit to our enrollment marketing program.

Jami Hardin – Board Member: Mrs. Hardin attended local schools and received a High School diploma with a vocational focus. She is a parent of a student with an IEP and has experience working with the special needs instructors at the current Springville School. She also is the owner of a small business photography studio. As a Sunday School teacher and Cub Scout Leader she brings experience with working with large numbers of a diverse group of youth as well as with their parents. Her focus on the Board will be special population and at-risk student programs as well as being the spokesperson for, and with, the community families who are considering enrolling their children at LCIS.

Chad Shock – Board Member: Mr. Shock holds an Associate Degree in Industrial Technology. His job experience has been as a hands on mechanical technician, as well as suspension of a diverse blue collar work group. His experience includes technical knowledge of mechanical heating and ventilation systems, and sophisticated fire alarm and fire suppression systems. As the Physical Plant Department Director for a hospital he was responsible for medical facility cleaning requirements as well as public food service preparation and serving facilities/equipment. He also has unique experience with complicated security entry controls, security cameras, and other detection monitoring systems. All of these areas are a need for a modern school building.

Trisha Turner – Board Member: Mrs. Turner holds a BS in Business Administration, is a Certified Research Administrator, and has 11 years of progressively more complicated and responsible experience with grant programs, financial oversight, organizing conferences, creating digital media platforms, contract administration, and revenue forecasting. She has recent experience as the Chairperson and media spokesperson for a 501(c)(3) not-for-profit organization. She has been a key organizer for this Charter Authorization Application and managed the preparation of our start-up and five-year budget projections. She will continue in that key role until a new School Business Manager has been hired and trained.

Greg West – Board Member: Mr. West holds a BS in Business Administration, an MS in Information Security and Assurance, and is enrolled in a Masters in Business Administration. Greg brings leadership and team working experience from his 11 years in the

military where he finished as a non-commissioned officer with a focus in information management and technology. That IT focus continued with his 13 years of experience in the private sector. LCIS will move into a greater emphasis on flexible internet based education with more capability for students and teachers able to work from home. Mr. West will be in a position to help our school lead the way in developing innovative use of technology to expand our educational course offerings and remote teaching capabilities.

Describe the group's ties to and/or knowledge of the target community.

The primary geographic area includes the northern half of Spice Valley Township, all of Indian Creek Township, Perry Township, and Marshall Township which covers the northwest corner of Lawrence County. Our current bylaws require the majority of our Board Trustees to reside in one of those four Townships.

Four of our Board Trustees reside in Perry Township, two (husband and wife) in Spice Valley, two in Indian Creek Township, and one in Bedford (Shawswick Township).

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

Indiana Charters, LLC along with Kevin Davis has been assisting LCIS in the planning phase of the charter. They will continue to assist LCIS through year five of our charter. They will provide the following services:

- *Administrative consultation*
- *Data management and reporting*
- *Special education director services*
- *Grant manager*
- *Financial and accounting services*
- *PowerSchool support services (Tier II)*

3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as **Attachment 11**, the qualifications, resume and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

Not Applicable

If no candidate has been identified, provide as **Attachment 12** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 13**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

SCHOOL LEADERSHIP, ROLES AND RESPONSIBILITIES

School Leadership Team

Roles and Responsibilities

<p><i>Elementary School Principal Or Headmaster</i></p>	<p><i>The Elementary School Principal will be fully responsible for the day to day operations of the elementary school and supervision of all elementary school personnel. Special needs aides will have some oversight from the Special Needs Lead Teacher who will not be resident in the building but will visit frequently. Mentoring of elementary teachers for English and Math will be provided by the lead Teacher who will be resident in the middle school building.</i></p>
<p><i>Special Needs Teacher</i></p>	<p><i>Develop Curriculum Maps and Pacing Guides to support lesson planning and the implementation of the STEAM instructional model. Assist teachers with lesson planning and instructional strategies. Coach teachers, model/demonstrate science, engineering, and Math lessons. Provide informal classroom observations. Assist teachers with implementing assessments and analysis of data to make instructional decisions. Assist with planning Tier II Interventions “Success Time.” Assist with planning instruction for students in the Afterschool Tutoring Program. Assist with coordinating instruction for Summer School. Meet weekly with the Head of School, participate in weekly leadership team meetings, monthly staff meetings, and RTI team meetings.</i></p>
<p><i>Math and English Lead Teachers</i></p>	<p><i>Mentor new and beginning teachers. Meet once per week with mentee. Facilitate grade level team meetings. Develop and modify instructional strategies. Maintain the curriculum development and changes for their subject.</i></p>
<p><i>Director of Special Education or Lead Special Needs Teacher</i></p>	<p><i>Coordinate efforts of the Special Education team and related services. Provide input to special needs aides performance evaluations. Assign tasks in cooperation with the classroom or subject teacher. Facilitate Special Education Team meetings/Coordinate Multidisciplinary team meetings. In cooperation with Contractor Manage State and Federal Special Education reports and ensure compliance with Special Education guidelines.</i></p>
<p><i>Business Manager</i></p>	<p><i>Set-up financial accounting process in cooperation with the Board Treasurer and the Finance Committee. Coordinate all payroll needs and changes with the Payroll Services Contractor. Assist with all vendor bids for services and oversees all vendor contracts. Assist with ordering all supplies, materials, and equipment. Support the Finance Committee with the development of the preliminary and annual budgets. Provides monthly financial reports to the Headmaster and Board of Trustees. Supervise Custodians, and Cafeteria workers. Coordinate parent and student recruitment efforts. Assist parents with the student registration process. Conduct Parent Orientation Meetings and monthly parent support group meetings. Assist with end-of-year parent surveys. Serve on Parent and Community Advisory Councils.</i></p>
<p><i>Office Manager</i></p>	<p><i>Serve as the front desk office manager and perform general receptionist duties. Manage incoming and outgoing communication. Assist the Business Manager with ordering supplies, materials and equipment. Maintain staff workroom, handles mail and communication to and from staff. Assist Headmaster with communication and materials for Board of Directors and meetings. Assist with registration materials and student enrollment process. Maintain all hardcopy and electronic student records.</i></p>

Technology Specialist	<p>This role is expected to be shared with a Contractor working closely with the Board Trustee responsible for this function and the Business Manager.</p> <p>Assist with the set-up and implementation of Student Information Management System.</p> <p>Assist with the installation of classroom computers and other technology equipment.</p> <p>Provide instruction for staff and students using hardware and software programs.</p>
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The Headmaster will lead the development of the school between the time of authorization and opening. All instructional staff will participate in professional development prior to the first day of school. The actual first day is scheduled for Tuesday, August 10, 2021 and our plan is to follow a similar annual schedule as the local traditional public schools.

The Headmaster will begin work part-time following the authorization of LCIS, and once start-up funds are received, will begin working on marketing and recruitment of staff and students; soliciting community partnerships; soliciting bids and identifying vendors for office and classroom equipment; and ordering supplies and materials for the start of school.

The Headmaster of School will work with various sources to retrieve line of credit funds for equipment and furniture; conduct fundraisers and solicit donations to support programs, services and extra-curricular activities. The Headmaster will participate in community events and conduct parent information and orientation meetings, and community advisory council meetings to secure partnership agreements to leverage the supports provided by these organizations.

School Principal (TBD). Specific, targeted recruitment for this position will begin after LCIS has charter authorization and startup funds are available. Target timeline for hiring this individual will be for s/he to begin full-time employment in the summer of 2021.

Business Manager (TBD). Specific, targeted recruitment for this position will begin immediately after LCIS has charter authorization and startup funds are available. Target timeline for hiring this individual will be for s/he to begin full-time employment, effective March 1, 2021, to assist with setting up all financial accounts including payroll for record keeping and managing all revenues and expenditures of the LCIS. The Business Manager will assist with ordering instructional and non-instruction resources for LCIS, assist with vendor bids for services, and participate in hiring the custodial and food-service staff.

Office Manager (TBD). Specific, targeted recruitment for one of two office manager positions will begin immediately after LCIS has charter authorization and startup funds are available. Target timeline for hiring this individual will be for s/he to begin full-time employment, effective March 1, 2021, to assist with setting up the office and school files; assist the Business Manager with enrollment and registration forms; assist with communications to staff, parents, and community members; and assist the Business Manager with ordering equipment, supplies, and materials for the start of school.

The Director of Special Education and Lead Teachers. Specific, targeted recruitment for two lead-teachers (one in Math; one in English) and the Director of Special Education will begin immediately after LCIS has charter authorization and startup funds are available. Target timeline for hiring these individuals will be to begin full-time employment, effective March 1, 2021.

Recruitment and Hiring Process. To ensure the recruitment and retention of highly qualified and appropriately certified staff, the LCIS Recruitment and Retention committee will only recruit and employ personnel who have the necessary credentials and the required licensure to assume the respective staffing assignments within the K-8 program. This committee is currently accepting interest applications from teachers and staff via the LCIS website, and will continue to be actively engaged in the employment process until the targeted staffing assignments have been achieved in order to begin operation. Once the schools open all targeted staff assignments have been filled by the Recruitment and Retention Committee, this committee will be dissolved.

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

It is anticipated that effective March 1, 2021, our Headmaster, Business Manager, one Office Manager, two lead teachers, and Director of Special Education will be working on a full-time basis to lead the development of curriculum and school activities.

LCIS is applying for the Indiana Department of Education's Charter School Program's (CSP) Quality Counts Grant. The Quality Counts grant emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding received

from this grant would be used to provide financial assistance for planning, program design, and LCIS's initial implementation. Application deadline is Friday, July 31, 2020 and the anticipated award date begins on September 4, 2020.

In addition to the CSP Quality Counts grant application, LCIS plans to apply for lower-interest loans to defray start-up costs and compensation until the first per-pupil tuition funding amount is provided by the State for students registered at LCIS for Fall 2021.

SECTION II: OPERATIONS PLAN & CAPACITY

GOVERNANCE

Legal Status and Governing Documents

Meets Standard Expectation

- Proposed school's legal status and structure are in compliance with state law.
- Governing bylaws, policies, and procedures are comprehensive and sound.

Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, in **Attachment 14**. Submit, as **Attachment 15**, the completed and signed Statement of Assurances.

*The legal entity is **Lawrence County Independent Schools, LTD.**, doing business as Lawrence County Independent Schools (LCIS). LCIS has applied for their 501(c)(3) determination, and provides its filing of such in Attachment 14. Additionally, in Attachment 14, LCIS provides its approved Articles of Incorporation, Code of Ethics Policy, Conflict of Interest Policy, and By-Laws (including the Dissolution Clause, pursuant to IC 20-24-3-3).*

Organization Charts

Submit, as **Attachment 16**, organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) at full build-out.

- The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory boards or parent/teacher councils), and any external organizations that will play a role in managing the school.
- The organization charts should also document clear lines of authority and reporting within the school.

Governing Board

Meets Standard Expectation

- Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well-planned board(s) size, powers, duties, and current and desired composition that will foster school(s)/network success.
- Clear division of duties if there will be multiple boards serving multiple schools.
- Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
- Proposed board members who demonstrate: (a) will, capacity, and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes, and expectations for the school(s)/network
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, business, and community engagement expertise.
- Sound, timely plan for creating or transitioning to the school governing board (*if applicable*).
- Sound plan for transforming existing board to assume its new duties or forming a new board (*if applicant is an existing not-for-profit organization other than a charter school governing board*).
- Other effective governance procedures, including planned frequency of meetings and standing committees.
- Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
- If there will be a network-level board, plan for clear identification and plan for addressing board development needs relative to growth.

