

Indiana Achievement Academy

Charter School Application for Experienced Providers

**Submitted to
Education One, LLC**

May 2014

Please provide information for the **designated representative** for the applicant group. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted application. *Note: Names and contact information may be shared with external groups by the ICSB.*

Name of proposed charter School
Proposed charter School location:
*Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the geographies the operator intends to serve.

Indiana Achievement Academy
4950 West 34th Street
Indianapolis, IN 46224

School district(s) of proposed School location:

Indianapolis Public Schools

Legal name of group applying for charter:

Indiana Achievement Academy

Names, roles, and current employment for all persons on applicant team:

Dr. Jean Aldrich, Educational Consultant
Technical Writer

Dr. J. Donald Williams, Founding Group, CEO

Designated applicant representative:

Address:

Dr. J. Donald Williams

Office and cell phone:

7508 Beechwood Centre Road
Avon, IN 46123

Email address:

317-474-9802 (O), 724-624-0114 (M)

Fax:

don.williams@go2incyber.org

Model or focus of proposed School:
(e.g., arts, college prep, dual language, etc.)

317-268-1241

Grades 9-12, Core 40, technical honors, and academic honors diploma tracks

Proposed Grade Levels and Student Enrollment

Specify the planned year of opening for the charter School, and indicate both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify)	9-12	75
Year 2	9-12	150
Year 3	9-12	300
Year 4	9-12	500
Year 5	9-12	600
At Capacity	9-12	600

Does the School expect to contract or partner with an Education Service Provider (ESP) or other organization for School management/operation?* Yes No X

If yes, identify the ESP or other partner organization:

**Note: If the applicant intends to partner with a service provider or partner that has NO previous experience in operating a School, the applicant should use the RFP for New Operators.*

Proposed Head of School/Principal Information (If Known)

Name of proposed candidate: J. Donald Williams, Ph.D.
Current employment: CEO, Indiana Cyber Charter School

Daytime phone: 317-474-9802
Mobile phone: 724-624-0114
FAX – 317-268-1241

Will an application for the same charter School be submitted to another authorizer in the near future? Yes No X

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

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

Authorizer(s):

Table of Contents

Section I.....	9
Executive Summary	
Mission and Vision	
Educational Need and Target Population	
Community Engagement	
Education Plan/School Design Overview	
Vision for Growth	
Leadership and Governance	
Section II.....	17
Founding Group and School Leadership	
Founding Group Membership	
Qualifications, including full resumes Background - circumstances and motivations of collaboration, experience	
School Leader and Leadership Team	
Section III.....	24
Education Plan	
Curriculum and Instructional Design	
Pupil Performance Standards	
High School Graduation Requirements	
School Calendar and Schedule	
School Culture	
Supplemental Programming	
Special Populations and At-Risk Students	
Special Education Program	
ELL	
Student Recruitment and Enrollment	
Student Discipline	
Section IV.....	50
Performance Management	
Educational Goals Organizational	
Goals Assessments- State and School Measures of Academic Progress	

SIS, Training and Disaggregation/Utilization of Data
Professional Development
Plan for Corrective Action

Section V.....55

Governance and Management

Legal Status and Governing Documents
Articles of Incorporation
501(c) (3) Letter of Determination from IRS Proposed By-
Laws and Policies
Organizational Charts
Governing Board
Governance Structure and Composition
Roles and Responsibilities
Board Creation/Transition
Pre-Existing Non- Profit Organization (if applicable)
Procedures for Board Member Selection, Standing Committees, Compliance with Indiana
Public Access Laws Ethics and
Conflicts of Interest Advisory Bodies
Board Expansion, Development, and Succession
Grievance Process

School Management Contracts

NA

Section VI.....63

Network Management – NA

Section VII..... 64

Staff Structure

Staffing Chart
Proposed administrative and staff structure, including numbers and types of positions

Staffing Plans, Management and Evaluation

Employment Contracts
 Salary Ranges and Employment Benefits
 Strategy, Plans, and Timeline for Recruiting and Hiring HR
 Policies- Hiring, Dismissing, Background Checks
 Administrator/Faculty Evaluations Policies and Procedures
Professional Development
 Description of PD, including schedule, number of days required
 Process for evaluation of PD’s effectiveness

Section VIII..... 68

Parent and Community Development
 Role in Development of School
 Process for Dissemination of Information
 Program to Encourage Parental/Community Involvement
 Evidence of Support

Section IX..... 69

Start-Up Plan
 Tasks, Timelines
 Budget
Transportation
Safety and Security
Technology Specifications and Requirements
 Description of Hardware, Software, Connectivity
 Technical Support
 Data Retention, Security, Confidentiality Procedures
 Back-up Plans, Internet Reimbursement, Alternative Provisions for Connectivity
Insurance Coverage
Evidence of Coverage –

Section X 74

Facilities
 Description, Address
 Demonstration of compliance with all state and local health and safety requirements, ADA
 Compliance

Section XI 74

Budget and Finance
 Budget Form Budget
 Narrative
 Per-Pupil Revenue
 Anticipated Funding Sources

Accounting for All Anticipated Expenditures
Audits and Compliance

Section XII..... 75
Replication Capacity - NA

Section XIII 75
Portfolio Review and Performance Record - NA

Attachments

1. Founding Group Resumes.....	76
2. Head of School/Principal Candidate Information.....	90
3. School Administrators’ Resumes.....	93
4. Governance Documents.....	94
5. Statement of Assurances.....	111
6. Board Member Information.....	113
7. Code of Ethics and Conflict of Interest Policies.....	121
8. ESP Documentation.....	125
9. Business Plan.....	126
10. Organizational Charts.....	127
11. Course Scope and Sequence.....	128
12. Academic and Exit Standards.....	148
13. School Calendar and Schedule.....	151
14. Enrollment Policy.....	152
15. Student Discipline Policy.....	154
16. Evidence of Support from Community Partners.....	156
17. Start-Up Plan.....	157
18. Insurance Coverage.....	158
19. Budget and Staffing Workbook.....	159
20. Budget Narrative.....	160
21. Portfolio Summary – NA.....	161
22. Indiana School Financials NA.....	161
23. Operator Financials NA.....	161
24. Litigation Documentation NA.....	161

Section I – Executive Summary

1. Mission and Vision

Mission:

Indiana Achievement Academy, Inc. will promote intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead, and serve. The School will be dedicated to providing student-centered services in a professional and compassionate manner, utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

Vision:

The School will strive to be recognized as a model of academic excellence, characterized as engaged, dynamic, growing, and adding value to the lives of its students, staff, and community, and to become a laboratory for the development of best-practices in every aspect of online education.

2. Educational Need and Target Population

Indiana Achievement Academy will be dedicated to the success of all students who have not had their needs met in a traditional educational setting and dedicated to providing the services and educational programs using current technology necessary for these students to achieve academic and personal success, as well as to give them the opportunity to grow beyond the normal curriculum and confines of a traditional 9-12 School setting.

Applications for enrollment will be accepted until the count day or days as established by Indiana’s Department of Education. In the unlikely event that there are more applicants than spaces, the School will comply with all portions of IC § 20-24-5 and select students by random drawing in a public meeting.

3. Community Engagement

This School will hold informational sessions open to the public and located across the state at the various student support centers to inform parents, students, and members of the community about Indiana Achievement Academy, its programs, opportunities, and vision for the students of Indiana. Advertising for these sessions and for the School will occur via radio, internet, print media, and social media. A parent advisory committee will be formed to provide input and insight to the Governance Board and the School administration. Community involvement will be a priority of the School, which will seek to become an integral part of the communities it serves.

4. Education Plan/School Design

The Board of Directors, administration, faculty, and staff of Indiana Achievement Academy will accept these Guiding Principles and will establish a School of inclusion both in the instructional programs for all students, coupled with student and School accountability to foster such standards. The Guiding Principles above will be woven into the School’s program as follows:

- Maintain the inclusive nature of the public school system by enrolling all eligible students who submit an application;
- Provide an innovative and rigorous standards-based curriculum to fully develop each student’s learning potential;

- Ensure appropriate placement of students as documented through the Student Learning Advocate model;
- Utilize Lincoln Interactive, Plato, Aventa, Rosetta Stone, Odyssey, and other accredited curricula that afford students the opportunity to be successful throughout their education and after graduation from high School;
- Cultivate the benefits of a compatible, cohesive, diverse community;
- Develop a financial manual to assure fiscal accountability;
- Conduct board, faculty, and parent meetings and workshops, and provide the necessary documents and information to track achievement levels and progress of each child on an annual basis.

The teaching and learning strategies at Indiana Achievement Academy are designed to support academic achievement and social competence, and the School will incorporate diverse educational best practices that support individual development and academic success, such as academy-wide positive behavior support systems. The School will also reflect on the social development approach that combines youth engagement activities that serve to build School and program bonds with a strong, research-supported academic curriculum, academic enrichment services, counseling, career preparation, life skills training (financial literacy, work readiness), and other strategies that support academic achievement and responsible youth development.

Indiana Achievement Academy’s educational design is based on eleven years of experience in K-12 online education and online School management by its CEO and Educational Consultants. The success of this educational model as demonstrated by Indiana Cyber Charter School and other Schools will ensure that this School’s students will have access to the highest quality online curriculum and the internationally acclaimed instructional practices that focus on the individualized learning needs of all students. Continuous communication between the School’s faculty, administration, parents, and students will create an environment where all students have the support needed to achieve academic success.

Indiana Achievement Academy will create, as the most important aspect of its mission and vision, a student-centered learning environment that places the student and his or her success and well-being at the center of all activities and efforts. Every student will be assigned to a Student Learning Advocate who will fill the roles of mentor, learning coach, and guidance counselor. The SLA will maintain a minimum of weekly contact with the student and his or her family, assist the student in choosing appropriate courses, monitor attendance and academic progress, and be available to meet with the student and family at one of the School’s Student Support Centers. This multi-layered approach to student support has documented results in increasing student achievement. The following graphic illustrates this School’s philosophy:



The role of Student Learning Advocate is key to the success of the student and the School's mission. In addition to the duties already described, the SLA is expected to perform the following:

1. Have a thorough understanding of all curricula in use.
2. Maintain accurate records for each student under your supervision. Graduation check lists should be prepared for each student as soon as possible and are to be updated as the student completes courses.
3. Monitor each student's progress every week or more often, if needed.
4. Contact each student under your supervision, by phone or in person. Students are to be contacted weekly, although some students may require more frequent contact. Accurate call logs must be kept and updated daily.
5. Return all phone calls within 24 hours and document all phone conversations with any student or parent.
6. Develop an accurate email list so that information can be shared with families as needed. All mass emails should be sent as blind carbon copies as many families do not like their email addresses to be shared with others.
7. Respond to all emails and/or phone calls within 24 hours.
8. Direct students to DORA/ADAM and any other recommended testing prior to ordering courses.
9. Maintain an up-to-date contact guide. You will use this page to post important announcements and as a major method of communication with your families.
10. Order new curriculum as needed.
11. Write letters of recommendation and providing SAT and ACT information and/or referring students to the guidance department.
12. Remind families to fulfill all course requirements.
13. Insure each senior has completed all graduation requirements.
14. Prepare students for taking all state-mandated tests.
15. Withdraw a student, if needed.
16. Check each student's attendance and course progress prior to your weekly phone call or meeting.

In addition, the SLA is responsible for the initial telephone call to the student and parent/guardian. During this call, the SLA will:

- discuss the results of the screening and transcript review as well as the graduation checklist where appropriate,
- explain log in procedures for accessing the student's courses,
- advise the student and parent/guardian on course selection,
- explain that every student will be issued a computer, printer/scanner, webcam, and peripherals (e.g. keyboard, mouse, cable, memory stick, network cards as needed, set-up and troubleshooting guides)

- ensure that the student and parent has a copy of the Student/Parent Handbook
- that they have signed all of the required forms, and
- arrange for the best time for the weekly call with the student and parent/guardian.

Thus, prior to the student beginning his or her coursework, the SLA will have developed a Personal Learning Plan for each student that includes all of the items detailed above.

Financial efficiency will be attained through sound fiscal management to enable student achievement to continue without concern for School stability. The responsibility for the School's finances will lie with the Governance Board, which will include members with expertise in financial management. The School will benefit from these partnerships and consultants with extensive experience with financial management relating to charter schools. The fiscal processes in the School will respond to ongoing district and state data collection requirements including software systems that manage financial reporting aspects of the School, which will produce data that can be disaggregated to allow analysis of financial operations within the School.

The collection of student performance data will begin at the admission process. A reading and math assessment will be administered to the student, and initial results will serve as a baseline to determine learning needs and measure student growth. Student reading and math level assessments will be reviewed and results of all components of these assessments will be shared with the students and parents as the student's course of study and class schedules are formulated. The School will implement universal screenings to be administered to all students twice a year, the first as a part of the admissions process. Using DORA/ADAM, students will be screened to determine accuracy of grade placement, course placement, and the possibility of providing academic assistance to students who are struggling or performing below expectations. The following is a detailed explanation of both instruments:

DORA – Diagnostic Online Reading Assessment (K-12)

DORA is a comprehensive, valid, and reliable web-based assessment that diagnostically assesses a student's reading abilities. Functioning like a personal reading specialist, it adapts to the students as they respond to each question in the online program, getting harder or easier as needed to complete the diagnosis. DORA's interactive style makes testing fun, engages students, and enables testing from any location.

- Measures eight sub-skills of reading
- K-12 content adapts to each learner's ability in real-time
- Interactive technology features a mix of audio, text, and multimedia images to engage all students

The eight sub-skills of reading assessed by DORA are: high-frequency words, word recognition, phonics, phonemic awareness, oral vocabulary, spelling, reading comprehension, and fluency. By examining multiple reading measures together, DORA reveals your child's unique reading profile.

ADAM – Diagnostic Online Math Assessment

ADAM Basic Math Skills is a comprehensive, valid and reliable web-based assessment that diagnostically assesses students' math abilities. The adaptive nature of the assessment maximizes the useful information that parents and teachers receive while reducing the total assessment time for students. *ADAM Basic Math Skills* is appropriate as a screening or diagnostic tool for students in grades K-5 and for remedial math students.

ADAM Basic Math Skills assesses students' K-5 math abilities, including:

- Number skills, from number recognition to calculations of fractions and decimals
- Measurement skills, including time, money, units of measurement, capacity, area, etc.

ADAM Pre-Algebra assesses 14 areas of pre-requisite mathematical knowledge, needed for success at the Algebra I level. The assessment's advanced adaptive features reduce the total assessment time, increase the diagnostic nature of the program, and maximize the useful information teachers receive. Immediately after the assessment, students who qualify for instruction are automatically transitioned into powerful online pre-algebra lessons. The individual math profile generated for each student enables parents to clearly identify specific math constructs in need of targeted instruction. *ADAM's* web-based platform allows for easy at-home assessment that can lead to dramatic math score improvement. Reports are instantly available for teachers and parents to download, view, or print. Accompanying instructional suggestions help teachers and parents develop meaningful activities that will support their student's learning.

The universal screenings will be administered online twice a year. The first screening will occur as soon as the student is enrolled, and the second late in the spring of that same academic year. Together with the results of the state-mandated assessments, these results will enable the School to carefully monitor each student's progress, provide immediate access to supplemental programs, develop an individualized learning plan for each student that will inform course selection, and ensure that every student makes progress toward his or her academic goals.

Additionally, ongoing monitoring through multiple indicators including needs-driven diagnostic measures, literacy benchmarks, and previous and current state-mandated assessments will be combined to create a picture of student learning progression. Results from these measures will be reviewed and made available to students and parents on a regular basis by the student's SLA (Student Learning Advocate). In addition to a separate, teacher-directed reading program, literacy benchmarks will also be a component of each technology-driven content curriculum area; progress toward those benchmarks will be shared with parents. Successful completion of a required course of study will be one of the key indicators of a student's progress. Academic progress will be continually monitored through content course assessment and reported to students and parents through parent conferences, student progress reports, and through an online, secured private portal that may be accessed by students, parents, and staff.

School achievement data will be reported to the sponsor quarterly along with annual reports, which will include the School's progress on state report cards, as well as reporting requirements, specific at-risk research based accountability measures along with reports related to No Child Left Behind's report on Adequate Yearly Progress.

With its unique integration of technology and individualized educational programs,

Indiana Achievement Academy will:

- **Improve student learning** as quantified in the goals and objectives, utilizing the methodologies detailed in this application.
- **Increase learning opportunities for students**, particularly those not currently well-served or for whom online learning is the most appropriate choice.
- **Encourage the use of a variety of productive teaching methods**, including cutting edge applications of technology to meet very specific student learning needs.
- **Establish new forms of accountability for Schools** by using very detailed student learning data to guide instructional decisions while providing unprecedented transparency in the teaching and learning process.
- **Create new professional opportunities for teachers**, who are at the very center of Indiana Achievement Academy's education model.
- **Assist all students in reaching academic excellence** through a focus on improved achievement for students who are otherwise not thriving in the state's public or private education system.

Educational Program/Plan

Indiana Achievement Academy will serve students in grades 9-12. Each student will be enrolled in a minimum of 5 courses per semester, including 4 core courses and 1 elective. Students who have demonstrated the ability to advance will be permitted to take an additional course.

The following courses will be taught by an Indiana Certified teacher, using Lincoln Interactive course syllabi or other accredited curricula and textbooks:

English 9, 10, 11, 12

Pre-Algebra

Algebra I and II

Geometry

Pre-calculus

Calculus

Trigonometry

Biology

Chemistry

Earth Science

Physical Science

Physics

Additional elective courses offered by Lincoln Interactive, Aventa, Odysseyware, Plato, and Rosetta Stone will be provided to the students online. All courses from these providers are aligned to Indiana state standards. Evidence of alignment is available upon request.

Classes will begin at 8:20 and dismiss at 3:00. The following is the proposed daily schedule:

8:00-8:15 – homeroom
8:20-9:00 – period 1
9:05-9:45 – period 2
9:50-10:30 – period 3
10:35-11:30 – mentored study/electives
11:30-12:15 – lunch
12:20-1:00 – period 4
1:05- 1:45 – period 5
1:50-3:00 – health and wellness, mentored study

In case of weather emergency, students will be expected to work in each course from home. Assignments and procedures will be developed and distributed by the teacher of record.

5. Vision for Growth

Indiana Achievement Academy will offer enrollment to students in grades 9-12. In year one of the School's operation, enrollment will be limited to 75 students. In subsequent years, enrollment will remain the same, unless the School is permitted to increase the number of students enrolled.

6. Leadership and Governance

The Governance Board is accountable for the academic, financial, and operational performance of the School. The Governance Board will govern all operations of the School, delegating day-to-day management to the administrative staff and establishing the reporting relationship between the Governance Board and administrative staff. The Governance Board will approve budgets, set policy, establish procedures, concur in the selection of the CEO, and ensure that the financial and administrative management of the School meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

Further, the Governance Board will ensure that: the School's performance and accountability measures, standards and goals are met or exceeded; ongoing assessments and evaluations are accomplished; financial reports are prepared and presented on a timely basis and controls are in place in accordance with all state mandated accounting policies and procedures, state requirements are met; the School is operated in compliance with this charter application, the

charter contract, and all applicable laws; and that annual progress and accountability reports are made to the appropriate entities in the format and time required by law.

The Governance Board of the School will be the policy-makers and have ultimate authority and control over the School and hiring of all administrators, faculty, and staff.

General Responsibilities of Governing Members:

Formulating and interpreting policies;

Making decisions on budget matters;

Making a continuous appraisal of the educational plan;

Making a continuous appraisal of the governance and administrative process;

Making and reporting an Accountability Plan.

Section II –Founding Group and School Leadership

Founding Group Membership

1. Key Personnel:

Name	Role
Dr. Don Williams	CEO
Mike Goempel	Founding Board, Governance Board
Joan Partenheimer	Founding Board, Governance Board
Brian Anderson	Founding Board, Governance Board

Attachment 1 contains full resumes and biographical information for all listed personnel.

2. Organizations Involved in Planning and Establishing School

No organizations were involved in planning or establishing the school.

Background

The founding group members and Dr. Williams are dedicated to providing high-quality educational opportunities for all Indiana students, and are actively engaged in their communities. The desire to create a high- performing charter school that will encourage every student to achieve academic success has driven the decision to open this charter school.

School Leader and Leadership Team

Qualifications for Chief Executive Officer:

The Chief Executive Officer (CEO) is responsible for managing the Indiana Cyber Achievement Academy in accordance with its established mission and vision and Board Policy, keeping the needs of students paramount in the performance of all other duties. The CEO has administrative authority over all employees, programs and finances, and is directly responsible to the Board for the performance of his/her duties. The CEO must prioritize establishing a good working and collaborative relationship with the Board.

This position requires significant independent analysis and problem solving skills, as well as teambuilding, facilitation, leadership and organizational skills, while maintaining at all times the highest possible standards for the instructional programs of the school. This member of the charter school community will demonstrate leadership and support of the vision and mission of the School.

MINIMUM QUALIFICATIONS:

- Minimum of a master’s degree from accredited university
- Proven history of successful school leadership in supervisory role

- History of success in goal-based educational leadership initiatives
- Minimum three (3) years of teaching experience k-12 or post-secondary
- Minimum of five (5) years of supervisory experience in online environment
- Excellent oral and written communication skills
- Proven history of leading growth initiatives and strategic planning
- Ability to use Microsoft operating system and be proficient with Microsoft to include Word and Excel, and ability to use the Internet
- Federal Bureau of Investigation (FBI) Clearance
- Effective organizational skills with the ability to perform multiple tasks
- Demonstrated ability to write charter applications and grant proposals
- Experience in leading fund raising initiatives
- Experience and demonstrated competence in a management or an administrator position with charter schools
- Experience and demonstrated competence in budgeting, financial control and strategic planning
- Demonstrated success with curriculum, personnel management and staff development
- Excellent research, writing, and organization skills
- Ability to multitask, meet deadlines, prioritize and delegate
- Strong public speaking, communication, facilitation, leadership and interpersonal skills
- Ability to work effectively in a collaborative environment
- Desire and ability to engage in continuing education and professional development
- Knowledge of basic computer operations

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Shares a commitment to the success of and serves as advocate for the mission, goals and objectives of the school
- Demonstrates commitment to the charter school model and to the success of students, including special needs students of all types and to that of the parents, teachers and staff
- Organizes and manages school resources efficiently and effectively
- Facilitates shared decision-making and service orientation in support of the students, staff, parents, Board of Directors and across the state
- Works cooperatively and in collaboration with staff, administration and Board to provide parents and families with information and support in order to carry out their commitment to the School's students
- Provides support and advocacy to the School's Board, Administration, Faculty, Staff, Students, and Parents
- Directs and supervises the administrative staff and through them, all school staff
- Provides a role model as well as direction and supervision to the central office administrative staff in the development and implementation of sound personnel practices

- Develops recruitment procedures to assure well-qualified applicants for professional and nonprofessional positions. Participates in final candidate interviews, as appropriate, and recommends appointments of all staff to the Board
- Ensures that all staff is evaluated annually in accordance with law and established procedures
- Recommends and implements the School's professional development plan
- Monitors and ensures professional staffing is within charter school certification guidelines
- Communicates with residents by interpreting programs and services and reporting plans, events and activities of interest
- Maintains contact and good relations with the local school districts, the Indiana Department of Education, the United States Department of Education and the media
- Ensure that the School's interests will be represented in meetings and activities of municipal and other governmental agencies
- Creates opportunities for residents to express their views regarding school-related matters
- Represents the School and its interests in community organizations, activities and projects
- Supervises and facilitates grant writing to support the mission, vision, programs and curricula of Indiana Achievement Academy
- Develops strategies to promote parental involvement in their children's education and provides opportunities for parent-teacher interaction
- Identifies available community resources and linkages to social service agencies that support education and healthy child development
- Works cooperatively and in collaboration with staff, administration and Board to provide parents and families with information and support in order to carry out their commitment to the School's students
- Provides support and advocacy in the charter school community
- Provides direction to and supervision of school business functions
- Encourages development and implementation of sound business practices
- Initiates and supervises development of the annual budget. Provides for staff input. Recommends budget and budget priorities for Board approval
- Ensures that the school has long-range financial and facility improvement plans. Updates and implements plans annually
- Oversees school facility management to provide safe, efficient and attractive building
- Monitors and ensures professional staffing is within charter school certification guidelines
- Ensures that all staff is evaluated in accordance with law and established procedures
- Ensures Funds are spent prudently by providing adequate control and accounting of Indiana Cyber Charter School's financial and physical resources
- Supervises and facilitates the preparation and presentation of applicable annual budget and recommends such to the Board of Directors for consideration and approval

- Establishes and maintains efficient procedures and effective internal controls for all school funds in accordance with the adopted budget, subject to direction and approval of the Board of Directors; accounts for all funds of Indiana Cyber Charter School
- Provides leadership in identification of priorities and assures that all activities reflect Board-established priorities
- Prepares and recommends short-range and long-range plans for Board approval and implements those plans when approved
- Attends all regular and special meetings of the Board and participates in a professional leadership role. Designates an administrative staff member to serve in his/her absence when appropriate
- Recommends drafts of new policies or changes to the Board
- Establishes guidelines and processes for monitoring implementation and effectiveness of educational programs and Board policies
- Prepares, in conjunction with the Board President, agenda recommendation relative to all matters requiring Board action, including all facts, information, options and reports needed to assure informed decisions
- Provides advice and counsel to the Board on matters before it
- Anticipates potential problems. Recommends policies or courses of staff action.
- Keeps Board informed regarding development in districts or other charter schools and at state and national levels that would be helpful to the school
- Administers the total program of services for a charter school within Act 22
- Plans and organizes services of the school to meet organizational objectives, mission, vision and curricula requirements
- Develops a system of collaborative management that includes both Board and administration in the development of goals and procedures for improvement; facilitates collaborative problem solving, shared decision making processes and service orientation
- Recommends, assigns and defines the duties of all personnel, subject to consideration and approval of the Board of Directors
- Is responsible for any and all educational and service programs conducted for Indiana Cyber Charter School
- Ensures that curriculum, teacher performance, work productivity, supervision, administration, student performance and parent relations are effectively meeting organization mission, vision, needs and objectives through annual and periodic assessment, evaluation and documentation
- Attends and participates in hearings, mediation and other legal proceedings as required
- Administers the implementation of the mission, vision, policies and procedures of the Board of Directors
- Discharges such other responsibilities as may be directed by the Board of Directors
- Performs any additional duties deemed necessary by the Board of Directors