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key

stakeholder groups.

There are two proverbs that LCIS believes are at the heart of our philosophy of governance. The first, originating in Kijita (Wajita): "Omwana ni wa bhone," meaning regardless of a child's biological parent(s), it's upbringing belongs to the community. Our first and greatest responsibility is the children we are charged with educating. The notion of "it takes a village" is something we, the LCIS Board of Trustees, do not take lightly. Parents, grandparents, foster parents, and other guardians have selected to send their children to LCIS because they believe we will not only provide them with a quality education, but because the Board is a representation of the community. Many of our Board Trustees will have children in attendance at LCIS spanning all ages and intellectual abilities. We are parents, grandparents, neighbors, Scout leaders, and business owners in the same community.

The second proverb is: "If you want to go fast, go alone; but if you want to go far, go together." As a Board, we are but one entity charged with a responsibility to inspire greatness in our children. Our partners in this endeavor include parents, extended family, caregivers, teachers, administrators, school staff, bus drivers - the list includes nearly every adult these children come into contact with. The Board of Trustees realizes that acting alone when making decisions that impact the students may get to an end goal faster, but we lose the capability to capture a greater outcome with the input of our community. While ultimate responsibility falls on the Board to make decisions, we cannot, and will not act alone in deliberation or execution. We will go further together.

Using these two philosophical ideals, our strategy for governing is to keep our eye on the well-being of our students and community while making decisions that build sustainable, long-term value of LCIS. Most important of these decisions will be the appointment of LCIS's first Headmaster. The individual selected will not only be responsible for our business's daily operation but will serve as a model of ethical conduct for our staff and students.

The Business Manager and Headmaster together will develop and implement corporate strategy and operate LCIS's business under the Board's oversight, with the goal of producing sustainable long-term value creation.

The Business Manager and Headmaster, under the oversight of the board and in collaboration with Indiana Charters will produce financial statements that fairly present LCIS's financial condition and result of operations and makes the timely disclosures needed to assess the financial and business soundness and risks of LCIS.

The LCIS Board, Headmaster, and Business Manager will engage with community members on issues and concerns that are of widespread interest to them and that affect LCIS's long-term value creation. Community members that engage with the Board and Headmaster in a manner that may affect decision making or strategies are encouraged to disclose appropriate identifying information and to assume some accountability for the long-term interests of LCIS and its community as a whole. As part of this responsibility, community members should recognize that the board must continually weigh both short-term and long-term uses of capital when determining how to allocate it in a way that is most beneficial to students, staff, and community and to building LCIS's long-term value.

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory boards. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how the governance structure and compositions will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

Size and Composition of the Governing Board. *LCIS currently has a team of nine founding members with diverse expertise who serve as the initial governing Board of Trustees. The team has worked collaboratively with a school corporation's former Superintendent in a consulting position to develop this proposal that aligns the mission and vision of LCIS with the needs of the community and targeted student population. The founding team has established governance structures to ensure effective oversight of LCIS that supports high student academic achievement and financial controls to ensure sound management of public funds, fiscal stability, and program sustainability. The Bylaws suggests a range of a minimum of five (5) and a maximum of nine (9) Board members. During year two of operation the LCIS Board of Trustees will consider establishing a separate School Board that will include the Headmaster as Board Chairperson, two teachers, two Trustees from the LCIS Board of Trustees, and two parents of*

active students. The Trustees will be appointed by the Board of Trustees. The teachers will be elected for staggered two-year terms by the teachers. The parent representatives will be elected for staggered two-year terms by the Parents Membership Organization.

Roles and Responsibilities of the Governing Board. After the charter application is submitted the Board of Trustees will plan to offer training for Trustees. That training will include but not be limited to:

- The Public Records Act
- School Board Roles and Responsibilities
- Leadership and Stewardship

Our Board of Trustees will diligently accept their roles and responsibilities to ensure effective governance and oversight of LCIS including: establishing the mission and vision of LCIS; creating the job description of for the Headmaster; evaluating the Headmaster; developing academic and non-academic goals for LCIS; establishing policies to enhance day-to-day operations; approving preliminary and annual budgets; approving revenues and expenditures; approving vendors and service contracts and agreements; participating in training to enhance governance and oversight; and conducting Board self-evaluations.

Roles and Responsibilities of Board Officers: Board Officers will have job descriptions that identify their roles and responsibilities as Board Officers. Board Trustees have worked as a team for only a few months, but have quickly united as a team which recognizes the strengths of each Trustee and matched each Trustee to the role and committees for which they seem to be best suited. Some of the roles and responsibilities of our officers are described in the chart below:

ROLES AND RESPONSIBILITIES	
Board Officers	Roles and Responsibilities
Chairman	<ul style="list-style-type: none"> ● Works with the Headmaster, other Board officers, and committee chairs to develop the agenda for board meetings; and presides at all board meetings; ● Serves as the Ex-Officio of all standing committees; ● Appoints Ad Hoc committees and focus groups; ● Ensures effective and efficient communication between committees and the Board; ● Oversees the implementation of board and organizational policies; ● Ensures that appropriate administrative practices are established and maintained; ● Ensures an effective system for the hiring and evaluation of the Headmaster; ● Reviews the operation effectiveness and sets priorities for further development; ● Works in conjunction with the governance committee to manage the development of the Board; • Represents the Board in the community and at LCIS events and activities; and ● Assumes a major role in fundraising activities.
Vice-Chairman	<ul style="list-style-type: none"> ● Discharges the duties as required in the absence of the Chairperson; ● Works with the Chairperson to assist in developing the agendas for meetings; ● Advises the Chairperson on appointing volunteers and key committee chairs; ● Supports and challenges the Chairperson in his/her responsibilities to address organizational priorities and governance concerns; ● Represents the Board in the community and at LCIS events and activities when the Chairperson cannot attend; and assumes other duties as delegated by the Chairperson.
Secretary	<ul style="list-style-type: none"> ● Provides direction for keeping legal documents including minutes of all meetings of the Board. ● Certifies and keeps the original or copy of By-Laws as amended or otherwise altered up-to-date ● Records the minutes of all meetings of the Board and meetings of committees. Minutes will record the time, and place of the meeting, the type of meeting (regular or special), how the meeting was

	<p>called, how the notice was given, the names of member present or represented at the meeting and the proceedings thereof;</p> <ul style="list-style-type: none"> ● Presents all minutes of the meeting to the board for approval; ● Ensures that all notices are provided in accordance with the By-Laws or as required by law; and ● Ensures the keeping and posting of meeting minutes according to Public Access laws.
Treasurer	<ul style="list-style-type: none"> ● Serves as the Chair of the Finance Committee; ● Provides direction for the financial management of the LCIS; ● Provides direction for the oversight of the LCIS's record keeping and accounting policies; ● Ensures the presentation of timely financial reports to the Board; ● Oversees the development and review of financial policies and procedures adopted by the Board; ● Ensures that assets are protected and invested according to Board policy ● Leads the Board in assuring compliance with federal and state financial reporting requirements; ● Presents recommendations of the auditor to the Board for approval; ● Plays a major role in fundraising activities; and ● Takes responsibility with assessing the financial health of the LCIS.

Standing Committees. Standing committees are an essential function for effective operations of the charter school. Board Bylaws provide guidelines for how committees will function. The Board Chairperson, in collaboration with the Headmaster, appoint committee chairs. The Board Chairperson and Headmaster are ex-officio members of all committees except for the governance committee. LCIS has standing committees as identified in the chart below:

STANDING COMMITTEES	
Board of Trustee & Ad-hoc Committees	Descriptions
<i>Athletics</i>	<i>This committee will plan, manage, and schedule any athletic programs that the school might approve for participation. They will also coordinate any activities that may be necessary to provide supplemental funding for these activities.</i>
<i>Before & After School Care Programs</i>	<i>This committee will plan, manage, and arrange staffing to include possible outside providers for these programs. Committee will plan and ensure age appropriate programs are conducted that will enhance the learning environment.</i>
<i>Budget & Finance</i>	<i>This committee will develop and maintain current year and future year budget plans and forecasts.</i>
<i>Capital Campaign</i>	<i>This committee will pursue corporate and individual sponsorships and donations to Lawrence County Independent Schools to enhance educational program development. Will also examine possible fund raising campaigns for use by the organization.</i>
<i>Communications</i>	<i>This committee will establish and maintain communications with other school corporations of all types with an eye to sharing best practices and learning from the partnerships developed. Will also maintain communications with regional, state, and national alliances of charter school supporting networks.</i>
<i>Curriculum</i>	<i>This committee will ensure a challenging curriculum is available at all levels that enhances development of each student to their fullest potential. Committee will use DOE metrics to evaluate effectiveness of the curriculum and make suggestions for change as necessary.</i>

<i>Elections & Bylaws Review</i>	<i>This committee will ensure elections for positions on the Board of Trustees are conducted in a fair and impartial manner and review the Bylaws annually, making suggestions to the Board for needed changes.</i>
<i>Enrollment Marketing & Student Recruiting</i>	<i>This committee will aggressively plan enrollment marketing strategies and methods to reach 100% capacity as soon as possible. Will maintain record of interest forms submitted and replies back to confirm receipt and contact information.</i>
<i>Extra-curricular Organizations</i>	<i>This committee will research and recommend extra-curricular organizations to be provided as part of the overall education plan. This committee will also recruit adult volunteers from LCIS staff and the community to conduct these programs.</i>
<i>Facilities</i>	<i>This committee will plan for and maintain all organizational buildings, grounds, and associated equipment to include equipment purchase or lease, contracts with service providers, ensuring planned services are performed as needed, and replacement of same.</i>
<i>Grant Writing</i>	<i>This committee will explore all possible grant opportunities and submit applications on a timely basis. Possible local area grants include LCCF, REMC, United Way, Dollar General, Walton Family, General Motors, Rogers Group, IDOE, Start Up Grant, CSP Quality Counts Innovation Grants.</i>
<i>Healthcare & Wellness</i>	<i>This committee will plan and coordinate all healthcare and wellness activities conducted by the organization. They will participate in the selection of any medical staff employed by the corporation and will work with them to establish healthcare programs.</i>
<i>Information Technology</i>	<i>This committee will develop and maintain the organization's online presence to include website and Facebook page. Committee will also plan and manage deployment of Chromebooks/tables to students and staff while building and maintaining a building IT structure to support the same.</i>
<i>Parent Teacher Group</i>	<i>This committee will establish and develop the parent teacher organization for each LCIS school. They will work with them to plan and promote family engagement activities that further the goals and vision of LCIS. They will ensure a cooperative working environment is established with families and staff all participating equally.</i>
<i>Policies, Procedures, & Compliance</i>	<i>This committee will become knowledgeable of all policies and procedures required by local, state, and federal laws, rules, and regulations and ensure corresponding LCIS policies are developed, published, communicated clearly to staff, and followed by the organization.</i>
<i>Public Relations/Media</i>	<i>This committee will write press releases for media and posts for the LCIS Facebook page, providing new and refreshing content on a regular basis. This committee will also be the point of contact for interviews and media inquiries.</i>
<i>Staff Recruiting/Hiring/ Manning & Professional Development</i>	<i>This committee will create an efficient position manning roster for each LCIS facility based on student enrollment. They will then conduct staff recruiting, interviews, and hiring for those positions and follow that up with professional development and training. Will maintain record of all resumes and staff interest forms submitted to aid in the staff recruiting process as well as staff performance evaluations following hiring.</i>
<i>Strategic</i>	<i>This committee will be constantly evaluating current and planning future strategy for the organization with regards to improving operations, developing a positive corporate culture, and growing the organization.</i>

Transportation	<i>This committee will plan for and maintain all organizational transportation needs to include equipment purchase or lease, contracts with bus owner-operators, identifying most economical route options and safe stop locations, and preparing funding requests for funding from property taxes.</i>
Volunteer Service	<i>This committee will research and plan volunteer service activities within the LCIS community that will promote civic engagement while providing leadership development opportunities for students and promoting parental involvement. Will also maintain a list of service opportunities at the schools for LCIS families to become involved in bettering the educational program as well as the facility.</i>

Standing committees are chaired by a Board Trustee. Committee chairs recruit their committee members. Committee members may include Board and non-board members. Committee chairs coordinate committee meeting dates with the Headmaster, establish agendas for committee meetings, make sure that minutes are recorded, distribute materials needed for their meetings, provide reports of committee meetings at monthly board meetings and make recommendations for Board actions. The Board Chairperson appoints temporary ad-hoc committees and/or task forces as needed. The Board has two ad hoc committees to assist with recruitment and marketing efforts to support the Headmaster until staff can be hired to serve on these committees.