ADDITIONAL REQUIREMENTS:

- Minimum of a master's degree from accredited university
- Proven history of successful school leadership in supervisory role
- History of success in goal-based educational leadership initiatives
- Minimum three (3) years of teaching experience k-12 or post-secondary
- Minimum of five (5) years of supervisory experience in online environment
- Excellent oral and written communication skills
- Proven history of leading growth initiatives and strategic planning
- Ability to use Microsoft operating system and be proficient with Microsoft to include Word and Excel, and ability to use the Internet
- Effective organizational skills with the ability to perform multiple tasks
- Satisfactory completion of criminal history/background check, Level 2
- Demonstrated ability to write charter applications and grant proposals
- Experience in leading fund raising initiatives
- Excellent public speaking skills

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is occasionally required to stand, walk, sit; use hands to finger, handle, or feel objects, tools or controls; reach with hands and arms; climb stairs; balance; stoop, kneel, crouch or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Additionally:

- Minimum of three (3) years of experience in a supervisory role
- Minimum of three (3) years of teaching experience in online environment
- Excellent oral and written communication skills
- Ability to use Microsoft operating system and be proficient with Microsoft Office applications to include Word and Excel, and ability to use the Internet
- Effective organizational skills with the ability to perform multiple tasks
- Satisfactory completion of criminal history/background check, Level 2

2. Dr. Williams and the Founding Board have a proven track record of success, and they can ensure the success of the School. Students’ test scores, documentation of value added, and other indicators of success will provide the data that drives the policies, procedures, and decisions made by the Governing Board and Administration of the School.

3. The Founding Board and other individuals will perform all necessary tasks and duties that will lead to the School’s opening and ongoing management, including but not limited to the following: admissions, marketing, SIS, curriculum, universal screening, RtI and student achievement programs, professional development for all Board members, School administration, faculty and staff, financial management, human resources, technology support, purchasing, and ongoing supervision and support of and for all aspects of the School.

4. Responsibilities and roles of leadership team:

Management structure:

Title	Job Description	Roles and Responsibilities	Accountability
CEO-School Leader	Head of School	Oversees all day-to-day operations of School, responsible for all Directors	Reports to Governance Board
Principal	Certified	Oversees all day-to-day operations and educational programs	Reports to CEO

	and instructional personnel		
Treasurer	certified non-certified	Oversees all day-to-day financial transactions, prepares all financial reports for CEO, Board, District, State	Reports to CEO
Admissions State Reporting	certified non-certified	Manage all admissions functions and processes Responsible for state reporting	Reports to Principal
Special Education	certified	Monitor and perform all tasks relating to students with disabilities Perform duties of SLA	Reports to Principal
Lead Teacher, Non-special Ed	Certified: science	Teach all science courses offered at school, assist other teachers Perform duties of SLA	Reports to Principal
Teacher	Certified: math	Teach all math courses offered at school, perform duties of SLA	Reports to Principal
Teacher	Certified: Language Arts	Teach all English courses offered at school, perform duties of SLA	Reports to Principal

At this time, no individuals have been hired for any of the above positions, except for the CEO, Dr. Williams. All faculty and administrators will be required to be appropriately certified and have current background checks and criminal history clearances on file with the School.

Section III – Education Plan Curriculum and Instructional Design

Items 1-3: Curricula

Indiana Achievement Academy will be a 9-12 charter School with a Student Support Center located in Indianapolis. The School will utilize an innovative brick and click educational model that has been highly effective in other areas of the country. The program provides students the opportunity to learn at Support Centers under the supervision of a certified teacher. Each student will have an individual education plan crafted to meet his/her individual needs and will be assigned to a Student Learning Advocate, who will serve as the student's guidance counselor and mentor, and will be in constant contact with the student and his or her family. Students will be enrolled in a minimum of 5 courses per semester. Courses in English, science, and math will be taught in the classroom by certified teachers, using Lincoln Interactive course syllabi, textbooks, and materials. Electives and other courses will be available to students online. The Learning Support Center (LSC) may also provide tutoring, remediation programs, special education services, advanced coursework, field trips, fine arts experiences, and other learning opportunities. Students can access their classes 24/7, and they will have access to the courses' teacher facilitators via email, discussion board, or phone M-F, 8-4. Teachers who are the teachers of record for the core courses taught at the Support Center will provide contact information to the students and their parents.

Curriculum Overview: Lincoln Interactive

The National Network of Digital Schools (NNDS), which designs, develops, and delivers Lincoln Interactive courses, works with a diverse group of over 200 traditional brick-and-mortar public Schools, charter Schools, private Schools, parochial Schools, and cyber charters Schools from around the country. NNDS, one of the nation's premier online providers, delivers student-friendly courses with a wide range of opportunities for academic mastery, investigation, and interaction.

The 250+ courses cover the core curriculum areas of math, English, science, and social studies as well as world languages and a wide range of elective subjects for grades 5 through 12. Lincoln Interactive provides students with an innovative, effective educational experience while utilizing state-of-the-art technology, an interactive and engaging curriculum, and the guidance and support of highly qualified, licensed instructors.

Employing a unique and consistent design model, each self-paced, semester-long Lincoln Interactive course offers students a variety of content supplemented with various activities that include web investigations, podcasts, interactive labs, PowerPoint presentations, videos, songs, and games.

All Lincoln Interactive courses, regardless of discipline or grade level, are designed in the same way to provide the student with ease of navigation and to build confidence in the student's ability to achieve success in an online learning environment. Each semester course includes four units, comprised of ten lessons. Each lesson contains differentiated learning tabs, color coded to allow the student to recognize with ease the desired level of instruction and to work on one or more

level. These levels include “Key Concept,” which provides the essential information for mastery of the subject; “Reinforcement,” which provides remedial instruction for mastery of the subject; and “Enrichment,” which offers in-depth assignments and concepts beyond grade-level to challenge the advanced student.

In addition to the identification of key concepts in each lesson, Lincoln Interactive courses also include reinforcement and enrichment activities to supplement the lesson’s objectives. Reinforcement links provide students with additional information to enhance their mastery of the lesson’s objectives. Links to enrichment in lessons offer students additional challenges to complement their learning experience.

Differentiated instruction is supplied to students in a variety of formats. Auditory processors have the ability to access podcasts to listen to the instruction within a lesson. Links to videos, graphics, and print materials prove useful to visual learners. Kinesthetic learners benefit from the opportunity to interact with technology.

All lessons feature assignments designed to engage the learner in both web-based and interactive experiences. Lessons also feature activities that are guided, offering the student the opportunity to practice without the pressure to perform. Each activity is carefully designed to provide preparation for assessment or mastery of course objectives. Activities in Lincoln courses are varied, multi-media rich, and include skills practice or projects that enable the student to check his or her own work via suggested responses found within the lesson content. In addition, lessons feature web investigations, podcasts, I-texts, Microsoft PowerPoint and video presentations, and lessons often contain collaborative learning opportunities through the use of discussion board postings/strands, virtual field trips, lab activities, and group projects.

Assignments, projects, tests, and other artifacts of student work provide evidence of student performance and mastery of course objectives. Students are assessed through a variety of methods that may include quizzes, tests, projects, essays, and PowerPoint presentations.

Alignment:



NNDS works with Academic Benchmarks, of Mason, Ohio, to align all courses designed by NNDS with all state standards, national standards, and DoDEA standards, using the industry standard 10/40+ alignment process. Alignment is done at the lesson objective level. Reports detailing the results of the alignment data include both a coverage and gap report, which ensure complete alignment. Academic Benchmarks provides a detailed alignment using the learner objective statements for National Network of Digital Schools’ Lincoln Interactive lessons and courses. Aligning to the academic standards of all 50 states, DC and the DoDEA, Academic Benchmarks’ content experts use a “10/40” alignment approach. The resulting alignment reports, coverage reports, and gap analysis reports can be used to confirm alignment, determine coverage of state standards over multiple grade levels, and determine what types of improvements might be made with future development or course revisions.



Accreditation and Course Audit Process:

The National Network of Digital Schools, the exclusive provider of Lincoln Interactive online curriculum, has received corporate accreditation from the Commission on International and Trans-Regional Accreditation (CITA), a global, nongovernmental, Voluntary association of Schools, learning centers, and corporations in 100 countries. CITA is an accreditation division of AdvancED, a parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).



Since 2005, The National Network of Digital Schools (NNDS), the exclusive provider of Lincoln Interactive curriculum, has retained the services of The Tri-State Area School Study Council of the University of Pittsburgh to conduct a comprehensive audit and individual evaluation of each course in the Lincoln Interactive curriculum. As a result of the partnership between NNDS and Lincoln Interactive and The Tri- State Area School Study Council, a three-tiered endorsement process has been developed and implemented to review the rigor and quality of course content, instruction, and student achievement and to gather feedback from students enrolled in Lincoln Interactive courses.

The audit process includes:

Tier I – An evaluation of the quality of the content of Lincoln Interactive courses

Tier II – The collection and analysis of feedback provided by students enrolled in Lincoln Interactive courses

Tier III – A study of achievement and performance of students enrolled in the Lincoln Interactive curriculum

Significant revisions and improvements to the Lincoln Interactive curriculum are the result of the three-tiered audit process conducted by The Tri-State Area School Study Council of the University of Pittsburgh. In an effort to continuously improve Lincoln Interactive courses, this process of evaluation and analysis is ongoing.

NCAA Approval:

Lincoln Interactive's core high School courses have been approved by the National Collegiate Athletic Association (NCAA) Eligibility Center. This organization establishes academic standards that student athletes must meet in order to compete in intercollegiate athletics.

Additional curricula:

Plato and EdOptions:

Edmentum

EdOptions Academy

Educational Options was founded with a mission to create outstanding web-based educational products that support students and teachers inside and outside the traditional classroom. Founded by educators, EdOptions set out to provide schools with more solutions to keep students engaged in the learning process.

Plato

Online learning was invented in 1960 at the University of Illinois at Urbana-Champaign. PLATO (Programmed Logic for Automated Teaching Operations) was an answer to a pressing need for greater access to high-quality education. Initially funded by a number of grants that supported science and engineering education, including a National Science Foundation grant, PLATO became the first computer-assisted learning system. Early on, learners accessed PLATO through stand-alone computer systems. Today, Plato Courseware's high-quality, rigorous courses can be accessed anytime and from anywhere.

Aventa – K12

Covering all core subjects, world languages, and dozens of electives, Aventa courses have been crafted based on extensive educational research. They feature a rich multimedia format that includes interactive elements (avatars, interactive tutorials, whiteboard illustrations, manipulatives, practice games, and videos) to help keep students engaged and motivated to learn. These elements provide students opportunities to use visual, kinesthetic, and auditory learning methods. Interactive tutorials help illustrate complex concepts more clearly. Aventa's unique avatars help establish connections between topics and "real-world" applications.

Rosetta Stone® Classroom Version 3 combines language- learning software with a robust management tool, maximizing the effectiveness of a Foreign Language or English as a Second Language program. It features engaging, voice-driven technology, and management and administrative capabilities that together accelerate language learning and provide quantifiable measurements of success.

- Advanced speech recognition technology accelerates your student's language acquisition.
- Speech analysis tools perfect pronunciation, accelerating the fluency curve.

- Predefined course templates get students quickly immersed in language-learning activities.
- Curriculum editor allows easy course customization to meet specific instructional goals or unique skill development needs.
- Grammar and spelling components build comprehensive language skills.
- Milestone activities use real-life situations to test student's new language skills.

Indiana Cyber will offer Rosetta Stone courses in the following languages:

Arabic

Chinese (Mandarin)

Dutch

French

Greek

German Hebrew Hindi Irish Italian

Japanese

Korean

Persian (Farsi) Polish

Portuguese (Brazil) Russian

Spanish (Latin America) Spanish (Spain)

Swedish

ODYSSEYWARE Courses

Correlated with state standards and based on proven educational research, ODYSSEYWARE courses for students in grades 3-12 raise the bar for Internet-based learning solutions. Packed with compelling content, interactivity, and dynamic audio and video elements, ODYSSEYWARE engages students, empowers teachers, and inspires academic achievement.

ODYSSEYWARE elementary courses give students a head start at developing the skills they'll need to take them successfully into the 21st century. Interactive lessons in language arts, science, math, and history and geography engage young minds and help grade school students develop a lifetime love of learning.

From core subjects to exciting alternative topics, middle and high school courses teach more than material. They promote critical thinking and problem solving, encourage accountability and effective time management, and support self-directed learning.

4. Identify any key educational features that would differ from your current educational model.

The current model is a blended learning environment serving grades 9-12. This School, Indiana Achievement Academy will serve grades 9-12, and it will offer students the opportunity to learn from teachers at a Student Support Center that provides mentoring and other services M-F, 8-3.

5. All Lincoln Interactive courses have a complete course guide located on each course's homepage. The course guide contains the complete scope and sequence for the course, lesson by lesson learner objectives, assignment checklists, the text of each lesson, as well as technical support information, grading policies, etc. All courses are aligned at the lesson objective level, and the detail of alignment provided to clients includes gap and coverage information, as well as details of scaffolding. LI courses are aligned to all 50 states' standards, the common core standards, and DoDEA's standards. Attachment 4 contains scope and sequence details. The other course providers provide similar information and features. All curricula is aligned to Indiana state standards and is accredited.

Pupil Performance Standards

1. Promotion to the next level or required course is dependent on the successful completion of the prior course. A passing grade is 60% or higher for each course.

2. If you plan to adopt or develop additional academic standards beyond Indiana's Academic Standards, explain what kinds of standards you intend to adopt or develop.

NA

3. Students in grade 9 and above will have a graduation check list created for them by their SLA, prior to the beginning of instruction. This document will be constantly updated and reviewed with both the student and his or her parents, so that they are always informed of the student's progress toward completing all graduation requirements.
4. Exit standards for graduating students appear in Attachment 12.

High School Graduation Requirements

1. In order to complete all of the requirements for graduation, students must successfully complete all Indiana Graduation Requirements as described in IC §20-32-4.

In order to earn credits, a student must successfully complete the course with a grade of 60% or higher. Grade point averages are calculated on a 4 point scale, and students and parents have access to all grades at all times. The graduation checklist will serve as the transcript for high school students and will contain all courses with grades and results of all standardized tests. A complete listing of all courses, including electives, may be found on the provider's website.

2. The rigor of the curricula, combined with the number and types of courses required by Indiana for a student to graduate absolutely ensures that the student will be well prepared for post-secondary opportunities, either academic or in the workforce. A key component of Indiana Achievement Academy will be offering its qualified students the opportunity to enroll in dual credit courses, thus enabling students to graduate with several college credits.

3. The student assistance program and RtI program provides immediate and ongoing assistance to students who are struggling academically. All students will be given two tests at the time of enrollment to determine their level of achievement in both reading and math. The School has selected Let's Go Learn's Diagnostic Online Reading Assessment (DORA) and Let's Go Learn's Diagnostic Online Math Assessment (ADAM) to utilize in addition to all state- mandated and national testing. Universal screening is key to making data-driven decisions and empowering every student to achieve his or her academic goals. The tests are aligned to state standards and can be used to predict proficiency on high- stakes tests, understand how reading and math skills are developing, and construct appropriate remedial help when necessary. With powerful online assessments that act like reading and math specialists, and supplemental online instruction tailored to each child's profile, the School can provide fast and powerful assistance to students. These assessments adjust to the student in real time, reducing test frustration and providing the School and parents with valuable diagnostic data and instructional recommendations. Based on the results of these tests, students can be placed immediately into a variety of programs, all designed to promote skills mastery and academic achievement.

School Calendar and Schedule

1. Indiana Achievement Academy will operate on the days and times indicated on the School calendar posted on the School's website. The administrators, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed. Every student will be provided with contact information for his or her SLA, teachers, and the School's administrative personnel. This information

will include phone numbers as well as email addresses. All personnel are required to return phone calls and emails in 24 hours or less, Monday through Friday. Thus if a student contacts the SLA on Friday afternoon at 4:00, that SLA would be required to return the call or email prior to Monday at 4:00. Students may access their courses at any time, 24 hours/day, 7 days/week. All semester courses are designed to be completed in 18 weeks, with the student spending approximately 1 hour per subject per day. Students will be expected to be enrolled in a minimum of 5 courses per semester, which will total in excess of 900 hours of instructional time per 180 days. The School's calendar and schedule may be found in Attachment 13.

2. Each day that a student is in attendance, the student will log in to Blackboard to access his or her courses. The students are assigned login passwords and usernames by the SLA when the course selection is complete. Students are provided with extensive orientation by the SLA about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue.

The School recommends that a student spend an hour per day per subject, but the School day can be broken up to accommodate a student's needs. Logging into Blackboard automatically records attendance, time spent in the courses, grades, and any additional information needed by the School. This data is housed in the Student Information System. According to data collected by The Pennsylvania Cyber Charter School, high School students have spent 6+ hours per day, which includes completing assignments. Some high School students, with the assistance of their SLA, devise a block schedule for themselves, thus progressing through their course work at a different pace.

Accurately documenting attendance is critically important for every School. Accurate and timely data is essential to the effective management of the School and for the state's required reports, as well as the documentation of a student's progress. Indiana Achievement Academy Achievement Academy will utilize the attendance policies detailed in the Student Parent Handbook. All students will be required to attend 180 days per academic year. Because of the diverse student population who may enroll in this School, the following exceptions to normal, regular attendance may be necessary:

Students who are ill: Students with chronic or acute illnesses, such as cancer, should notify their SLA of any special needs they have with regard to completing course work. The SLA may request that the attending physician write or email the School explaining the student's needs. The SLA will document those needs, and ensure that the student's record reflects this.

Students who are elite athletes: Students who compete in a sport that requires travel should notify their SLA of the schedule and provide them with documentation of the days when they will be traveling and/or competing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.

Students who are performers: Students who are performers or musicians and need to travel or designate certain days when they cannot be in attendance should notify their SLA and provide them with documentation of the days when they will be traveling and/or performing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.

School Culture

1. Indiana Achievement Academy’s educational design is based on the experience of key personnel and consultants in K-12 online and blended education and online and blended school management. The success of this educational model in Indiana and other states will ensure that this School’s students will have access to the highest quality online curriculum and the internationally acclaimed instructional practices that focus on the individualized learning needs of all students. Continuous communication between the School’s faculty, administration, parents, and students will create an environment where all students have the support needed to achieve academic success.

Indiana Achievement Academy will create, as the most important aspect of its mission and vision, a student-centered learning environment that places the student and his or her success and well-being at the center of all activities and efforts. Every student will be assigned to a Student Learning Advocate who will fill the roles of mentor, learning coach, and guidance counselor. The SLA will maintain a minimum of weekly contact with the student and his or her family, assist the student in choosing appropriate courses, monitor attendance and academic progress, and be available to meet with the student and family at the School’s Student Support Center. This multi-layered approach to student support has documented results in increasing student achievement.

2. As soon as the enrollment process is complete, students and parents will be provided with a student-parent handbook that contains extensive information about every aspect of the School, including contact information for the SLA, help desk, and other departments. During the enrollment interview, parents and students will be provided with copies of the academic honesty policy, acceptable use of technology policy, discipline policy, and the student/parent contract, which details expectations for attendance, participating in state and School mandated tests, and maintaining frequent contact with the SLA. At this time and at the time of the initial meeting/phone call from the SLA, students and parents will be fully briefed on the student-centered philosophy of the School and its commitment to seeing every student succeed.

3. Students with special needs, English Language learners, and any student deemed to be at risk of academic failure will be closely and carefully monitored. Supplemental programs will be provided as needed. Detailed explanations of the various programs are found in the section titled “Special Populations and At-Risk Students”.

4. A typical day for a student would include spending approximately one hour per subject, engaged in both the instruction and completing any assignments and/or related activities. Students have the ability to determine their own pace for each course with guidance from the Teacher and/or SLA., so that students who require more time to absorb material in one course can move at a slower pace for that class, while maintaining a regular pace for the other courses in which he or she is enrolled. The typical Lincoln Interactive lesson requires about 1.5 hours for the student to complete, thus enabling the student to complete 2.5 lessons per week per subject and complete a semester course in 90 days.

5. SLAs, who are Indiana certified teachers, review attendance and grades for every student to whom they have been assigned, mentoring the students, and communicating with the families. SLAs create a schedule for calls so that the parent and student are available for this

weekly contact. During the call, the SLA will review the student's attendance and grades in each course, remind the student of upcoming state or School mandated tests, offer any assistance, remind families of field trips and other School activities, order new courses when needed, and provide supplemental programs when needed. If the student is participating in any supplemental programs, time will be spent reviewing exactly how the student is progressing and detailing specific goals and objectives. SLAs must return all phone calls and emails in 24 hours or less. SLAs may also meet with the student and his or her parents at one of the Student Support Centers to provide additional assistance to the student.

Supplemental Programming

1. Indiana Achievement Academy will operate on the schedule posted on the School's website. The academic year will consist of 180 days of instruction.

2. Indiana Achievement Academy plans to offer field trips and sponsor family activities and informational sessions. Field trips will be free for the students, and families may attend at their own cost. Family activities, such as School picnics and informational sessions will be offered at the Student Support Center and will be free of charge to all students and their families. Funding for these initiatives will come from the School's budget. The goal will be to offer activities and programs at the various Student Support Centers as often as twice a month.

3. Indiana Achievement Academy is dedicated to providing student-centered services in a professional and compassionate manner, utilizing highly trained staff to individualize educational strategies that will empower each student to succeed. The Founding Board has had extensive experience in creating and maintaining a student-centered environment, where students feel valued and respected. The School will implement the Student Assistance and RtI model in use at PA Cyber. In addition, SLAs will receive ongoing professional development in best practices in mentoring in an online environment. Finally, the creation of Student Support Centers around the state will enable students and their families to meet with faculty and administration when they want or need to, easily and conveniently.

4. Indiana Achievement Academy will utilize a full range of supplemental programs designed to engage students, encourage those who are struggling and empower those who are excelling to expand their academic horizons. Students in high school may, with the assistance of their SLA, develop pathways that include dual credit courses, a STEM Curriculum, and/or other options.

Special Populations and At-Risk Students

1. This School will serve students with disabilities whose needs can be met in this blended environment, even if the use of assistive devices is required for the students to complete their course work and even if the student has been unable to have his or her needs met in a traditional brick and mortar classroom. Is it the experience of the Founding Board and CEO that many students with disabilities thrive in this blended, online learning environment, particularly students with Asperger Syndrome,

Tourette Syndrome, ADHD, ADD, PDD-NOS, and other disabilities. Students with profound hearing loss may also be very successful in this learning environment, as are students with school phobia, chronic illness, physical disabilities, and other disabilities.

This School will retain the services of the Imagine School West's special education department to ensure that every student identified as having a disability receives any and all accommodations and services as dictated by the student's IE, including testing and evaluations, IEP conferences and any other duties as may arise. All Student Learning Advocates assigned to students with IEPs or who have been identified under IDEA will be certified in special education in the state of Indiana or will be supervised by an SLA who is certified in special education.

It is the responsibility of this School to ensure that all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act (IDEA) 2004. The IDEA 2004 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA 2004 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights. This School fulfills the above duties with this annual notice, and will continue to post this notice annually. This School is required by the IDEA 2004 to provide a free and appropriate public education (FAPE) to School age children with disabilities who need special education and related services. School age children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities:

- Autism
- Deaf-blindness
- Deafness Emotional
- Impairment Hearing
- Impairment Mental
- Retardation
- Multiple Disabilities Orthopedic Impairment
- Other Health Impairment Specific
- Learning Disability Speech or language Impairment Traumatic
- Brain Injury
- Visual Impairment

2. Screening

This School will establish and implement procedures to locate, identify, and evaluate school age students suspected of being eligible for special education. These procedures include

screening activities that include but are not limited to: review of group based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, First, second, and third grades); vision screening (every grade level); motor screening; and speech; and speech and language screening. Except as indicated above or otherwise announced publicly, screening activities will take place in an ongoing fashion throughout the school year. Screening is conducted at the School's offices or at the Student Support Center, unless other arrangements are necessary. If parents need additional information about the purpose, time and location of screening activities, they will be able to call or write the CEO.

Evaluation

When screening indicates that a student may be eligible for special education, this School will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term procedure, used selectively with an individual child, does not mean basic tests administered to or procedures used with all children. This evaluation is called an Individual Assistance Evaluation. This evaluation is conducted by a multidisciplinary team (IAT), which includes a teacher, other qualified professionals, and the parents. The process must be conducted in accordance with specific timelines and must include protection in evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased. The process results in a written evaluation report called a Comprehensive Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. Parents who think their child is eligible for special education may request at any time that the School conduct a multidisciplinary evaluation. Requests for a multidisciplinary evaluation should be made in writing to the Special Education contact person. If a parent makes an oral request for a multidisciplinary evaluation, the School shall provide the parent with a form for that purpose. Parents also have the right to obtain an independent education evaluation. The School must provide to parents on request information about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at public expense.