- List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 17** provide a completed and signed Board Member Information Sheet for each proposed Board member. Include resumes and professional biographies where needed. If a board member's resume is attached elsewhere in this application, state so on the Information Sheet.

The table below highlights the qualifications and experiences of the Founding Board of Trustees with establishing a high-quality public charter school in Indiana and their abilities to assume stewardship of public funds.

BOARD OF DIRECTORS QUALIFICATIONS AND EXPERIENCE		
Founding Members	Governance Roles	Qualifications and Experiences
Albert Cross	Board Chairman	Governance, Financial Business, Performance and Operations Management, Parent and Community Engagement, Marketing, Recruiting, Branding, and Fundraising.
Ryan Turner	Board Vice-Chairman	Governance, Higher Education Administration, Curriculum, Instruction, Performance and Operations Management, Community Engagement, Marketing, and Recruiting, and Human Resources
Holly Arnold	Board Secretary	Oversight of health, safety and emergency first aid programs, support fund raising planning and fundraising financial oversight, support of special population and at-risk student programs.
Gerald Hill	Board Treasurer	Governance, Financial, Business, Performance and Operations Management, and Facilities Management. Grant writing.
Trisha Turner	Board Trustee	Current year financial management and next year budget projection planning. Parent and community engagement, Legal Compliance, assist in media communication.
Greg West	Board Trustee	IT management and distance learning systems and programs. Community and Business partnerships.
Jami Harden	Board Trustee	Community family outreach, special population and at-risk student programs.

James Evans	Board Secretary	School Leadership, Administration, Curriculum, Instruction, Assessment, Performance Management, Parent and Community Engagement for special population students.
Chad Shock	Board Trustee	Oversight of facility maintenance programs, support major maintenance planning and budgeting, planning for the shuttle bus requirements, and for the future addition of a bus route/stop program servicing the primary geographic area.

4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

Not applicable

If this application is being submitted by an existing non-profit organization respond to the following:

- Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?

LCIS's non-profit board will govern our schools.

- If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

LCIS was established with the intention of being a school organization and has no need to transform its Board's mission or bylaws to assume governance of the charter school. Additional training for the Board will be provided to help them effectively and efficiently govern the charter school.

- If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

Not Applicable

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

During the initial years of operation, the Board shall be comprised of the Trustees whose names are set forth in the Charter application. To ensure continuity and stability of the charter school, these "charter trustees" shall serve a term of four (4) years. Thereafter, the Trustees shall be elected in accordance with the provisions set in the LCIS By-Laws, Section 5.03. Except as otherwise provided in the By-Laws, all members of the Board of Trustees shall have and be subject to the same and equal qualifications, rights, privileges, duties, limitations, and restrictions. A majority of the members of the Board of Trustees must be residents of Indiana Creek, Marshall, Perry, or Spice Valley Townships of Lawrence County, Indiana. After the initial four (4) years of operation, at each annual meeting of the Trustees, held on or about June 29 of each year, trustees shall be chosen for a term of four (4) years. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) need to be filled.

After the initial year of operation, Trustees will be elected to fill vacancies on the Board by the process outlined below:

1. *All Board of Trustee applicants will be required to go through a screening process, overseen by Nominating Committee, appointed by the Board of Trustees. The Nominating Committee shall consist of Board Members, staff*

members, and citizens of the corporation. The Board shall determine the number of those who will serve on the Nominating Committee.

2. All Board of Trustees applicants will be required to fill out a questionnaire.
3. Upon completion of the screening process, the Nominating Committee will then place into nomination before the Board the names of candidates for each open position on the Board of Trustees.
4. No more than three candidates per position shall be nominated.
5. The Board of Trustees will vote on the candidates for each position in an open public meeting.
6. The LCIS Board has final authority over all ballots.
7. The time, date, and location of all elections will be advertised by the Board using, but not limited to, the following methods; public service announcements in newspapers, postings on the School's website, posting on the school Facebook page, and sending notification home with students.
8. Voting on board members elections will be done in person, in an open public meeting.
9. Newly elected trustees shall assume office at the first Board of Trustees meeting following their election.

The Board of Trustees and other startup organizers have been meeting as needed since February 2020. Once LCIS has received authorization and startup plans are proceeding as expected, we expect the Board to transition to monthly meetings. These meetings are planned to be held on the second Thursday of each month on the 12-month calendar. Additionally, an annual meeting of the Board of Trustees will be held in June of each year for election of Trustees and Officers, and such other business.

Committees. Committees meet monthly, or as needed, as determined by Committee Chairs. The Board of Trustees have also conducted study sessions to carefully review and revise this application. The Headmaster provides updates to the Board to keep them abreast of the progress with development and charter plans and communication with community partners and service providers. Current committees' meetings focus on planning and development of the Charter School.

6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. Provide, as **Attachment 18**, the board's proposed Code of Ethics and Conflict of Interest policy.

There are no existing relationships that could pose actual or perceived conflicts if the application is approved. LCIS is pleased to provide, as Attachment 18, the board's proposed Code of Ethics and Conflict of Interest policies.

7. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

After the charter application is submitted, the Board of Trustees will plan to offer training for Trustees. That training will include but not be limited to:

- *The Public Records Act*
- *School Board Roles and Responsibilities*
- *Leadership and Stewardship*

Our Board of Trustees will diligently accept their roles and responsibilities to ensure effective governance and oversight of LCIS including: establishing the mission and vision of LCIS; creating the job description of for the Headmaster; evaluating the Headmaster; developing academic and non-academic goals for LCIS; establishing policies to enhance day-to-day operations; approving preliminary and annual budgets; approving revenues and expenditures; approving vendors and service contracts and agreements; participating in training to enhance governance and oversight; and conducting Board self-evaluations.

Section 5.01. Number and Qualification. The Board of Trustees shall consist of not less than five (5) and not more than nine (9) persons. The Headmaster of the charter school shall be a non-voting member of the Board of Trustees.

During the initial years of operation, the Board shall be comprised of the Trustees whose names are set forth in the Charter Agreement To ensure continuity and stability of the charter school, these "charter trustees" shall serve a term of four (4) years. Thereafter, the Trustees shall be elected in accordance with the provisions of Section 5.03.

Except as otherwise provided in the By-Laws, all members of the Board of Trustees shall have and be subject to the same and equal qualification, rights, privileges, duties, limitation and restrictions. A majority of the members of the Board of Trustees must be residents of Indian Creek, Marshall, Perry, or Spice Valley Townships of Lawrence County, Indiana.

Section 5.02. Eligibility. To be nominated the individual must be at least 18 years old at the time of the election, be a resident of the State of Indiana, and pass a background check. Board members are not required to be parents of the Corporation.

Section 5.03. Term. After the initial four (4) years of operation, at each annual meeting of the Trustees held on or about June 29 of each year, trustees shall be chosen for a term of four (4) years. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) need to be filled.

Section 5.04. Election. Incumbent Trustees shall be eligible for reappointment; provided, however, no person may serve as a Trustee for more than three (3) consecutive four (4) year terms. Previous Trustees shall be eligible for membership after a lapse of one (1) year.

After the initial year of operation, Trustees will be elected to fill vacancies on the Board by the process outlined below:

1. All Board of Trustees applicants will be required to go through a screening process, overseen by a Nominating Committee appointed by the Board of Trustees. The Nominating Committee shall consist of board members, staff member(s), and citizens of the corporation. The Board shall determine the number of those who will serve on the Nominating Committee.
2. All Board of Trustees applicants will be required to fill out a questionnaire.
3. Upon completion of the screening process, the Nominating Committee will then place into nomination before the Board the names of candidates for each open position on the Board of Trustees.
4. No more than three candidates per position shall be nominated.
5. The Board of Trustees will vote on the candidates for each position in an open, public meeting.
6. The LCIS Board has final authority over all ballots.
7. The time, date and location of all elections will be advertised by the Board using, but not limited to, the following methods; public service announcements in newspapers, postings on the school's website, postings on the school's Facebook page, and sending notification home with students.
8. Voting on board member elections will be done in person in an open, public meeting.
9. Newly elected trustees shall assume office at the first Board of Trustees meeting following their election.

Section 5.05. Vacancies. In the event that a vacancy occurs, among the Board of Trustees caused by death, resignation, removal or other cause, the Board of Trustees shall elect a person to fill such vacancy. A Trustee elected to fill a vacancy shall hold office until the next annual meeting held in June at which time the trustee may opt to apply for a permanent board position.

Section 5.06. Resignation. Any Trustee may resign at any time by giving written notice of such resignation to the Chairperson of the Board of Trustees. A resignation is effective upon the delivery unless the notice specifies a later effective date. The acceptance of a resignation shall not be necessary to make it effective. If the Chairperson submits as resignation, the Vice-Chairperson shall serve until a new Chairperson can be elected.

Section 5.07. Removal of a Trustee. A Trustee may be removed for cause at a meeting of Trustees by an affirmative vote of two-thirds of the remaining Board of Trustees. Removal discussions will be held during an executive session. But the vote shall be in a public session. Trustees being considered for removal shall receive prior notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Officers

Section 7.01. Officers and Agents. *The officers of the Corporation shall consist of a Chairperson, a Vice-Chairperson, a Secretary, a Treasurer, and such other officers as the Board of Trustees may, by resolution, designate from time to time. No Officer may hold more than one position at the same time.*

The Board of Trustees may, by resolution, create, appoint and define the duties and fix the compensation, if any, of such officers and agents as, in its discretion, is deemed necessary, convenient or expedient for carrying out the purposes for which the Corporation is formed; provided, however, that officers and agents shall be compensated, if at all, only for actual services performed on behalf of the Corporation.

Section 7.02. Election, Term of office and Qualification. *All officers shall be chosen by the Board of Trustees at the annual meeting of the Board of Trustees. Each officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Trustees or until a successor is chosen and qualified.*

The Chairperson may serve no more than three consecutive one-year terms. Trustees elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of one year, may be elected to another term as an officer.

Section 7.03. Vacancies. *In the event an office of the Corporation becomes vacant by death, resignation, retirement, disqualification or any other cause, the Board of Trustees shall elect a person to fill such vacancy, and the person so elected shall hold office and serve until the next annual meeting of the Board of Trustees or until a successor is elected and qualified, or until the officer's death, resignation or removal.*

Advisory Bodies

Meets Standard Expectation

- Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.