Educational Placement

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include at least two members in addition to the parent(s). Other required members include at least one regular education teacher of the child (if the child is, or may be participating in the regular education environment), at least one special education teacher, or where appropriate, at least one special education provider, and a representative of the School. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based on the results of the multidisciplinary evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the ER.

An IEP describes a student's current educational levels, goals, objectives, and the individualized programs and services, which the student will receive. IEP's are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention. Placement must be made in the least restrictive environment (LER) in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination (in particular, 34 CFR Part 104 and 28 CFR Part 35). This School must ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal laws the School will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought to be eligible students. The parent may initiate an evaluation if the parent believes a student is a protected handicapped student. For further information on the evaluation procedures and provision of services handicapped students, parents should contact the Special Education Contact.

Mode of Communication

The content of this notice has been written in straightforward, simple language. If a person does not understand any of this notice, he or she should ask the Special Education Contact for an explanation. The School will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the School district will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication). The School will provide any and all services dictated by the student's IEP through the use of contracted services with approved providers.

Transition Services

IDEA requires that transition planning begin at the earliest age appropriate. For each student with a disability, beginning at age 14 (or younger, if determined appropriate by the IEP team), the IEP must include a statement of the student's transition service needs that focuses on the student's course of study (such as advanced academic courses, technical training, or intensive

employment preparation). Thus, beginning at age 14, the IEP team, in identifying annual goals and services for a student, must determine what instruction and educational experiences will help the student prepare for the transition from School to adult life. For example, if a student's transition goal is to secure a job, a transition service need might be enrolling in a career development class to explore career options and specific jobs related to that career. A statement of transition service needs should relate directly to the student's goals after high School and show how planned activities are linked to these goals. The law requires that the IEP team begin no later than age 14 to address the student's need for instruction that will assist him or her in preparing for transition. Beginning at age 16 (or younger, if determined appropriate by the IEP team), the IEP must contain a statement of needed transition services for the student, including, if appropriate, a statement of interagency responsibilities. This includes a coordinated set of activities with measurable outcomes that will move the student from School to post-School activities. This School plans to provide its students with the best possible transition services. To this end, the School will utilize Kuder Navigator. Specifically, Kuder Navigator:

- Delivers simple, age appropriate content customized by developmental level, middle School versus high School.
- Provides a reliable foundation for career exploration by starting the process with research-based assessments.
- Helps students easily navigate through their career options while making connections between coursework and the world of work.
- Supports high School completion and confident college choices with flexible education planning tools.
- Promotes effective career preparation by introducing students to lifelong portfolio development.

Assistive Technology:

Assistive technology products are designed to provide additional accessibility to individuals who have physical or cognitive difficulties, impairments, and disabilities. When selecting assistive technology products, it is crucial to find products that are compatible with the computer operating system and programs on the particular computer being used.

Descriptions of Assistive Technology Products:

Alternative input devices allow individuals to control their computers through means other than a standard keyboard or pointing device. Examples include:

- Alternative keyboards—featuring larger- or smaller-than-standard keys or keyboards, alternative key configurations, and keyboards for use with one hand.
- Electronic pointing devices—used to control the cursor on the screen without use of hands. Devices used include ultrasound, infrared beams, eye movements, nerve signals, or brain waves.
- Sip-and-puff systems—activated by inhaling or exhaling.
- Wands and sticks—worn on the head, held in the mouth or strapped to the chin and used to press keys on the keyboard
- Joysticks—manipulated by hand, feet, chin, etc. and used to control the cursor on screen.
- Trackballs—movable balls on top of a base that can be used to move the cursor on screen.

- Touch screens—allow direct selection or activation of the computer by touching the screen, making it easier to select an option directly rather than through a mouse movement or keyboard. Touch screens are either built into the computer monitor or can be added onto a computer monitor.
- Braille embossers transfer computer generated text into embossed Braille output. Braille translation programs convert text scanned-in or generated via standard word processing programs into Braille, which can be printed on the embosser.
- Keyboard filters are typing aids such as word prediction utilities and add-on spelling checkers that reduce the required number of keystrokes. Keyboard filters enable users to quickly access the letters they need and to avoid inadvertently selecting keys they don't want.
- Light signaler alerts monitor computer sounds and alert the computer user with light signals. This is useful when a computer user cannot hear computer sounds or is not directly in front of the computer screen. As an example, a light can flash alerting the user when a new e-mail message has arrived or a computer command has completed.
- On-screen keyboards provide an image of a standard or modified keyboard on the computer screen that allows the user to select keys with a mouse, touch screen, trackball, joystick, switch, or electronic pointing device. On-screen keyboards often have a scanning option that highlights individual keys that can be selected by the user. On-screen keyboards are helpful for individuals who are not able to use a standard keyboard due to dexterity or mobility difficulties.
- Reading tools and learning disabilities programs include software and hardware designed to make text-based materials more accessible for people who have difficulty with reading. Options can include scanning, reformatting, navigating, or speaking text out loud. These programs are helpful for those who have difficulty seeing or manipulating conventional print materials; people who are developing new literacy skills or who are learning English as a foreign language; and people who comprehend better when they hear and see text highlighted simultaneously.
- Refreshable Braille displays provide tactile output of information represented on the computer screen. A Braille “cell” is composed of a series of dots. The pattern of the dots and various combinations of the cells are used in place of letters. Refreshable Braille displays mechanically lift small rounded plastic or metal pins as needed to form Braille characters. The user reads the Braille letters with his or her fingers, and then, after a line is read, can refresh the display to read the next line.
- Screen enlargers, or screen magnifiers, work like a magnifying glass for the computer by enlarging a portion of the screen which can increase legibility and make it easier to see items on the computer. Some screen enlargers allow a person to zoom in and out on a particular area of the screen.
- Screen readers are used to verbalize, or “speak,” everything on the screen including text, graphics, control buttons, and menus into a computerized voice that is spoken aloud. In essence, a screen reader transforms a graphic user interface (GUI) into an audio interface. Screen readers are essential for computer users who are blind.
- Speech recognition or voice recognition programs, allow people to give commands and enter data using their voices rather than a mouse or keyboard. Voice recognition systems use a microphone attached to the computer, which can be used to create text documents such as letters or e-mail messages, browse the Internet, and navigate among applications and menus by voice.

- Text-to-Speech (TTS) or speech synthesizers receive information going to the screen in the form of letters, numbers, and punctuation marks, and then “speak” it out loud in a computerized voice. Using speech synthesizers allows computer users who are blind or who have learning difficulties to hear what they are typing and also provide a spoken voice for individuals who cannot communicate orally, but can communicate their thoughts through typing.
- Talking and large-print word processors are software programs that use speech synthesizers to provide auditory feedback of what is typed. Large-print word processors allow the user to view everything in large text without added screen enlargement.
- TTY/TDD conversion modems are connected between computers and telephones to allow an individual to type a message on a computer and send it to a TTY/TDD telephone or other Baudot equipped device.

This School will continue to research and procure the best in assistive technology products and services for its students to ensure that the implementation of any and all assistive technology is fully supported.

3. The establishment of an English Language Learners Committee is vital when considering the educational needs of ELL identified students. Members may include an administrator, ELL teacher/coordinator, classroom teacher, parent/guardian and, if needed, family representative to serve as translator, community language facilitator or liaison, SLA, and the ESE teacher. This notion of committee validates the point that education is a multi-aspect endeavor. This also reinforces the School’s commitment in establishing strong family and cultural relationships. Upon enrollment, students will be given an enrollment packet presented in their natural language. The School will provide a bilingual staff member or community translation representative to translate and assist families with the entire registration process. For families with this need, translation will be sought out by the School and provided. Included in the enrollment packet is a Home Language Survey which must be completed by each student at registration. This registration form will be carefully reviewed for parent/guardian signature and for parent/guardian understanding of and correctly answering the three Home Language Survey Questions. Upon review, the form will be filed and remain in the student’s cumulative folder. The Home Language Survey consists of three questions as follows:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

A student’s educational background, previous transcripts, assessments and parental input are important components of the decision making process. The ELL committee will review the student’s previous work and meet with the student and parent to discuss placement and to develop his/her ELL Student Plan. A community language facilitator will be made available to

the parent and family as needed during this process. The ELL Student Plan is a written document that identifies the student's name, instruction by program, including programs other than the ESOL programs, amount of scheduled instructional time, assigned courses, and date of the student's ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit the student as English proficient. The ELL Student Plan will be filed with his/her cumulative folder. Each student's ELL plan is reviewed and updated by the teacher mid-year.

Indiana Achievement Academy will use resources that are made readily available for the implementation of ELL services. These services may include but are not limited to community partnerships with translation services, resources made available through the IDOE, and professional development opportunities. This aspect of ELL is done to ensure that Indiana Achievement Academy is providing the most effective academic services to ELL students with respect to both academic and cultural values.

Instruction will be provided in an online environment with support from highly qualified student learning advocates. Because the curriculum is presented in an online format, material can be printed out and translated for the student. This provides an opportunity for the student to compile a portfolio of lessons as to ensure understanding and recall of specific concepts. The courses, materials, and resources can be utilized as they are with non-ELL students. Content teachers of ELL students will supplement their instruction with a variety of resources and materials that support student achievement in language proficiency and academic content. Both content area and ESOL teachers will work together to provide instructional consistency. The School will also provide the opportunity for ELL students who qualify to partake in the honors and Advanced Placement courses as well as any special needs programs if applicable to the student.

Students who have met the exit criteria are coded as LF which means the student will be monitored for a period of two years from the date of exit. The ESOL teacher/coordinator and administrator will monitor the progress of each student who has exited the ESOL program. The required four report cards will be reviewed, dates documented and signed by the administrator and ESOL teacher/coordinator. A student's progress that falls below average in any content area will be referred back to the ELL Committee for further discussion on strategies and changes that may be necessary to support the student. Students who are eligible to return to the ESOL program will be reclassified as ELL and meet with the ELL Committee to develop a new ELL Student Plan. All new information will be filed in the student's ELL folder which is then filed with the cumulative folder. Utilizing the mainstream/inclusion instructional model, reclassified students will receive instruction in all content areas from both the ESOL teacher and SLA.

Indiana Achievement Academy will employ highly qualified, certified teachers and a minimum of one ESOL endorsed teacher. Additional teachers not already ESOL endorsed will begin the training at the onset of their first assigned ELL student. The School will adhere to all caseload ratios set forth by INDOE and will staff in accordance to such and will take full advantage of partnering with other educational entities as well as promoting professional development opportunities as the need arises.

ESOL Training Requirements

Category I: Elementary, English, Language Arts, Reading, Exceptional Education Teachers

Endorsement Training: 15 College Credits or 300 ESOL in-service hours
Timeframe: Six years from the day and

month the first ELL student is assigned

–OR–

K-12 ESOL Coverage: Bachelor’s or Master’s Degree in TESOL, passing score on the Subject Area test, 6 semester hours or 120 in-service hours after passing the Subject Area Test

Timeframe: Three years from the date of passing the Subject Area Test and adding ESOL to the certificate

Category II: Math, Social Science, Science, Computer Literacy Teachers

Compliance Training: 60 ESOL in-service hours or 3 semester hours of an approved ESOL course

Timeframe: Experienced Teachers – One year
New Teachers – Two Years

Category III : Art, Music, Physical Education, Media Specialist Teachers

Compliance Training: 18 ESOL in-service hours or 3 semester hours of an approved ESOL course

Timeframe: Experienced Teachers – One year
New Teachers – Two Years

Category IV : Administrators, Guidance Counselors

Compliance Training: 60 ESOL in-service hours or 3 semester hours of an approved ESOL course.

Timeframe: Hired prior to September 9, 2003 – Within three years
Hired after September 9, 2003 – Within three years of the hire date as an administrator or guidance counselor

General Assurances:

Indiana Achievement Academy is committed to ensuring that the ESOL Programs and Services will help ELL Students achieve academic success and IDOE standards. The School’s ESOL curricula and instruction will be aligned with all Indiana Department of Education standards.

The School will make sure that:

- Comprehensive instruction is provided for ELL students through bilingual assistance, the use of ESOL strategies, and the use of supplementary materials.
- Students will be offered many opportunities to listen, speak, read, and write.
- Lessons will be aligned with Indiana state standards and documented as required by the state.

- Any ELL student who does not meet specific levels of performance in reading, writing, science, and mathematics will be provided with resources to assist the student in meeting state expectations for proficiency.
- A LEP folder will be generated for each ELL student enrolled in the ESOL program.
- ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments
- An ELL committee will be formed and meet to resolve any issue that affects the instructional program of an ELL student. Parents will be invited to attend the ELL meeting.
- All efforts will be made to inform and orient parents through the use of materials that are translated to their language.
- The School will not deny English Language Learner students access to any curriculum being offered to non ELL students.

4. Indiana Achievement Academy will utilize the Student Assistance Program (SAP) in place at Indiana Cyber Charter School. This comprehensive plan has a proven track record of results over the past 4 years, and it can be readily implemented in both an online and a traditional brick and mortar environment. Using universal screening as a means to identify and diagnose the needs of all students who are performing below grade level or below the proficient level on state-wide assessments, the School will compile data from the various screenings and move quickly to intervene with the student. The Response to Intervention Model is a three-tiered, comprehensive program. This three-tiered program provides immediate help for the student, which is the key to any successful SAP. In this three-tiered approach, the student may be placed into a variety of tutorials, all designed to improve student performance. At the heart of this model is the focus that students use only a standards-based curriculum, with sound instructional practices, and ongoing measurement of performance. As soon as any screening indicates that a student is in need of intervention, the School will act immediately to insure that the student is placed into an appropriate program. The Student Learning Advocate will contact the student's parents/guardians, and together they will formulate a plan for that student.

Tier 1 offers the student their assigned curriculum, DORA/ADAM, Study Island, and other supplemental programs in conjunction with assigned curriculum. At early levels, online instructional activities use large text and have clear audio playing as the student reads along. Parents and the SLA can monitor the student's progress and repeat assessments to demonstrate advances in learning. The targeted lessons in math use online versions of familiar math manipulatives and models to help students understand lessons and apply their learning to real-world problem solving. The Numbers and Operations track helps students gain number sense through an understanding of operations and computations, including numbers' relationships to one another. The Fractions Track helps students develop fraction knowledge, including computation using fractions and mixed numbers. The measurement track helps students understand measurement attributes of objects and their units, systems, tools, and processes of measurement.

Study Island gives students practice in the content standards that are found on state-wide assessments. The program is divided into sections based on subject matter, and they include math, reading, writing, and science. Each section is comprised of approximately 30 topics and corresponding to a state standard or multiple, related standards. Topics consist of a lesson and a

bank of practice questions with explanations. All students will be encouraged to visit Study Island frequently to help them prepare for the state-mandated assessments.

Tier 2 is a more intense intervention and places the student into the Skills Tutor program and may include placing the student into other supplemental programs. These students will be expected to spend a minimum of 30 minutes a day at least five days per week working in the academic module.

SkillsTutor shares the school's goal of providing early intervention in concepts across the common core standards. Skills Tutor uses a multi-sensory, instructional approach to deliver targeted, individualized remediation developed for each student and based on the results of the DORA/ADAM tests. The cross-curricular program is assigned based upon data acquired during the first stage of universal screening. Students are placed into appropriate academic modules for intervention in specific concepts. Careful analysis of performance is continually reported as to determine movement along the multi-tiered system.

The goal of each program is to use the program methodology with an adaptive intervention engine, skill mastery based on automaticity, and motivational principles to build fluency in the foundation skills to help students achieve rapid and permanent gains and requirements/expectations.

Students and parents are then guided through the process of getting started in the program. Log in information is provided, and the students and parents are then directed to the narrated tutorial.

Following that, the student will complete the Pre-Assessment. This will create a customized learning path for the student, enabling him or her to begin working on mastery of each skill level.

Students are required to spend a minimum of 20-30 minutes several times a week working on their program in addition to their course work. Completion is supported/monitored by the student's SLA, who observes the work done by the student and can/will continue to intervene and adjust the program as necessary.

Depending on the student's needs and progress, the student may also be placed in individualized tutoring sessions and possibly referred to the school's IAT for evaluation.

Tier 3 is the most intensive tier. The students in Tier 3 will be assigned to intensive reading and/or math tutoring several times a week or as often as necessary to assist the student appropriately. This direct instruction approach allows educators to carefully analyze where specific breakdowns in learning occur. Thorough reporting of direct instruction is required to establish future planning for students.

If the multi-tiered interventions fail to yield acceptable, positive results, then a referral for special needs may be considered. It is the belief of Indiana Achievement Academy that every student can achieve and maintain academic progress. The goal of this intensive, student-centered program is to help the student enrolled in either or both Academies make significant progress quickly. Working closely with each student and his or her parent/guardian, recommendations, adaptations, and adjustments can and will be made in order to help the student continue to grow. The first priority of every SLA and the entire faculty and administration at this School is to keep every student moving in the right direction, achieving academic goals and learning life-long skills.

Parent/guardian, recommendations, adaptations, and adjustments can and will be made in order to help the student continue to grow. The first priority of every SLA and the entire faculty and administration of the School is to keep every student moving in the right direction, achieving academic goals and learning life-long skills.

To summarize this RtI Program:

Response to Intervention Overview

What is RtI?

RtI is a service delivery framework or strategy for the implementation of early intervening services. It is a multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavioral risk. RtI allows educators to identify and address these difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in preventing failure and provides data that may guide eligibility decisions for learning disabilities.

The Goal

To develop:

- a comprehensive, multi-tiered intervention strategy to enable early intervention
- an alternative to the discrepancy model for the identification of at risk students
- continuous monitoring of student progress
- benchmark/outcome assessment

The Model

- an integrated approach for general, remedial, and special education needs
- resources organized and scientifically research-based practices provided in direct proportion to student needs
- a best-practices approach
- all system variables-child, teacher, & environment
- results in objective and measurable interventions

General Outcomes

- increased expectations for ALL students
- shared ownership for ALL students
- focus on instruction
- focus on the matching of instructional approaches/methods with the student's needs
- reduce special education referrals
- reduce disciplinary referrals

5. Indiana Achievement Academy will implement screening strategies as described above in grades 9-12 to determine the need for Gifted Education. The School's plan for Gifted Education is determined to recognize the high expectations and achievements of gifted learners. The goal is to allow the opportunity for both rigorous and differentiated instruction to take prominent roles in achieving such. The instruction will include the use of accelerated curriculum and enrichment opportunities. Through the use of challenging curriculum and/or dual enrollment, these students will have the opportunity to pursue such advanced class work as Cutting Edge Science, exploratory and discovery classes, foreign languages and other Advanced Placement coursework.

The School will employ highly qualified personnel (SLAs) to ensure that the proper academic steps are being considered with gifted and talented students. The SLA can ensure that the appropriate steps are being taken when considering options provided through the curriculum tailor the students plan based on the talents of the student. Weekly monitoring of grades and progress will be essential with this process. As the enrollment of gifted students increases, additional teachers with a gifted endorsement will be hired. The responsibilities will program design and monitoring of professional development opportunities in regard to Gifted Education.

The School will abide by all of the requirements for gifted education as set forth in the Indiana Code for High Ability Students IC 20-36. In adherence to Indiana Administrative Rule 511, Indiana Achievement Academy Achievement Academy will utilize the Indiana Department of Education publication “Correlation Between NAGC Program Standards and Indiana Administrative Rule 511” to ensure that its Gifted Education program meets or exceeds the criteria in the areas delineated by Rule 511. This will include but is not limited to the following:

- Program design
- Program Administration and Management
- Socio-emotional Guidance and Counseling
- Student Identification
- Curriculum and Instruction
- Professional Development
- Program Evaluation
- Parent and Community Involvement

Student Recruitment and Enrollment

1. For year one of the charter, Indiana Achievement Academy will limit enrollment to 75 students or less. In year two, the School will allow a maximum enrollment of 150, in year three 300, in year four 500, in year five 600.

2. Both broad-based publicity efforts and targeted marketing will emphasize the mission of Indiana Achievement Academy, so that self-selection by students and parents will help ensure an appropriate match between the School's mission and the educational and personal needs of applicants. The School will utilize the CEO's marketing and recruiting expertise, and it will utilize his fully developed plan to promote student enrollment.

Marketing and Recruiting Strategies for Indiana Achievement Academy

STRATEGY AND GOALS

Our goal for the Marketing and Recruiting campaign is twofold:

1. To raise awareness among parents and families in Indiana about Indiana Achievement Academy, a new full-time, blended learning option for all 9-12th grade students. The School will open for the 2014-2015 School year.
2. To promote the blended online learning option, featuring innovative and engaging courses, and to build the credibility of the School as the leading blended learning option in Indiana.

To achieve these goals, the School will be implementing a multi-layer strategy in the state using

- Earned media outreach
- In-person information sessions
- Communicating with families in the state through radio advertising
- Targeted e-blasts
- Building and expanding a social media presence
- Implementing a small but highly targeted online advertising campaign

TARGET AUDIENCES

Primary Audiences
Families in Indianapolis and other districts
<ul style="list-style-type: none">• high school• Families who are currently home schooling students• Families looking for flexibility in education (Special Education, Gifted Education, Athletes, etc.)
Secondary Audiences
The media
Extracurricular Groups
Religious Groups
Tertiary Audiences
Local and state policymakers

LINCOLN INTERACTIVE KEY MESSAGES FOR INDIANA

Indiana Achievement Academy, a new 9-12 blended school in Indiana, provides its students with a high-quality education taught online by certified teachers. Indiana Achievement Academy uses a variety of curriculum options from the leading online curriculum providers available in the United States.

Students can learn at any time and at their own pace, while also having access to support, feedback, and guidance throughout their online experience. The School offers easy access to anytime/anywhere learning opportunities.

The School offers 250 + online, self-paced semester courses (basic and advanced) to serve the needs of a variety of different students interested in accelerated courses, expanded curriculum options, alternative education, credit recovery, or special education.

Indiana Achievement Academy empowers students to be self-motivated learners and can help ignite a desire in them to learn

Indiana Achievement Academy offers a series of cutting-edge, engaging courses for elementary, middle and high School students designed to maximize academic success.

Indiana Achievement Academy courses use interactive videos, games, 3- d graphics, social rooms, hands-on activities, learning objects, language labs, and flash animation to provide innovative learning experiences for students.

Indiana Achievement Academy delivers courses in a variety of ways to interact with the multiple intelligences of every student. We use traditional (textbooks) as well as non-traditional methods to help the student learn.

Students using the curriculum offered at **Indiana Achievement Academy** will develop the ability to analyze, synthesize, and evaluate information, to communicate well with others, to follow through on projects

Indiana Achievement Academy's program is a truly student-centered, high-tech, comprehensive learning package supported by highly qualified teachers dedicated to providing flexible, dynamic and adventurous learning opportunities for students.

The highly dedicated and qualified teachers who facilitate **Indiana Achievement Academy** courses bring a student-centered approach to teaching.

The **Indiana Achievement Academy** team of instructors are certified to teach in Indiana.

Indiana Achievement Academy's use of rigorous and engaging curriculum supports the emphasis on science, technology, engineering and mathematics (STEM), with the Cutting Edge Science curriculum.

The STEM program is available to Indiana Achievement Academy students for the 2014-2015 School year.

To create the Cutting Edge Science courses Lincoln Interactive has partnered with the nation's leading scientists, such as Los Alamos National Laboratory and Carnegie Mellon University, to bridge the gap between textbook science and practical science.

STEM courses cover the most fascinating areas at the forefront of science. The topics represent a broad spectrum of applied science including biotechnology, epidemiology, forensics, genetics, sports medicine, stem cells, and alternative energy.

The subjects covered in the Cutting Edge Science series are increasingly relevant to student's lives today and the curriculum offers students an opportunity to become informed, successful and engaged citizens.

TACTICAL EXECUTION

- **Indiana Achievement Academy Reputation Audit**

The conversations surrounding an organization online are critical to its brand and the impression of key audiences. In this case, because Indiana Achievement Academy is launching for the 2014-2015 school year, there may be very little, if any, existing online conversation about the program. That being said, it is still essential that the School gauges the environment and tone surrounding the general concept of blended learning in Indiana, as well as the presence

and reputation of Indiana Achievement Academy's competitors. The School will conduct an online audit to examine these various conversations, researching traditional and online media, blogs, and social media to determine the impression of Indiana e- learning opportunities. By establishing a foundation of understanding of these broader topics in Indiana, the School can ensure that it positions Indiana Achievement Academy in a way that will resonate with key audiences.

- **Indiana Achievement Academy Landing Page**

It will be important for parents, school counselors, and administrators to access Indiana- specific information. The School will create a fully functional, easily searched website. This site will provide a description of Indiana Achievement Academy and highlight its course offerings. The website will also feature enrollment and contact information, as well as a form that visitors can fill out that will enable the School to capture their information for future reference.

- **Outreach to Local Media Outlets**

Reaching out to key education reporters, bloggers, television producers, radio hosts, and other media personalities in media markets in Indiana will raise awareness about Indiana Achievement Academy and its curriculum offerings. To that end, the School will do a series of press releases highlighting the launch of the blended program. These press releases will focus on introducing Indiana Achievement Academy and announcing enrollment for the 2014-2015 School year, the individual course offerings, including electives and World Languages courses, and the benefits and opportunities of blended learning.

- **Information Session Tie-In**

The timing of these press releases will tie in with the many information sessions that are planned for the months following the charter's approval. In addition to issuing these press releases, the School would like to invite reporters to attend these information sessions in person, to meet School representatives and to speak to families who are considering the blended school option for their children. By reaching out to reporters and speaking with them face-to-face, the School can begin to build a relationship with the key media outlets in the state that will continue into the school year and beyond.