1. Describe any advisory bodies or councils to be formed, including the roles and duties of that body.

Not applicable

2. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

The LCIS aims to create a positive school culture that promotes community and family engagement to accomplish the mission and vision of the academy. The academy will establish two advisory councils:

Special Population and At-Risk Students Advisory Council (SPARAC) – Facilitated by the Headmaster

The SPARAC will be comprised of approximately 10 parents of students which have an IEP. They will serve two-year terms and may serve longer if their child is expected to be a student of LCIS for the duration of the term. The Headmaster will select parents from a list of self-nominated parents. The SPARAC will meet monthly during the first year of LCIS operation and then transition to once per quarter to provide feedback to enhance the academic performance, culture, and climate of the LCIS. A quarterly report will be made by a representative of SPARAC to the Board of Trustees.

LCIS Parent Advisory Council (LCIS-PAC) – Co-Facilitated by the Chairperson of the Board of Trustees and the Headmaster

The LCIS-PAC will serve as the official representative for parents and will be charged with understanding and communicating parent concerns and interests. The LCIS-PAC will be comprised of two parents from each grade level to serve in this advisory capacity. Parents will self-nominate themselves and be selected by vote of parents with a student in that grade. The Parent Advisory Council meets monthly. We realize that parents are students' first and most impressionable teachers, and, as such, LCIS is committed to establishing a viable relationship with parents to actively engage them in all aspects of our schools. LCIS-PAC will provide feedback and support with instructional and extra-curricular programs, fieldtrips, and fundraising. All parents will be asked to sign a volunteer contract committing a minimum of 12 hours (3 hours per quarter) of work throughout the school year.

Both LCIS-PAC and SPARAC will participate in focus group sessions with the Board of Directors for the development of the strategic plan and participate in end-of-the-year surveys, which will be used to determine the attitudes and perceptions of constituents.

Grievance Process

Meets Standard Expectation

- Fair, accessible grievance process for parents and students.

1. Explain the process that the school will follow should a parent or student have an objective to a governing board policy or decision, administrative procedure, or practice at the school.

It is the desire of LCIS to resolve any complaints in a fair and prompt manner. Prior to the initiation of a grievance, the parent or student will discuss the concern/problem with the person directly involved in an attempt to resolve the problem. If the matter is not resolved, the matter shall be presented in writing to the Elementary Principal in the case of the students in Grades K-4 and to the Middle School Principal in the case of students in Grades 5-8. The formal resolutions steps are identified as follows:

First Resolution Step: Submit a Complaint Form. *The parents or student should initiate a complaint by requesting a complaint form from the office manager, completing the form and returning it to the office manager. The petitioner is to state the claim, provide a detailed statement of the facts in support of the claim, and identify their desired resolution of the matter. The office manager will log the complaint and give the parents a dated receipt. Within one business day, the office manager will submit the form to the Elementary School or Middle School Principal with a copy to the Headmaster. During our first two-three years we plan on the Headmaster filling the Middle School Principal position. After receiving the form, the Principal will provide a written acknowledgment of receipt of the complaint to the family with a copy to the office manager. The response will include a target date for a meeting with the family.*

Second Resolution Step: In-Person Meeting. *The Principal will meet individually with all parties to get a clear understanding of the complaint. The Principal may determine that it is necessary to meet jointly with both parties involved (if applicable) to resolve the dispute and collaborate on a solution to amicably resolve the matter. The Principal will provide a written response on the Complaint form and return it to the parent or student within five (5) business days of the initial meeting decision. If the parent or student is not satisfied with the decision of the Principal, the petitioner may appeal to the Headmaster.*

Third Resolution Step: Appeal to the Headmaster. *This step will follow the same general process of notice and documentation as for the second step. If the Headmaster is also the Middle School Principal, this step is skipped for Middle School parents/students.*

Fourth Resolution Step: Decision and Appeal Process. *The parent or student may appeal in writing the decision of the Headmaster to the Board of Trustees Governance Committee. The Headmaster will forward the Complaint Form with the proposed resolution to the Governance Committee. The Governance Committee will review all information relative to the complaint and request a meeting with the complainant within (5) five (5) business days. The Governance Committee will meet with the parent and/or student and any parties involved to review the complaint and shall provide a written decision to the parent or student within five (5) business days of the meeting. If further discussion is needed to resolve the complaint, the Governance Committee may refer the parent or student to the Board of Trustees Chairperson or if the parent or student is not satisfied with the decision of the Governance Committee, the parent or student may appeal directly to the Board of Trustees (proceed to the Fifth Resolution Step).*

Fifth Resolution Step: Meeting with the Board of Trustees. *The parent or student may request to meet with the full Board of Trustees in Executive Session. The Board Secretary will contact the parent, student and other persons involved with the meeting date and time of the hearing. The Board has the power and duty to act as deemed appropriate to resolve the matter. The Board will work diligently to amicably resolve the matter. If the school or school governing board fails to address the grievance, or if the parent/student believe additional notification is warranted, they may contact the Charter Authorizer, Education One, regarding their complaint. The parent/student will be assisted by a Board Trustee, if requested by the parent/supervisor, in preparing a complaint form and to provide documentation that describes the issue using the process required by Education One.*

School Management Contracts

Meets Standard Expectation

- Compensation is clearly articulated and includes a detailed description of the management fee, as well as all pass-through expenses.
- Clear process for choosing the identified ESP/CMO
- Effective relationship between the school governing board and the ESP/CMO to support the mission, vision, and educational programming of the proposed school.
- Includes a term sheet and draft of proposed contract detailing roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.

If applicant does not intend to contract with an ESP or CMO, mark “Not Applicable” and move to the next section.

1. Describe the ESP/CMO founding year, mission, leadership team, and current geographic footprint.

Not Applicable

2. Explain how and why the ESP/CMO was selected and the due diligence conducted (including a list of other entities assessed during the diligence process, if any).

Not Applicable

3. Provide, **Attachment 19**, the following:
 - Term sheet setting forth a proposed duration of the contract that aligns with the charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
 - Draft of the proposed management contract detailing all the above limits; and
 - Evidence that the service provider is authorized to do business in Indiana.
4. Summarize the relationship between the school governing board and the ESP/CMO, specifying how the governing board will monitor and evaluate the performance of the provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

Not Applicable

5. Disclose and explain any existing or potential conflicts of interest between the school governing board and proposed provider or any affiliated business entities.

Not Applicable

STAFFING

Staff Structure

Meets Standard Expectation

- Sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success at existing schools (*if applicable*).
- Sensible staffing rollout plan for the school model(s) aligned with the educational program and conducive to school success.
- Effective structure and strategies for managing the administration-staff relationship.

1. Provide, as **Attachment 20**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:
 - Year 1 positions, as well as positions to be added in future years;
 - Administrative, instructional, and non-instructional personnel;
 - The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - Operational and support staff.
2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

LCIS is managed by its Board of Trustees. The Headmaster of School reports directly to the Board with additional teaching and support staff reporting to the Headmaster. The Board delegates the day-to-day decision-making regarding school operations, student academic performance, and financial monitoring and management, to the Headmaster.

The Headmaster is the school leader, and thus, creates the culture and climate that exists in a school. The culture at LCIS is designed to ensure high expectations and high academic performance. It is the culture that can determine if a school will fulfill such expectations. Treating teachers and staff with respect, providing support, and empowering teachers will help establish a culture where everyone works together toward common goals. It is important to establish consensus among staff when making decisions in various areas of a school such as curriculum, instruction and discipline, and it is through collaboration that the important decisions are made. Teachers at LCIS will have significant input in the decision-making process. This will help create a healthy school climate. The administration values teachers as caring professionals: they are valued, respected, and appreciated. Their voices are critical to ensure success. In a positive culture, teachers are far more effective. A positive culture will strengthen the learning environment. The result is a climate that is conducive to student learning and achievement.

At LCIS, staff will meet frequently and with purpose to ensure that the needs of every student are being met. These meetings will occur in a variety of ways to guarantee that students are progressing. These meetings will benefit students and staff by creating a shared sense of purpose.

Teachers will meet weekly with grade level partners and/or lead teachers to discuss student progress, student data, curriculum needs, and best practices. Notes from grade level meetings will be available for the Headmaster's review. Additionally, teachers will meet in vertical articulation meetings quarterly using available data to identify weaknesses and address gaps in state standards between grade levels.

LCIS will also develop an RtI (Response to Intervention) Committee made up of teachers, the school psychologist, special education instructor, and school counselor to address the needs of students with IEPs and students who are underperforming. The RtI Committee will meet at the start of each academic year to discuss students with IEPs and strategies that have been successful in the past as students transition to a new grade level. The RtI Committee will also meet prior to Annual Case Review conferences for students with IEPs. The RtI Committee will meet monthly to develop and monitor interventions established for identified students.

The Headmaster of LCIS will hold monthly meetings with all staff to keep both teachers and instructional assistants informed of expectations, school goals, and upcoming deadlines. The success of students at LCIS will be dependent on clear lines of communication among all involved in the instruction of students.

LCIS will have an adult to student ratio of no more than a one adult per ten students. LCIS will cap enrollment at 25 students per classroom before initiating a wait list. The ratio of teacher to student will be one teacher per twenty-five students. In grades kindergarten through second grade, there will be one teacher and one instructional assistant per twenty-five students. In grades three through eight, there will be one teacher per twenty-five students with an aide shared between the classes or grade levels.

Staff Plans, Hiring, Management, and Evaluation

Meets Standard Expectation

- Compensation packages, systems, and strategy that are likely to attract and retain strong staff.
- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet ESEA requirements for being "Highly Qualified" and are well suited to the school

- Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- Sensible allocation of school vs. network responsibilities for staffing.
- Leadership and teacher evaluation tools that are likely to be effective.
- Effective planning for unsatisfactory leadership/teacher performance and turnover.

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 21**, a personnel policy or an employee manual, if developed.

*Certified staff will operate under a contractual agreement. They will be paid on a twelve-month calendar. The contract will specify the amount of days and the number of hours in the school year to be worked. Contracts for certified staff will serve to keep continuity in the school and minimize disruption to instruction. There will be two other professional staff categorizations. Professional staff will be paid on a twelve-month calendar year at a salary rate inclusive of fringe benefits. Support staff will be paid an hourly wage specified at time of employment. The hourly wage will be paid at or above the minimum federal minimum wage according to **Section 6(a)1** of the Fair Labor Act. Overtime will be subject to the Fair Labor Act as well.*

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

Compensation System: *The salary range will be \$38,000 for a beginning teacher and \$63,000 for a master teacher. Salary increases will be determined in accordance with IC 20-28-9-1.5. Full-time teachers will be offered a competitive compensation package that will include health insurance, participation in TRF, dental, vision, and life insurance.*

LCIS compensation system (in compliance with I.C. 20-28-9-1) will be based on a combination of the following factors:

1. *The number of years of a teacher's experience*
2. *The attainment of additional content area credits or degrees [The combination of these two factors (i.e. #1 and #2) may account for no more than 33% of the calculation to determine a teacher's increase or increment]*
3. *Teacher evaluation results conducted under IC 20-28-11.5*
4. *The assignment of instructional leadership roles, including conducting evaluations*
5. *The academic needs of the students in the school corporation*

Teachers who are rated "improvement necessary" and "ineffective" are not eligible for an increase.