- **Social Media**

Involvement in social media will be essential to spreading key messages in Indiana. The School will capitalize on the use of social media, driving traffic to these sites to build the online community of supporters interested in Indiana Achievement Academy information. It has been the experience of the Founding Board that traditional media outreach and social media presence are intertwined; as one grows, the other grows, and vice versa. The outreach in both spaces will use the best stories, case studies, reporting, and community activity to continue to create awareness about the curriculum choices and the blended learning options provided through Indiana Achievement Academy.

- **Facebook – Indiana Achievement Academy**

Indiana Achievement Academy Facebook page will promote the School's brand and online learning options. This page will provide a community forum for the students and families who enroll in the School, as well as serve to share the story of the organization with potential students & interested parents. It will be modeled in the same format as the robust fan pages that are maintained for PA Cyber and Wisconsin Virtual Learning. Once the school year begins, that presence will continue to grow with direct input from teachers, school administrators, and even students. The Facebook page will also drive traffic back to the Indiana Achievement Academy landing page.

- **Google Search Word Ads**

Buying online ad words is an effective, highly targeted, and relatively inexpensive method to drive visitors to the Indiana Achievement Academy site. By purchasing a set of relevant search terms, the website link will appear when our target audiences have their hands raised and are looking for information on our topic.

This is an initial list of possible ad words for this online advertising campaign. (Second tier terms are dependent on the budget)

First tier

Internet curriculum Indiana
online classes Indiana
online education Indiana
Indiana home School
(specific School district)
Indiana virtual learning
Indiana e-learning
e-learning

Internet courses Indiana
online courses Indiana
e-School Indiana
Lincoln Interactive
virtual learning Indiana
e-learning Indiana
online curriculum
Indiana Achievement Academy

Second tier

cyber School Indiana
K12
Connections Academy
cyber School

Indiana cyber School
Indiana Virtual School
cyber learning

- **Banner Ads** – Banner (image) ads run the same way as Google Ad words search advertising, meaning that the search terms provided will determine placement of the ads. The School will have the option to pay per click, or per impression (image ads per click usually runs slightly higher than the regular search advertising), and similar to our other campaigns, the School can set a daily budget, so it is guaranteed to stay within its spending limit, and can also find and choose placements for an ad based on categories (education, home School, etc.), specific URLs, or demographics.

This online advertising will be important in the outreach to Indiana families to ensure that they are aware of the launch of the School; it can also be tailored to

provide details and specifics on the various information sessions that will be held in the state, to drive attendance to those sessions.

- **Radio & Print**

The CEO will develop a soft radio & print marketing campaign promoting Indiana Achievement Academy and the various curriculum offerings, to run in participating Indiana markets in Spring and Summer 2014. This campaign will ramp up as information sessions are established.

- **E-blasts**

As part of the landing page, the School will include a form to fill out that will “capture” visitor’s key information, including email address. As the School builds up the list of interested people and contacts, they will start to send them e-blasts with information about Indiana Achievement Academy and its Lincoln Interactive offerings. These e-blasts will allow the School to reach families directly, providing them with resources, the website for the School, and other important details about where they can go with questions and to receive more information about the cyber program.

- **Mailings, Field Marketing Events, Information Sessions – TBD**

To promote the information sessions and to be sure the information is reaching key audiences with information about the cyber School, the School will utilize its e-blast system and other means to send the specific logistics for information sessions, to ensure people know when and where they can attend in-person to receive more information about the cyber program. The School will also utilize the Google ad word campaigns and potential radio advertisements to keep families informed.

3. Attachment 14 contains the School’s Enrollment Policy. Enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. The School will not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public School.

Student Discipline

1. Classroom management and student discipline are unique in a blended school. Key to the issue of classroom management is the documentation of attendance and course work. Students will need to become acclimated to the blended school environment, and the role of the SLA is an important part of this, since the SLA is the student’s first point of contact with the School and his or her resource for all academic issues.

Documentation of attendance:

Indiana Achievement Academy will operate in accordance with its Academic Calendar, with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster.

An administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed.

Each day that a student is in attendance, the student will log in on his or her computer to access his or her courses. The students are assigned login passwords and usernames by the SLA when the course selection is complete. Students are provided with extensive orientation by the SLA about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue. The School recommends that a student spend an hour per day per subject, but the School day can be broken up to accommodate a student's needs. Logging into Blackboard automatically records attendance, time spent in the courses, grades, and any additional information needed by the School. This data is housed in the Student Information System.

Progress in Course Work:

Students' progress will be carefully monitored by the SLA assigned to that student, and this will be done on a weekly basis or more frequently, if needed. Each week the SLA will contact the student and parent/guardian to discuss the student's attendance and progress in all courses.

Adjustments and suggestions for improvement will be discussed at this time. Students who are struggling academically or who have other problems may be contacted more frequently in order to best meet their needs.

Student Discipline:

The Indiana Achievement Academy is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, we expect our students, administration, faculty, and staff to support our vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

Indiana Achievement Academy will create a positive discipline plan and learning environment in order to encourage appropriate student behavior. An added component to dealing with these students will be interventions such as guidance counseling sessions, teacher-parent-student meetings, both online and in person, and other interventions designed to identify the root problems and teach appropriate behaviors.

The School will have a strict discipline policy that details consequences for students who engage in fighting or other aggressive behavior as defined by the Indiana Department of Education. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately through suspension or dismissal. Administrators, faculty, and staff will receive training designed to prevent and minimize disruptive and aggressive student behavior. Students who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan prescribed in their Individual Education Plans. Although this School is a blended school, because of the availability and frequency of interactions between students, their families, and School personnel, all students will be expected to conduct themselves appropriately while on School property, attending a School function, or interacting with School personnel.

Appropriate behavior includes, but is not limited to, language use, dress, and non-verbal communication, in compliance with all School policies.

Indiana Achievement Academy is dedicated to providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Thus, one of the most important undergirding principles is the creation of a learning environment based on respect for all. The codes of conduct serve to promote and enforce this environment. Students and parents are asked to sign the following agreements: Student Parent Contract, Acceptable Use of Technology Contract, and the Academic Honesty Policy Contract. Additionally, parents and students must sign an acknowledgement of the receipt of all discipline policies.

2. Copies of all forms will be available on the school’s website. Copies of the Student Code of Conduct and the Student/Parent Handbook will be distributed to students as a part of the enrollment process and will be available on the school’s website.

Section IV – Performance Management

1. Educational Goals

Goal 1: Academic Achievement

Indiana Achievement Academy will demonstrate improvement in the state’s School accountability system as established under PL 221. For each year of operation, Indiana Achievement Academy will receive a grade of C or better beginning in the first year of its evaluation. For each subsequent year, Indiana Achievement Academy will receive the same grade or better than the year before. By year 5, the goal is for the School to have a rating of A

	IMPROVEMENT (Average passing percentage improvement over three years)				
PERFORMANCE (% passing ISTEP+ or ECA)	A (Exemplary Progress)	B (Commendable Progress)	C (Academic Progress)	D (Academic Watch – Priority)	F (Academic Probation – High Priority)
≥90%					
≥80%	≥1%	<1%			
≥70%	≥3%	≥2%	≥1%	<1%	
≥60%	≥4%	≥3%	≥2%	<2%	<0%
≥50%	≥5%	≥4%	≥3%	<3%	<1%
<50%		≥5%	≥4%	≥3%	<3%

Goal 2: Documentation of Value Added

Percentage of students enrolled for at least one semester who make progress on the DORA/ADAM tests or other instrument as measured twice yearly will increase.

Benchmark	Rating
>80%	Exceeded

70-80%	Met
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<70%	Did Not Meet
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Goal 3: Graduation Rate

Using the first year of operation as a baseline, the graduation rate will increase a minimum of 5% annually.

Goal 4: Participation Rate

Beginning in year 1, the percentage of students required to take state-mandated tests and who participate will increase 5% per year from a baseline of 75%.

Goal 5: School-wide Satisfaction

The percentage of students, parents, and staff reporting satisfaction with their School experience will be at or above 80% as determined by a third party survey, conducted by Henderson Educational Services.

Benchmark Levels	Rating
>80% will report satisfaction	Exceeded
70-80% will report satisfaction	Met
<70% will report satisfaction	Did Not Meet

2. Organizational Goals

With its unique integration of technology and individualized educational programs, Indiana Achievement Academy will:

- **Improve student learning** as quantified in the goals and objectives, utilizing the methodologies detailed in this application.
- **Increase learning opportunities for students**, particularly those not currently well-served or for whom online learning is the most appropriate choice.
- **Encourage the use of a variety of productive teaching methods**, including cutting edge applications of technology to meet very specific student learning needs.

- **Establish new forms of accountability for Schools** by using very detailed student learning data to guide instructional decisions while providing unprecedented transparency in the teaching and learning process.
- **Create new professional opportunities for teachers**, who are at the very center of Indiana Achievement Academy’s education model.
- **Assist all Indiana students in reaching academic excellence** through a focus on improved achievement for students who are otherwise not thriving in the state’s public or private education system.
- **Become a laboratory for the development of best-practices** in every aspect of blended education

3. Additional Assessments

All students will take the DORA/ADAM assessments three times per year as a part of the universal screening program. Additional assessments may be utilized as needed for ELL students, students with disabilities, gifted students, or any student deemed appropriate by his or her SLA. This data will be used to inform strategies for student assistance programs and assist the SLA in course and supplemental program selection.

4. Measurement and Evaluation of Academic Progress

Student assessment data will be collected daily, weekly, monthly, at the end of each semester, and at the end of the School year. State-mandated test results, DORA/ADAM assessments, and other artifacts of student work will be used to determine academic growth. In addition, students placed into the RtI Program will be tracked separately. Results of the DORA/ADAM assessments will be compiled by grade level and for the School as a whole.

5. Student Information System

The School’s CEO and Founding Board is in the process of identifying the SIS.

6. Professional Development

Sessions will be scheduled regularly throughout the calendar year and may be conducted in person, online, or via video-conference. Attendance will be mandatory, and most sessions will be recorded and archived so that if an employee has to be absent, he or she can view the entire session at a later date.

Prior to the start of the year when students will be enrolled in the School, all administration, faculty and staff will participate in several days of intensive training in:

- all curriculum – design, development, content
- the use of the SIS
- student achievement and universal screening
- the online RtI process and programs
- mentoring and monitoring

Indiana Achievement Academy aims to become an example of very high-quality, blended education, and it will seek to hire and train teachers to serve students in this environment. The strong commitment to professional development and teacher training will mean that the students will be supported by highly trained, caring educational professionals. All administration, faculty, and staff will participate in a minimum of 10 days of professional development that will focus on ongoing training in the topics described above. Attendance will be mandatory, and most sessions will be recorded and archived so that if an employee has to be absent, he or she can view the entire session at a later date. The goal is to maintain a vibrant academic environment that is constantly being updated with the latest developments in online pedagogy, curriculum, education, and other topics. Of particular emphasis will be the disaggregation of data collected via universal screening. Extensive time and effort will be spent in both formal professional development sessions and in informal faculty meetings on the analysis and interpretation of performance data so that this information can be used effectively to drive instructional practices.

7. In the unlikely event that this School falls short of student academic achievement goals or any other goals, the administration and faculty will work closely with the Governance Board to make immediate corrective actions. The Board and the CEO will closely monitor the School's faculty and administration to offer ongoing support. The Board will also carefully monitor the School's implementation of the Universal Screening/Student Assistance Program. These two actions will help to ensure the School's initial and ongoing success.

Section V: Governance and Management

Attachment 4 contains Articles of Incorporation, 501©(3), Form 1023, and proposed Governance Board Bi-laws and policies.

Attachment 5 contains completed and signed Statement of Assurances.

Governing Board

1. Governance Structure and Composition

The Governance Board shall be comprised of individuals with the desire and expertise to direct the School. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Board Members will be measured to carry out its legal responsibilities. The following positions will constitute the officers of the Board's configuration: President, Vice- President, Treasurer, and Secretary.

Full Disclosure of Board Members:

Full disclosure will be made of the identity of all relatives employed by the School who are related to the Charter School, president, President of the Governing Board, Governing Board Member, Administrator, Assistant Administrator, or any other person employed or engaged by the School, or any organization engaged by the School.

Board Training and Compliance:

All Governance Board members will comply with the fingerprinting policy and board training statutes adopted by the Indiana Department of Education.

Officers of the Governing Board:

President and Vice-President of the Board

The President shall establish the agenda for all meetings of the Governing Board in consultation with the Board and, as appropriate or at the discretion of the President, other members of the Governing Board. The President shall preside over all meetings of the Governing Board and shall have such other powers as the Governing Board shall determine. In the absence of the President at any meeting of the Board, the Vice-President shall exercise the rights and perform the functions of the President.

Vice President

In the absence of the President, or in the event of his/her inability or refusal to act, the Vice President shall perform the duties of the Chair and when so acting shall have all the powers of and subject to all restrictions upon the Chair. Any action taken by the Vice President in the performance of the duties of the President shall be conclusive evidence of the absence or inability to act by the President at the time such action was taken. The Vice President shall perform such other duties as, from time to time, may be assigned to him/her by the President or by the Governing Board.