Strategy for retaining high-performing teachers: *School leaders are often faced with teacher burnout, low morale and staff turnover. In order to retain the best teachers and staff, it is vital to develop a positive school climate. In 2007, the National School Climate Council spelled out specific criteria for what defines a positive school climate, including:*

- *Norms, values, and expectations that support social, emotional, and physical safety.*
- *People are engaged and respected.*
- *Students, families, and educators work together to develop and live a shared school vision.*
- *Educators model and nurture attitudes that emphasize the benefits gained from learning.*
- *Each person contributes to the operations of the school and the care of the physical environment.*

Thus, in establishing these components, it is intended for teacher turnover to be minimized.

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

The Headmaster and the other building principal will work with the Board in identifying, interviewing, and hiring the teaching staff and other personnel. The goal will be to have all personnel hired and in place by the end of July. For the newly sponsored charter school,

the Headmaster will interview all current teachers and hire those who best meet the criteria for teaching in a charter school. These criteria include, but are not limited to:

- *be a team player*
- *respectful of authority*
- *show verifiable knowledge of content area*
- *be self-directed*
- *possess good communication skills*
- *have the ability to relate to students*
- *have high expectations*
- *possess a strong work ethic*
- *possess integrity*
- **have a caring heart*
- **have a desire to help others*

In addition to interviewing current staff, the Headmaster will contact the surrounding universities' job candidate career fair coordinators in order to identify and interview prospective teacher candidates, attend college/university job fairs, reach out to Teach for America and access the IN-DOE School Personnel Job Bank. As part of the interview process, candidates will be expected to provide a portfolio containing his or her educational philosophy, resume, letters of recommendation, and evidence of exceptional work either as a classroom student (college) or as a classroom teacher (if the candidate has had teaching experience). The candidate will be asked to provide all pertinent information relating to classroom performance and expectations in an attempt to hire the best and most qualified teacher for the students of LCIS.

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

The Governing Board hires the Headmaster and participates in the hiring process for Principals, Business Manager, and for Lead Teachers. The Headmaster and the Principals have primary authority for hiring all other school employees but must bring their recommendations to the full Board of Trustees for approval.

To ensure the recruitment and retention of highly qualified and appropriately certified staff, the LCIS Recruitment and Retention committee will recruit and employ personnel who have the necessary credentials and the required licensure to assume the respective staffing assignments within the K-8 program. This committee will continue to be actively engaged in the employment process until the targeted staffing assignments have been achieved in order to begin operation. Once the schools open all targeted staff assignments have been filled by the Recruitment and Retention Committee, this committee will be dissolved. All employees will be provided with a "Teacher and Staff Handbook" which will define expectations for employment.

LCIS will partner with the Indiana State Police, CJISS to allow for access to "Limited Criminal History Information". The current plan is to use the "Limited Criminal History Information" process" for all employees as well as the "mycase" database.

5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment 22**, any leadership evaluation tool(s) that you have developed already.

Support and Development: *Professional development is an on-going process and is critical in the development and retaining of good teachers and administrators. The Headmaster will be given opportunities to participate in national conferences, join national organizations such as the National Alliance for Public Charter Schools and participate in professional development workshops offered by the IN-DOE. Networking with other school leaders will allow the Headmaster to keep abreast of what is working or not working in other charter schools. By visiting and communicating with successful charter schools, the Headmaster will have opportunities to develop leadership skills and broaden his or her understanding of curriculum that is effective in improving student performance.*

Evaluation: *The Board of Trustees is responsible for the evaluation of the Headmaster. At the end of the school year, the Board will determine final administrator effectiveness rubric rating and discuss this rating with the Headmaster during the end-of-year*

conference. No observation rubric, however detailed, can capture all of the nuances in how a Headmaster leads, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Headmaster/Administrator Effectiveness Rubric will provide a comprehensive framework for observing an administrator's practice that helps the Board's evaluator synthesize what they see in the school, while simultaneously encouraging the Board to consider all information collected holistically.

The Headmaster's evaluation will be comprised of two major components:

1. *Professional Practice* – Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Indiana Principal Effectiveness Rubric. The Headmaster will also be evaluated in the domains of Teacher Effectiveness and Leadership Actions.
2. *Student Learning* – A principal's contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including the A-F Accountability Model, as well as, progress towards specific Administrative Student Learning Objectives (SLOs) using state, national, international, or school-wide assessments.

At the beginning of the school year, the Headmaster and the Board's evaluator will meet for a beginning-of-year conference. This is an opportunity to discuss the Headmaster's prior year performance, review the Administrative Goals developed by the Board and the Headmaster, and map out a plan for the year.

In the spring, the Board's evaluator and the Headmaster will meet for an end-of-year conference. This is an opportunity to review the Headmaster's performance on all of the competencies of the Headmaster and Administrator Effectiveness Rubric and, if available, data supporting the accomplishment of Administrative Goals. It is important to note that, depending on when all the data necessary for assigning summative ratings are available, either the beginning-of-year or the end-of-year conference will also serve as a summative conference. This is when the Board evaluator will share his/her summative rating of the Headmaster, reviewing the Headmaster's areas of strengths and development for the year.

If the Board determines that the Headmaster has failed to accomplish the goals established at the beginning of the school year, a Performance Development Plan will be designed with specific expectations and a timeline for meeting the expectations. Ultimately, if the Headmaster shows a lack of improvement, the Board will terminate his or her contract.

6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 23**, any teacher evaluation tool(s) that already exist for the school.

Support and Development: Increasing student academic performance is the focus of the LCIS Board and school leaders, and the Board recognizes that teacher performance is the key element in raising or improving student performance. Teachers will be offered professional development opportunities throughout the school year, and LCISs professional development program is designed to comply with IN-DOE guidelines and state statute.

Professional growth is a continuous individual responsibility designed to provide a clear focus on specific identified goals. Plans are unique to the educators and may be supported through professional growth activities and curriculum development at the school level and through professional leave opportunities to participate in worthwhile activities (discipline specific conferences, Advanced Placement workshops, etc.) in other locations.

The professional growth program encourages diverse techniques, including inquiry, reflection, action research, networking, study groups, coaching, and evaluation. The program and activities under the program will be evaluated. Job-embedded activities such as shared team planning time and in-house collaboratively planned workshops and seminars allow teachers to improve expertise in subject knowledge, teaching strategies, uses of technology, and other essential elements in teaching high standards.

The professional growth plan:

- is school-based and collaboratively designed and encourages participants to work collaboratively;
- has a primary focus on state and local academic standards;
- enables teachers to improve expertise in subject knowledge and teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- furthers the alignment of standards, curriculum, and assessments; and

- includes measurement activities to ensure the transfer of new knowledge and skills to classroom instruction.

Development prior to school opening: Once the Headmaster is officially hired, he will put in place the specifics of the professional development program prior to the start of school in August. Professional development workshops will take place around the end of July. The goal is to have the hiring completed and the staff in place by the end of July.

The initial workshop will pair members of the leadership team with new teachers to begin the mentoring process. All teachers will be trained in the mission and philosophy of the school. Each person will be given a copy of the Indiana Charter Law, and time will be devoted to the discussion and explanation of the specifics of the law. The purpose of the initial workshop is to begin to lay the foundation to develop a culture for staff that is positive and supportive. The focus will be on creating a school culture and climate that is conducive to a positive learning environment and creating an instructional environment that will result in high academic performance by students. Teachers will also receive training in using a team approach in working with one another and implementing a curriculum that is integrated across all grades and subjects.

Vertical and horizontal teaming will be a vital part of the team approach, and teachers will be encouraged to meet and communicate with one another on a regular basis.

Professional Development through the academic year: Professional development days will be scheduled at the beginning of the school, during the year and at the end of the year. Throughout the school year, teachers will be given opportunities to attend workshops and conferences. In addition, trainers and consultants will be brought in to the school to provide professional development in areas such as curriculum, discipline and technology. It is conceivable that teachers may receive a minimum of at least six days of professional development during the school year.

In addition to the professional development programs during the school year, teachers will be encouraged to meet weekly for at least one hour to discuss teaching strategies, best practices, and intervention methods. Teaching schedules will be developed to allow for common planning periods where teachers may work in teams and have training to address specific areas of concern.

All teachers will participate in professional development that is designed to address teaching strategies that promote high academic growth and performance. In addition, they will receive training in the most effective ways to use data to enhance instruction. The professional development plan may be modified based on interim assessment results.

Evaluation: Through the teacher evaluation process, the administration will be able to identify any deficiencies or problems with a teacher's classroom performance. Any teacher who fails to meet the expected standards will work with the Headmaster and Building Principal in order to design a Performance Development Plan. The plan may include the following:

- Plan will review specific performance expectation(s) not being met using the Teacher Evaluation Rubric and/or student performance data.
- Determine a system and a timeline for monitoring the teacher's Performance Development Plan.
- Determine resources and additional professional development needed.
- Determine the use of license renewal credits to be used for professional development to complete the Performance Development Plan.
- Demonstrate how professional development activities relate to recommendations for improvement.
- Determine the date by which the plan must be completed. (The administrator may grant additional time not to exceed the 90-day school limit.)

Teacher effectiveness will be measured by evidence gathered by classroom visits or observance of other professional activities and will be conducted for all certificated teachers. Teachers will be observed through short and long evaluations multiple times during a year. Teacher observations are the recording of observable teacher behaviors and interactions with students and/or adults for the purpose of rating the extent to which the teacher's planning, instruction, leadership and professionalism have a positive impact on student learning.

The number of observations per year will be determined by the following criteria:

- years of teaching
- effectiveness rating determined by the teacher evaluation from the prior year
- at the discretion of the evaluator

In accordance with IC 20-28-11.5-4a and 4b, the rubric is based on the following scale: Highly Effective, Effective, Improvement Necessary, Ineffective. Ratings on the rubric will be based on the evaluator's observation(s) and may include supporting evidence provided to the evaluator. A copy of the observation rubric with the evaluator's comments and preliminary scores will be shared electronically or in hard copy with the teacher within a reasonable timeframe following the conference. Teachers may provide teaching materials or relevant information prior to or immediately following the evaluator's observation.

7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

The School Board shall exercise its executive power in part by the appointment of a Headmaster who shall enforce the statutes of the State of Indiana, administrative guidelines of the State Department of Education as they apply to charter schools, the provisions of the charter application, and the policies of this Board. The Headmaster shall prepare guidelines for the administration of the School Corporation which are in compliance with the Charter, statutes, regulations of the State Department of Education, or the policies of this Board. These guidelines will be included in the "Teacher and Staff Handbook" which will be provided to each new employee and discussed with them during their initial indoctrination program. Such administrative guidelines shall be binding on the employees of LCIS. The Headmaster shall be delegated the authority to take necessary action in circumstances not provided for in Board policy, provided that such action should be reported to the Board at the next meeting following such action.

Any problem with teacher or other employee performance, or with unsatisfactory leadership by Lead Teachers, a Principal or the Business Manager will follow defined resolution steps. Our goal will always be to attempt to resolve the issue at the lowest level possible without any formal adverse action. However, every employee, if they feel they are being unfairly treated or not being given a fair and accurate evaluation or hearing may appeal the issue to the Headmaster, and then to the Board Governance Committee, and finally to the entire Board of Trustees if need be. The process may be used for any complaint including performance evaluations, failure to meet a performance improvement plan, disciplinary actions, and/or including removal.

First Resolution Step: Submit a Complaint Form

The employee should initiate a complaint by requesting a complaint form from the office manager, completing the form and returning it to the office manager. The petitioner is to state the claim, provide a detailed statement of the facts in support of the claim, and identify their desired resolution of the matter. The office manager will log the complaint and give the employee a dated receipt. Within one business day, the office manager will submit the form to the Elementary School or Middle School Principal with a copy to the Headmaster. During our first two-three years we plan on the Headmaster filling the Middle School Principal position. After receiving the form, the Principal will provide a written acknowledgment of receipt of the complaint to the employee with a copy to the office manager. The response will include a target date for a meeting with the employee.

Second Resolution Step: In-Person Meeting

The Principal will meet with the employee to get a clear understanding of the complaint. After the in person meeting The Principal will provide a written response on the Complaint form and return it to the employee within five (5) business days of the initial meeting decision. If the employee is not satisfied with the decision of the Principal, the petitioner may appeal to the Headmaster.

Third Resolution Step: Appeal to the Headmaster

This step will follow the same general process of notice and documentation as for the second step. If the Headmaster is also the Middle School Principal, this step is skipped for Middle School employees.

Fourth Resolution Step: Decision and Appeal Process

The employee may appeal in writing the decision of the Headmaster to the Board of Trustees Governance Committee. The Headmaster will forward the Complaint Form with the proposed resolution to the Governance Committee. The Governance Committee will review all information relative to the complaint and request a meeting with the employee within five (5) business days. The Governance Committee will meet with the employee and any parties involved to review the complaint and shall provide a written decision to the employee within five (5) business days of the meeting. If further discussion is needed to resolve the complaint, the Governance Committee may refer the employee to the Board of Trustees Chairperson or if the employee is not satisfied with the decision of the Governance Committee, the employee may appeal directly to the Board of Trustees (proceed to the Fifth Resolution Step).

Fifth Resolution Step: Meeting with the Board of Trustees

The employee may request to meet with the full Board of Trustees in Executive Session. The Board has the power and duty to act as deemed appropriate to resolve the matter. The Board will work diligently to amicably resolve the matter. If the school or school governing board decision will be final.

Professional Development

Meets Standard Expectation

- Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.
- Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

1. Describe the school's professional development expectations and opportunities, including the following:
 - Identify the person or position responsible for professional development.

Headmaster and Lead Teachers will be responsible for determining the professional development for LCIS. Professional development at LCIS will be timely, meaningful, and with the purpose of moving the staff and students of LCIS in a forward manner. Professional development may come in the form of trainings, guest speakers, or book studies.

- Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The first year of professional development will all be developed and focused on distance learning. It has become necessary due to the pandemic for all staff members to be proficient to provide quality instruction to all students. In today's climate, it is crucial that all staff members, certified and non-certified, be fully trained in using distance learning tools for their students.

It will be required for all certified staff members to be at a minimum Google Certified Level 1. This will be done externally to ensure the necessary training. Many of the Google trainings are web-based and at your pace level.

It will be necessary for all certified staff to view an educational video or podcast monthly and implement one strategy they learned from the source. They will be required to complete a small summary of the source and discuss how they used it in their classroom. These can either be chosen by the Headmaster, lead teachers, or the individual teacher. This will allow for both uniformity and individuality to compensate professionalism.

- Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

During the Summer of 2021, we will initiate our first modules of training for distance learning (e-Learning). Both Headmaster, principal, and lead teachers will lead the trainings to educate not only our certified staff, but any identified non-certified staff. We anticipate we will invite parents to join us in different aspects of this training as well to train them on the upcoming e-Learning days.

Teachers will be trained, as well, in any assessment programs and data tracking systems LCIS will used for the school year. The Headmaster, principal, and lead teachers will assist in this training.

- Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

LCIS will have 8 total days of professional development through the 2021-2022 school year. The dates are listed below. We intend on having these trainings for a half day throughout the school day. Teachers and instructional assistants will be involved in each training. Teachers and instructional aides will be available to students throughout the full day to assist with any distance learning (e-Learning) questions and assess student learning. These e-Learning days will count towards the students' required 180 days.

PROFESSIONAL DEVELOPMENT DAYS	
Date	Activity
June 16, 2021	<i>Distance Learning (e-Learning) Training Certified and Non-Certified</i>
July 14, 2021	<i>Assessment (NWEA) and Data Tracking Systems Training for Certified Staff</i>
September 22, 2021	<i>Google Suite implementation in the classroom and beyond</i>
November 10, 2021	<i>Reading and Math Strategies</i>
January 26, 2022	<i>Analysis of Data from the results of Winter benchmark assessments</i>
February 21, 2022	<i>Technology Tools and Resources (AM) Science and Engineering Modules (PM)</i>
April 15, 2022	<i>Analysis of Data for results from the Spring benchmark assessments</i>
June 1, 2022	<i>Review School Survey results and plan for next school year</i>

PERFORMANCE MANAGEMENT

Meets Standard Expectation

- Quality interim assessments that are aligned with (each) school's curriculum, performance goals, and state standards.
- Effective plan and system for measuring and evaluating academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.
- Comprehensive, effective plan and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction, providing training and support for school personnel, and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Thoughtful, appropriate corrective actions the school and network will take if either falls short of goals at any level, including explanation of what would trigger such actions and who would implement them.
- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

1. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

LCIS will be utilizing NWEA MAP Growth for primary interim assessments. According to NWEA's website, it will provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices. They also state that teachers will have access to standards-aligned reports. It will give LCIS administration and staff reliable insights to make it simple for teachers to plan for differentiated instruction, develop interventions for

struggling students, and see what students are ready to learn next. Higher-level reports provide administrators the context to drive improvement across entire schools and systems.

2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

LCIS will actively measure student academic progress monthly, quarterly, semi-annually, and annually. Consistent data collection and flexible instructional goals will be key components to academic success. Teachers will meet with lead teachers monthly to look at classroom assessment data to determine flexible grouping to remediate, instruct, and enrich student learning. LCIS will pride itself on the constant movement of students within instructional groupings based on demonstration of skills through classroom assessments. Quarterly, teachers will administer STAR Reading and STAR Math assessments to provide feedback on progress and mastery to the lead teachers and headmaster. Semi-annually, data will be collected on students after the administering of NWEA to assess progress and collect information on strong and weak standards. Data will be analyzed by the headmaster, lead teachers, and teachers to allow the teacher to alter instruction based on those results. Finally, annually teachers will assess data collected from state mandated standardized testing to provide valuable information on strengths and weaknesses of LCIS. The headmaster and lead teachers will review this information and determine professional development based on the results. This will serve to strengthen the instructional practices of the staff of LCIS. Information gleaned regarding student progress will be shared with parents in the form of reports generated by STAR testing, NWEA testing, and the state mandated testing. Students will be apprised of their progress to allow for ownership of effort. LCIS understands and embraces the idea that all children learn differently and at varying pacing. LCIS will look for academic success to be demonstrated by the measurement of one full grade level's worth of growth, no matter the starting grade level, at the end of one academic year.

3. Identify who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

The headmaster in collaboration with the lead teachers will manage data, interpret it, and lead or coordinate professional development to improve student achievement.

4. Explain the training and support that school leadership and teachers will receive in analyzing interpreting, and using performance data to improve school learning.

Professional development provided by assessment facilitators will train school leadership in interpreting data garnered by those assessments. Additionally, school leadership will seek training opportunities through the Indiana Department of Education, as well as other learning communities, to improve data collection and usage.

5. Describe the corrective actions the school will take if it falls short of student academic achievement expectations and goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

LCIS will develop corrective actions based on data collection. Annually, school leadership will determine school wide goals in response to weaknesses determined by state mandated assessment reports. Often, creating a school wide goal will be both an immediate response and a long-term response as students and staff work to fulfill the school wide goal. Success with this goal will become evident as the previous weakness is strengthened in Kindergarten through 8th grade. Grade-level goals can also be determined based on formative assessment reports. After the initial assessment window, school leadership and teachers will choose a weak standard to focus on throughout the year. Teachers will align instruction to support this weakness and school leadership will monitor progress based on subsequent assessment reports.

FACILITIES

If you are seeking an existing public school facility made available by the authorizer, complete Part A and Part B. If you intend to identify and operate in an independent facility, complete only Part B.

Part A: Existing Public Facilities (If available)

Meets Standard Expectation

- Complete and compelling response to the facilities needs assessment aligned with the educational program and anticipated student population.

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

Not Applicable

2. List your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
 - Science labs, art room (with or without kiln), computer labs, library/media center, performance/dance room, auditorium

Not Applicable

3. List your anticipated administrative/support space needs, including anticipated number of each. Administrative/support space needs may include but are not limited to the following:
 - Main office, satellite office, work room/copy room, supplies/storage, teacher work rooms

Not Applicable

4. List which, if any, of the following are essential to fulfillment of the core athletic program:
 - Gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field

Not Applicable

5. Identify any other significant facilities needs not already specified, including:
 - Playground, large common space for assemblies and other large group meetings

Not Applicable

6. Does the applicant have a specific desired location(s) from those being made available by the authorizer?

Yes No

If yes and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood.

Desired Location(s):

7. Is the applicant willing to share the facility with another school?

Yes No

8. Discuss contingency plans in the event you do not receive a facility from the authorizer.

Not Applicable

Part B: Independent Facilities

Meets Standard Expectation

- Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

1. If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

The LCIS plan is based on acquiring the existing Springville and Fayetteville Elementary Schools from the NLCS Corporation in Lawrence County. The LCIS Plan is based on acquiring the existing Springville and Fayetteville Elementary School.

Fayetteville Elementary was used as a K-5 elementary school as part of the NLCS corporation through 2019-2020 school year. Constructed with limestone and stucco veneer in 2006 on 17 acres with 40,225 square feet of floor space, the building has geo-thermal heating and cooling and is handicap accessible. It has a new sprinkler system and security cameras were installed in 2016. It is located 0.2 mile off State Highway 158, which leads to an employee gate of Naval Support Activity Crane, IN. It is located 0.3 mile from the very well-equipped Indian Creek Volunteer Fire Department. The building is in very good condition with no major maintenance or repairs required.

The Springville Elementary School was used as a K-5 elementary school as part of the NLCS corporation through 2019-2020 school year. The original building was constructed in 1956 with additions in 1972, 1984, 1994, and a major remodel in 2006. It has 44,018 square feet of floor space located on 12 acres. The building has a fire alarm, sprinkler system, geo-thermal heating and cooling, and is handicap accessible. Security cameras were installed in 2003. It is located directly adjacent to State Highway 54/58 which is a primary east-west route across southern Indiana. It is also a major commuter route from the county seat and largest city in Lawrence County leading to the primary employee gate of Naval Support Activity Crane, IN. It is located 0.2 mile from the very well-equipped Perry Township Volunteer Fire Department. The building is in very good condition with no major maintenance or repair necessary.

Prior to NLCS having ownership of the aforementioned schools, both Fayetteville and Springville Schools were owned by their respective townships in Lawrence County and gifted to NLCS. Under provisions specified in I.C. 20-23-6-9, the school corporation must offer the property as a gift to the township that owned the property before the school was consolidated. As such, LCIS has reached out to both Perry and Indian Creek Township Trustees and Advisory Boards to express interest in combining their energies and talents in an effort to establish a charter school at the site of their former Elementary Schools. A copy of the MOU LCIS holds with Perry Township is provided as Attachment 24; as of the date of this application, LCIS continues negotiations with Indian Creek Township on the same.

2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 24**.
3. Briefly describe the facility including location, size, and amenities. You may provide, as **Attachment 25**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state, local, and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

Fayetteville Community School, located at 223 Old Farm Road in Bedford, Indiana has just over 40,000 square feet of floor space, and is located on almost 20 acres of land. The facility has 12 classrooms, a cafeteria, gymnasium, teachers' lounge, a large library, kitchen, and an office suite for administrative staff including principal, office manager, school nurse, and a conference area. External to the building, there is a large paved parking lot, playground with equipment, and an "outdoor laboratory" space where children are guided and encouraged to learn about and explore the great outdoors.

Springville Community School, located at 126 Brick Street in Springville, Indiana has nearly 45,000 square feet of floor space, and is located on 12 acres. The facility has 12 classrooms, a teachers' lounge, cafeteria, office areas, a large all-purpose room,

gymnasium, library, separate rooms dedicated to music and art, and three additional rooms dedicated to students with IEPs. External to the building, there is a very large playground with equipment and a large, paved parking lot.

Both facilities are handicap accessible, and having been operated as public schools as recently as the completed 2019-2020 academic year, are expected to be ADA compliant. Any necessary upgrades or revisions to the facility to ensure this compliance and accessibility will be made prior to the start of the 2021-2022 academic year.

START UP & ONGOING OPERATIONS

Meets Standard Expectation

- Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget.
- *(If the school will provide transportation)* Sound plan for student transportation, including both daily and special-event transportation.
- Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies.
- Plan to secure comprehensive and adequate insurance coverage, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

1. Provide, as **Attachment 26**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook) and provide it as **Attachment 27**.
2. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

LCIS will not provide bus transportation from a child's residence to school and vice versa for the general population however, providing transportation to our students and their families is essential to the success of LCIS. Our rural community is comprised mostly of commuting parents, with jobs in our neighboring counties, and thus they depend upon their school to offer transportation options. After communicating with several other rural charter schools in Indiana to discuss their experience and lessons learned, we feel it is in our best interest to offer transportation to best serve our students and maximize enrollment. Based upon our anticipated enrollment, we anticipate buying two buses late in our planning year in preparation for Year 1, with an additional bus purchased in Year 3 and one in Year 4 to accommodate increased enrollment, field trips, and extra-curricular events. We also plan to provide assistance with special needs students by contracting out those transportation needs. LCIS will offer a bus service between buildings before the school day begins and at the end of the day in order to help parents with drop-off and pick-up points for their children.

LCIS will provide transportation for fieldtrips, special events, and school activities away from school. LCIS will provide transportation for homeless students to comply with the federal McKinney-Vento Homeless Act, 42 USC 11431, and for students with disabilities whose IEPs require transportation in compliance with the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u) through a private contracted bus arrangement.

3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

LCIS will apply for a Homeland Security grant to help support the cost of a school threat analysis and a School Resource Officer. LCIS will request hand-held metal detectors, a security system and surveillance cameras to monitor activity both inside the building and around the outer perimeter of the building. The School Safety and Security plan will be developed through a partnership with local community first responders and local law enforcement personnel.

4. Provide, as **Attachment 28**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

OPERATIONS CAPACITY

Meets Standard Expectation

- Individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- *(If proposing an independent facility)* Demonstrated experience in facilities acquisition and management, including managing build-out and/or renovations.

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - Staffing, professional development, performance management, general operations, and facilities management

Financial Management: *At the Board level both Gerald Hill and Trisha Turner have extensive experience, as noted in their resumes, with planning and managing budgets, adjusting execution to handle unexpected expenses or reduced revenue, and reporting to the organization leadership. They have both been deeply involved in developing the 5-year enrollment and budget plan using other Board Trustees experience and knowledge. We also have Chad Shock who has experience as the maintenance manager for the IU Health hospital in Bedford where he managed a \$2M building maintenance budget, supervised the maintenance staff, and managed contractors. We have also consulted with administrators with 6 other active schools. Otwell, Dugger, Graysville, and Mays which are rural charter schools. As well as charter schools located near Lawrence County; The Project School in Bloomington, and Seven Oaks Classical School in Ellettsville. We have retained Terry English as our legal advisor who is also a Board member of the Seven Oaks school as well as experienced in charter school law and Public Records Law.*

Fundraising and Development: *Gerald Hill recently completed six years as a Board Member of the Lawrence County Community Foundation (LCCF) including two years as President. During that period LCCF had two rounds of Lilly Foundation matching grants which were very successful raising the LCCF Endowment program by almost 50%. Mr. Hill also has managed endowment programs for the local Boy Scout Council and feels very comfortable "making the ask". As we recruited Board Trustees, we kept the fund-raising expectation as part of our Trustee "Job Description". Trisha Turner has significant current experience with Indiana University Foundation grant writing program. We have Jami Hardin who has managed the Boy Scout Popcorn Sale annual fundraising program for several years with record setting annual fund-raising programs. Jami along with Holly Arnold and other "Friends of LCIS" have run yard sales and cookouts which have raised several thousand dollars just in the short three months we have been in existence as a nonprofit organization. Our Facebook page and our website are active and generating a large following of interested individuals and families. After we have our charter authorization, we expect to structure a more organized fund-raising campaign which will include business and individuals. There are many recognized funding sources that are just waiting to see our official designation as a Charter School.*

Accounting and Internal Controls: *We will have the same team of Gerald Hill and Trisha Turner managing the oversight of the Business Manager, along with relying upon Kevin Davis and his Indiana Charter, LLC for support and advice. We plan to follow the Dugger model for managing fundraising money handling which we have learned from other charter schools can become a problem with many volunteers involved.*

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The LCIS Board has a diverse membership which includes individuals who are or have been facility managers for large organizations, including hospitals, industrial facilities, and major office buildings. For the two buildings we plan to use there are complicated heating, ventilating and air conditioning systems and well as fire alarm and fire suppression systems. Both buildings are either new or totally renovated in the last 15-16 years and are in excellent condition. We are aware of some issues that we are prepared to correct before we open in August 2021. Specifically note the experience of Board Trustees, Albert Cross, Gerald Hill, and Chad Shock. They all have experience with planning and implementation of new facilities and equipment. That includes construction and renovation of schools. Mr. Hill was a School Board member for three years. We also have two Board Trustees, Ryan Turner and Greg West, with significant IT, internet, and Wi-Fi technology experience. Our Lawyer, Terry English specializes in property acquisition law.

FINANCIAL PLAN

Meets Standard Expectation

- Draft financial procedures, policy, or other reasonable assurance that the operator will have sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintains strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
- Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.
- Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- Complete, realistic, and viable start-up and five-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

LCIS Board of Trustees, Finance Committee, led by the Treasurer of the Board and working collaboratively with the Business Manager and Headmaster, will be responsible for the oversight and management of LCIS's finances. The Headmaster and LCIS Board have created the budget for this application and the outlying 5 years of operation. Once authorized, LCIS Headmaster will hire a Business Manager, with an anticipated start date of full-time employment by March 1, 2021. While the Board of Trustees and Headmaster will be responsible for adopting the preliminary and final budget and will have the ultimate responsibility for oversight and appropriate financial reporting, the Business Manager will manage revenue and spending to the 5-year budget, and handle the day-to-day financial operations including bookkeeping, accounts payable, purchasing, payroll preparation, and management of receipts.

Purchasing: *The Finance Committee, composed of the Board Treasurer, Business Manager, and Headmaster will be involved in carrying out all financial transactions. All financial transactions (including checks, drafts, purchase orders or contracts for the payment of funds, notes, or other debt for LCIS) will be signed off on by the Business Manager. Any financial transactions in excess of \$10,000 require an affirmative vote for approval by the Board of Trustees. Any financial transactions in excess of \$5,000 require a second signature by the Board Treasurer.*

Accounting: *Upon his/her hire, the Business Manager will determine the best accounting software for use to maintain LCIS's financial records and procure the software immediately. The Board Treasurer, Headmaster, and Business Manager will have access to the software selected to ensure transparency in tracking and reporting revenues and expenditures, and the overall management of LCIS's finances. The Business Manager will generate checks, monitor cash, create journal entries, manage payroll, reconcile monthly bank statements, and generate monthly financial status reports for the Board of Trustees. All reports will be created and maintained using generally accepted accounting principles established by the Governmental Accounting Standards Board (GASB).*

Payroll: *The Business Manager will submit payroll reports to Automatic Data Processing, Inc., more commonly referred to simply as ADP. ADP will manage the distribution of checks, benefits, and other risk management concerns.*

Financial Reports: *The Business Manager is responsible for generating monthly financial reports for review by the Board Treasurer and the Headmaster. After their review, this report will be provided first to the Finance Committee and then to the full Board of Trustees at their regularly scheduled meetings. The board Treasurer is responsible for implementing LCIS's approved financial policies and established compliance procedures that have been agreed upon and approved by the Board of Trustees. Any*

exceptions, changes, or other amendments to their policies shall be proposed and written by the Finance Committee and Governance and Development Committee and approved by the Board of Trustees.

Annual Budget Preparation: The Business Manager, with the support of the Board Treasurer and Headmaster will prepare the annual budget of revenues in comparison with prior year and expenses, projection of cash flows, and a capital budget. In preparation for this, the Business Manager and Headmaster will prepare all preliminary reports based upon projected student enrollment, class size projections, staff and faculty salary structure, facility costs, and more long-term financial aims. The Business Manager will report current financial data in comparison to the prior year budget and actual revenue and expense reports. The Board Treasurer and the Headmaster will review figures submitted for completeness and reasonability. The Finance Committee will make any required changes prior to presenting to the Board of Trustees for approval. The approved budget will be entered into the general ledger by the Business Manager for the upcoming fiscal year and will be used to prepare subsequent budget-to-actual reports.

2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

The Board Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the full time employee serving as Business Manager as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Business Manager shall have the duties and title of "School Treasurer". The Board Treasurer shall ensure that the School Treasurer keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Board of Trustees Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the Headmaster and the School Treasurer, for the consideration and approval of the Board of Trustees. The Board Treasurer shall ensure that the School Treasurer deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board of Trustees. The Board Treasurer shall provide oversight to the School Treasurer in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Trustees. The Board Treasurer shall render to the Board of Trustees the families of the Corporation, and the employees of the Corporation, at the Annual Meeting, statements evidencing the current financial condition of the Corporation.

The Board Treasurer shall ensure that the School Treasurer establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report in compliance with the Indiana statutes and regulations relating to charter schools. The Board Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the Corporation and provide a report on them to the Board of Trustees.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

LCIS will use contracted services to hire an approved auditor. This auditor will provide annual reviews and reports of LCIS's financial status and management thereof in accordance with policies and requirements of the Indiana State Board of Accounts.

4. Describe how the school will ensure financial transparency to the authorizer and the public, including the anticipated costs and criteria for selecting such services.

As discussed in question 2, the Board Treasurer and the Business Manager will work closely together. They will meet at least monthly to prepare the monthly financial summary which will include budget plan, actual expenditures and revenues to date, and projections for the remainder of the school year. The Board Treasurer, Gerald Hill, has significant financial management experience and will also rely upon the school operations consultant, Kevin Davis, and his company Indiana Charters, LLC. Kevin and his company have extensive experience. LCIS will obtain the following services from Indiana Charters, LLC:

- Administrative consultation
- Data management and reporting

- *Special education director services*
- *Grant manager*
- *Financial and accounting services*

PowerSchool support services (Tier II)

5. Describe any services to be contracted, such as business services, payroll, and auditing services, and include the anticipated costs and criteria for selecting such services.

Helping us to realize our goal of opening in Academic Year 2021-2022, LCIS intends to contract with Indiana Charters for Business Services including Administrative Consultation and Project Management, Data Management and Reporting, Special Education Director Services, Grants Management, Financial and Accounting Services and PowerSchool Support Services. The annual expected expense of this contract for the services listed above is \$70,000 – but will inevitably prove itself priceless based upon feedback from nearby operating charter schools utilizing these same services.

LCIS intends to utilize ADP for payroll services, and we anticipate the annual cost averaging ~\$2,000 for this service.

LCIS also intends to contract out its annual auditing, and has set aside \$10,000 annually to support fees for this endeavor based upon input from nearby operating charter schools utilizing a similar service.

6. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.

LCIS has a working relationship with Springer Insurance & Financial Services, Inc. in Sullivan Indiana. Their agency handles insurance policies for many Indiana Charter Schools, and all insurance carriers that they provide must be rated "A" or better. Upon the receipt of our charter authorization, Springer Insurance will write and quote a new policy that will be tailored to our needs as a charter school to include (but not limited to): Property, Liability, Automobile Liability, Inland Marine, Crime, Workers' Compensation, Umbrella (Excess) Liability and Accident Insurance.

7. Submit the Charter Application Budget and Staffing Workbook (provide the completed workbook as **Attachment 27**, and be sure to complete all sheets in the Workbook). In developing your budget, please use the per-pupil revenue projections provided by the authorizer.
8. Budget Narrative: As **Attachment 29**, present a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following in the narrative:
 - Per-Pupil Revenue
 - Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
 - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

FINANCIAL MANAGEMENT CAPACITY

Meets Standard Expectation

- Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management;
- Fundraising and development;
- Accounting and internal controls.

At the Board level, both Gerald Hill and Trisha Turner, have extensive experience, as noted in their resumes, with planning and managing budgets, adjusting execution to handle unexpected expenses or reduced revenue, and reporting to the organization leadership. They have both been deeply involved in developing the 5 year enrollment and budget plan using other Board Trustees experience and knowledge. Board member, Chad Shock, has experience as the maintenance manager for the IU Health hospital in Bedford where he managed a \$2M building maintenance budget, supervised the maintenance staff, and managed contractors. LCIS has consulted with administrators of Otwell, Dugger, Graysville, and Mays which are rural charter schools. As well as charter schools located near Lawrence County; The Project School in Bloomington, and Seven Oaks Classical School in Ellettsville. LCIS has retained Terry English as the legal advisor. Mr. English is a Board member of the Seven Oaks school, as well as experienced in charter school law and Public Records Law.

SECTION IV: PORTFOLIO REVIEW & PERFORMANCE RECORD

Education One, L.L.C. will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about all schools operated by the organization, including any ESP or CMO partner. Education One may request additional information from applicants at any time during the review process.

1. As **Attachment 30**, provide a summary of every school in the organization's portfolio (including every charter school managed by the proposed partner, if applicable). Include the following information for every school:
 - Year opened;
 - City/location;
 - School contact information;
 - Authorizer contact information;
 - Number of students;
 - Grade levels served;
 - Student data including: free/reduced lunch status, ethnicity population percentages, Special Education percentages, and English Language Learner percentages;
 - Year in which contract with ESP/CMO commenced and/or ended (if applicable);
 - State assessment achievement results for the past five years by grade level in ELA and Mathematics; and
 - State assessment growth results for the past five years by grade level in ELA and Mathematics.
 - *For High Schools Only:*
 - Past five years of 4-year graduation rates;
 - Past five years of college and career readiness percentages;
 - Number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain.
2. Select one of the consistently high-performing schools that the organization operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
 - Describe the primary causes to which you attribute the school's distinctive performance.

Not applicable

- Identify any notable challenges that the school has overcome in achieving results.

Not applicable

- Explain the ways in which the school's success has informed or affected how other schools in the network operate, including how the effective practice, structure, or strategy was identified and how it was implemented elsewhere in the network.

Not applicable

3. Select one of the organizations schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
 - Describe the primary causes to which you attribute the school's performance.

Not applicable

- Explain the specific strategies that are being employed to improve performance.

Not applicable

- Identify how you know when performance is satisfactory. Include the expectations for satisfactory performance in terms of levels and timing.

Not applicable

4. For all schools operating in the state of Indiana, provide as **Attachment 31** (a) the last three years of audited financial statements for the school(s) and (b) the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.
5. For the organization as a whole and any related business entities, provide the following as **Attachment 32**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.
6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."

Not applicable

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

Not applicable

8. Explain any performance deficiency or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

Not applicable

9. Identify any current or past litigation, including arbitration proceedings, by the school, that has involved the organization or any charter schools it operates. Provide, as **Attachment 33**, a summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

SECTION V: INNOVATION

Education One is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, use of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Summarize the innovation(s) embodied in the proposed school design. The summary should include, at a minimum, the following:

- An explanation of how the proposed model is fundamentally different than typical school models, specifically those found in the district or community in which the charter school will be located
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model
- An explanation of how the model will still permit Education One to hold the operator to the same high accountability standards to which it holds all authorized schools

It is the intention of LCIS to be different from area districts in every way. Providing our students with a small, warm, welcoming school in a rural setting is only one way that we strive to be different than the schools in surrounding corporations. In addition to providing students with a serene and loving learning environment, LCIS will provide an education that is superior to competing districts. It is the belief of the faculty of LCIS that the future of education lies in returning the responsibility of learning to the students. While other school corporations have the "sage on the stage" approach to learning, LCIS will provide students with the opportunity, materials, and guidance to explore, imagine, create and share as a community of learners.

Research suggests that inquiry based learning is more meaningful to students. Students retain their learning as they work to solve problems, build and develop projects, and share their ideas with other students. LCIS will not be satisfied with students working solely on workbook pages. LCIS will strive to develop programming that allows students to experience real world problems in a controlled setting with teacher guidance at the ready as students learn.

Instructional Strategies (Project-Based Learning): *This hands-on instructional approach is integrated with the science inquiry approach.*

Students work in learning teams or collaborative groups that rotate each quarter during the instructional block. Science and Engineering Modules from Project Lead the Way and Engineering In Elementary are aligned with core science concepts. Each grade level has specific science and engineering concepts to investigate. The project is framed by meaningful problems to solve or questions to answer. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information across content areas. Students give, receive, and use feedback to improve their design process and design models. Students present their work to their classmates during the school day and to their parents at family nights. Research suggests that project-based learning and hands-on activities engage students with learning and help students make connections with new knowledge, increasing retention of information, improving students' attitudes towards learning, and fostering a sense of accomplishment when projects are completed. Students learn the 4Cs - critical thinking, communication, collaboration, and creativity that are fostered through the integration of STEAM.

Instructional Strategies (Science Inquiry Approach): *This instructional approach is integrated with the project-based learning approach.*

Students work in learning teams to solve research problems. The I-STEM Resource Network provides science kits for experimentation with Physical, Life, and Earth/Space concepts. Students gain scientific knowledge by observing, making predictions, performing investigations and experiments, testing predictions with multiple trials, collecting data, evaluating investigations, and communicating their findings.

Instructional Strategies (Engineering Design Process): *Teachers guide students through the five-step lesson to plan and construct their design models: Students read stories about real-world problems to engage them in the design process:*

ASK: What is the need or problem? How have others approached it? What are your constraints?

IMAGINE: What are potential solutions? Brainstorm ideas. Choose the best one.

PLAN: Draw a diagram. Make lists of materials you will need.

CREATE: Follow your plan and create a prototype. Test it out!

IMPROVE: What works? What doesn't? What could work better? Modify your designs to make it better. Test it out! Evaluate the design.

The engineering design process supports students as they create new technology that solves real world problems.

Core Knowledge Sequence is a research based, detailed outline of specific content to be taught. The sequence offers a coherent plan that builds year by year and helps prevent repletion and gaps in instruction. The content and skills guidelines outlined in the Core Knowledge Sequence are aligned with the Indiana Academic Standards. The goal of LCIS is to provide every child with an exceptional, quality educational experience. LCIS will strive to partner with Education One, local businesses, industry officials, and with Naval Surface Warfare Center, Crane Division (NSWC Crane) in the implementation of the STEAM and related program offerings. Through STEAM education, students will develop the ability to engage in inquiry, logical reasoning, collaboration, and investigation. The goal of STEAM education is to prepare students for secondary study and the 21st century workforce.

Science: Science is everywhere in today's world. It is part of our daily lives from cooking, gardening to recycling. We embrace the significance of science in things we do every day.

Technology: Technology is transforming how we learn, work and play. We live in a digital world with a global economy, so we embrace our world today and future technologies.

Engineering: Engineering is the practical application of science, technology, and math, which emphasizes how to solve real world issues using hands-on learning by designing models and prototypes ...It's Fun and Engaging!

Art: Fine Arts develop the imagination, creativity, and critical thinking skills of students across content areas.

Mathematics: Mathematics are the foundation of science, engineering and technology and helps students develop problem-solving, analysis, and reasoning skills.

As stated previously, instruction will take place in a traditional classroom setting where instruction will be combined with courses and technology-based instruction, and students that will provide practical, hands-on opportunities. The board intends to keep class size at no more than a teacher-student ratio of 1:25. Every effort will be made to keep class size limited to a realistic number that addresses the developmental needs of the students. Technology will be used to enhance and enrich the curriculum. Students will have broad access to technology through the use of computers, digital projectors, document cameras, etc. Additionally, a computer based instructional package consistent with the STEAM curriculum will be adopted for students in grades seven and eight to supplement their academic progress and heuristic interests.

Looping: *LCIS will provide additional opportunities for students to be successful by implementing a looping program. Looping classrooms are such that the students remain with the same teacher for multiple years. There are a multitude of benefits in looping and truly sets LCIS apart from nearby school districts. According to research done by Attleboro Massachusetts School District, a seven-year study was able to show that attendance increased, retention rates decreased, discipline referrals decrease, and special education referrals decreased. Having multiple years to establish a close working relationship between teacher and students furthers the mission of LCIS in creating a warm, nurturing environment that is providing a far superior education to our students.*

School-wide Media Program: *LCIS will also develop a school-wide media program that will work with Indiana University School of Media to develop media skills for students to be college and career ready.*

Early Foreign Language: *The school will be offering foreign language beginning in the elementary grades so that students will be actively engaged in a bilingual learning platform as they enter, live and cope in a global environment.*

Other Educational Programming: *School personnel will use both indoor classroom settings and the world outside as learning venues. Among the varied outdoor school-related activities, school personnel would like to promote and charter a middle school FFA chapter, enabling student leadership development and personal growth while developing a Farm-to-Table (F2T) program as a means to help all students learn about food groups, plants, vegetables, and gardening. Students would also gain early exposure to technology and agricultural programs and education options available at local high schools upon matriculation from our school.*

Education One will be able to witness the efficacy of the programming at LCIS when they view the news broadcasts created by the students in our school's media club. Evidence of successful programming will also be evident when students are able to grow and harvest food as part of the farm to table programming. Students will demonstrate the value of the education they are receiving when they use engineering and design process skills during STEAM activities that will be prevalent at LCIS. The success of LCIS will not just be measured by standardized test scores, but also by the capabilities of students who are college and career ready.