Treasurer

The Treasurer shall be the chief financial officer of the School and, subject to the direction and control of the Governing Board, shall have general charge of the financial affairs of the School; shall keep, or see that, full and accurate books of account and shall maintain custody of all funds,

securities, and legal documents of the School. The Treasurer shall prepare or have prepared, and present, or have presentation, at each meeting of the Governing Board a report on the financial condition and affairs of the School. The Treasurer shall prepare or oversee all filings required by any School District, State of Indiana, the Internal Revenue Service and any other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board.

Secretary

The Secretary shall record and maintain records of all proceedings of the Board in a book or series of books kept for that purpose and shall give such notices of meetings of Board as are required by the Charter, these bylaws, or by state law. No later than seven days before any meeting of the Governing Board, the Secretary shall distribute to each member, copies of any minutes from prior meetings that have not been approved by the Governing Board. The Secretary shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board. In the absence of the Secretary from any meeting of Board, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary.

Other Officers

Other officers shall have such duties and powers as may be designated from time to time by the Governance Board.

The policies and procedures used by the Governing Board will be promulgated in its contract with the authorizer, its bylaws, applicable administrative, faculty and student handbooks, and manual. The Board will continually assess the School, the Educational Program's successes, and areas in need of improvement. The Board will be directly involved in analyzing alternatives and additions to the program by analyzing student and School performance data. By incorporating such scrutiny, the Board will ensure that the School will continue to consistently and effectively serve our student population.

All Governing Board meetings shall be noticed and advertised and open to the public. Any and all meetings shall be in keeping with applicable state law, including compliance with the Open Door Law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held at the School's Student Support Center. It is likely that in the early stages of the School launch and development, the Board may choose to meet more frequently. However, the Board believes that meetings will be most productive as student achievement data becomes available and where sufficient time has been given to the management company to deliver and report goals, objectives and results. The Board will conduct its meetings at the Student Support Center to ensure the highest public participation and greatest access to School presenters. Board meetings will be attended by: the School's administration, any other relevant service providers, and such meetings will be open to parents and the general public.

General Duties by Statute and Contract:

Board Members must perform all duties:

- In good faith
- In a manner he/she believes is in the best interest of the School
- With the same care that an ordinary prudent person in a like position would use under similar circumstances
- Duty of Care
- Duty of Loyalty
- Duty of Confidentiality
- Duty of Obedience to the Purpose of the School
- Direct the operations of the School and provide executive oversight to ensure the achievement of its mission and its purpose

Contract with authorizer to:

- Execute contract to begin School
- Evaluate whether to continue School operations throughout contract period
- Decide whether to apply for contract renewal with the authorizer
- Contract with Contractors and Vendors as needs are determined
- Ensure that School facilities will meet all health and safety standards
- Maintain insurance coverage per contract terms
- Ensure all employees and contractors pass criminal background checks and fingerprinting
- Hire certified and licensed instructors and professionals subject to management agreement
- Ensure the School is non-sectarian
- Conduct meetings in accordance with Indiana's Open Door Law
- Provide access to public records
- Report child abuse or neglect
- Conduct statewide tests of student achievement
- Ensure School follows state and district policies for student suspension, expulsion and removal
- Maintain confidentiality of student records
- Ensure the Management Company complies with rules for employers regarding:
 - Non-discrimination in wage rates
 - Worker's Compensation
 - Unemployment Compensation
- Participate in State information management system
- Adopt and maintain comprehensive School safety plan
- Disclose and address any and all potential conflicts of interest on the part of members of the Governing Board

Specific Duties by Statute and Contract

Board Members must:

- Develop and Implement a Financial Plan including budget forecast for each year of contract
- Provide for the development of financial policies, procedures, and internal controls, and consider and approve such policies, procedures, and controls
- Comply with rules provided by the State Auditor, maintain auditable financial records
- Provide scheduled financial reports to the Indiana Department of Education
- Develop and implement a Governance and Administrative Plan that lists policies and procedures for the management and administration of School
- Develop and implement an Educational Plan that will:

- Provide students with a quality education and one year's worth of learning for one year's worth of instruction
- Provide students with the necessary requirements to complete the plan of study including high School completion, career planning, post-secondary enrollment
- Implement an Accountability Plan that list policies, procedures, and measurements to assess student achievement of academic goals, performance standards including
- Completing all state required annual reports for parents of enrolled students on progress in meeting academic goals.

The Governance Board may, in a meeting noticed and held consistent with applicable law, authorize representatives and agents of Indiana Achievement Academy to exercise such powers and duties consistent with applicable law.

2. Roles and Responsibilities

The Governance Board is accountable for the academic, financial, and operational performance of the School. The Governance Board will govern all operations of the School, delegating day-to-day management to the administrative staff and establishing the reporting relationship between the Governance Board and administrative staff. The Governance Board will approve budgets, set policy, establish procedures, have the authority to select the CEO, and to terminate his or her employment, and ensure that the financial and administrative management of the School meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

Further, the Governance Board will ensure that: the School's performance and accountability measures, standards and goals are met or exceeded; ongoing assessments and evaluations are accomplished; financial reports are prepared and presented on a timely basis and controls are in place in accordance with all Indiana public School accounting policies and procedures, state requirements are met; the School is operated in compliance with this charter application, the charter contract with the authorizer, and all applicable laws; and that annual progress and accountability reports are made to the IDOE and other entities in the format and time required by law.

The Governance Board of the School will be the policy-makers and have ultimate authority and control over the School.

3. Board Creation/Transition

The members will convene an organizational meeting to organize themselves to become an appropriate Governing Board. The transition to a Governing Board will be supported by the orientation and training provided to Governing Board members. By resolution, the Members will select and approve a slate of officers and Members including its President to manage the affairs of the School.

4. Pre-existing Nonprofit Organization

NA

5. Procedures

The Board may solicit the community for local board members via past and on-going personal relationships and accomplishments, recommendations of experts, and completion of an informational profile or survey portraying their qualities and vision as a policy-making body for an educational institution. The Board will expect to add board members on an ongoing basis. All

Governance Board members will participate in all state required training for Governance Board members.

The Governance Board shall be comprised of individuals with the desire and expertise to direct the School. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Board Members will be measured to carry out its legal responsibilities. The following positions will constitute the officers of the Board's configuration: President, Vice- President, Treasurer, and Secretary.

All Governing Board meetings shall be noticed and advertised and open to the public. Any and all meetings shall be in keeping with applicable state law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held in one of the School's Student Support Centers, located at Trine University locations. It is likely that in the early stages of the School launch and development, the Board may choose to meet more frequently. However, the Board believes that meetings will be most productive as student achievement data becomes available and where sufficient time has been given to the management company to deliver and report goals, objectives and results. The Board will conduct its meetings at the Trine University locations to ensure the highest public participation and greatest access to School presenters.

Board meetings will be attended by the School's administration, any relevant service providers, and such meeting will be open to parents and the general public.

6. Ethics and Conflicts of Interest

The School's governing board is guided by a set of by-laws that defines how the board will operate, including conflicts of interest. In addition to the by-laws, ethics and conflicts of interest are specifically addressed during the Board's training and orientation. Consistent with Indiana law, each Governing Board member will sign a Conflict of Interest Policy. See Attachment 7.

7. Advisory Bodies

The Governance Board in conjunction with the School's administration may choose to form a School Advisory Board comprised of interested citizens, community leaders, parents, and educators who are willing to serve on this committee. The purpose of this committee is to provide input and advice to the Governance Board and School administration. The structure of this committee is not yet determined.

8. Board Expansion, Development, and Succession

Policies for terms of service and other matters will be developed by the Board in compliance with the By-Laws, state law, and the School's mission and vision.

Governing Board Removal Procedures and Term Limits: Removal Procedures

All policies may be found in the provisions stated in the By-laws.

9. Grievance Process

The CEO will be an experienced School leader with knowledge of Indiana School Law, and he/she will have an inherent business acumen and appropriate client relationship skills. All administrators, faculty, and staff will receive training in conflict resolution that will include appropriate procedures for dealing with conflicts with parents, students, and fellow employees. If after giving the parent an opportunity to communicate their concern to the SLA, and the appropriate supervisor, the CEO is unable to resolve the parent's problem within his/her authority and the boundaries of Indiana School Law, then the parent may request an appearance before the School Governance Board. The Governance Board will be unlikely to overrule a decision of the Administrator unless the Administrator has acted outside of his/her authority or has breached applicable School law. If this is the case, then the Board may seek appropriate legal counsel to resolve the issue.

School Management Contracts

An explanation of how and why the ESP or CMO was selected

NA

b. A term sheet setting forth the proposed duration of the contract; role and responsibilities of the School governing board, the School staff, and 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

NA

c. A draft of the proposed management contract detailing all of the above terms

NA

d. Explanation of the relationship between the School governing board and the ESP or CMO, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations

NA

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

NA

No member of the Indiana Achievement Academy Board may be employed by, or have any financial interest in a service provider or any business entity related to a service provider.

f. Evidence that the service provider is authorized to do business in Indiana

NA

Section VI: Network Management

NA

Section VII: School Staffing

Staff Structure

Provide, as Attachment 10, a complete staffing chart for the proposed School. The staffing chart and accompanying notes or roster should identify:

- **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 any specialty teachers**
- **Operational and support staff**

This is a complete staffing chart for the proposed School. This attachment (Attachment 10) will reflect the structure of the School for Year 1.)

2. Describe the administrative and staff structure planned for the School, including the number and types of positions. Note the teacher-student ratio, as well as the ratio of adults to students for the School. Explain how the relationship between the School’s senior administrative team and the rest of the staff will be managed.

Please see Attachment 10 for this information. Typically, SLAs advise between 75-125 students. Teachers of record have a variable work load, depending on whether the instruction is synchronous or asynchronous. Teachers providing direct instruction will have classes limited to 25 students per class; teachers of record for asynchronous courses typically have 125 students in total.

Staffing Plans, Management and Evaluation

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 and any personnel policies or an employee manual, if developed.

The CEO and Founding Board are in the process of compiling an Employee Manual, similar to the one in use by Indiana Cyber Charter School. The School’s counsel will review this manual before it is presented to the Governing Board for approval and adoption.

2. Salary Ranges, Employee Benefits

The School’s CEO and its Governance Board will carefully research salaries and benefits in the state in which the School is located. Typically, personnel who are certified teachers and/or have advanced degrees and certifications are compensated at the same or higher rate as the state’s reported averages. Most employees are at-will employees, although some may have contracts. All employees of the School will be provided with health insurance, retirement benefits, and other benefits as required by IC 20-24-3-5(b)(3)(S).

3. Recruiting, hiring, and compliance with licensure requirements

The CEO will conduct searches for qualified personnel via any and all appropriate means and will ensure that all hiring meets or exceeds requirements as set forth in IC § 20-24-6-5. 100% of teachers employed by the School have appropriate certification and current teaching licenses in Indiana.

4. The School will require all employees and Board members to undergo FBI and BCI clearances on a yearly basis. All prospective employees are required to provide current proof of clearances prior to being hired. Procedures for hiring and dismissing School personnel are detailed in the Employee Manual.

5. Administrative, Faculty, and Staff Evaluations

The CEO of Indiana Achievement Academy is essential to the success of the School. As a leader, the CEO is accountable for the continuous growth of students and increased performances as measured over time by School and state, as well as determined standards and indicators.

In this light, Indiana Achievement Academy has constructed the following evaluation process to look at all elements that are reflected within the School’s model in order to accurately determine the effectiveness of the CEO. Elements in the assessment model may include:

- Determination of clear standards for the CEO’s performance;
- Identification of specific, measurable goals;
- Agreement on measures/data to assess them;

- Provisions for CEO’s development level and experience;
- Regular meetings to track and encourage progress;
- Training, support, and authority provided for the CEO;
- CEO’s self-evaluation and personal growth planning; and
- Use of assessment data to plan next steps in growth and development of the CEO

Prior to the opening of the School, the Governance Board will approve the evaluation rubrics for all administration, faculty, and staff. These will include both self-evaluation and formal evaluation conducted by that person’s supervisor.

6. Unsatisfactory Performances

IN Cyber Achievement Academy will adhere to the policies for dealing with unsatisfactory performance as detailed in the Employee Manual. Improvement plans, increased supervision, and other measures may be utilized on the rare occasion that corrective action is necessary. Because of the extensive training and mentoring that all employees receive, occurrences are expected to be extremely rare.

Professional Development

1. Indiana Achievement Academy will provide all its administrators, teachers, and staff with intensive professional development programs.

Specific topics to be covered during professional development may include, but are not limited to:

- the complete guide to Lincoln Interactive courses and other curricula used
- best practices in e-pedagogy
- online mentoring and monitoring
- effective strategies for promoting student achievement in an online environment
- training in the use of the SIS and LMS
- best practices in special education
- restraint training
- suicide prevention
- child abuse and neglect awareness
- safe handling of hazardous materials
- sexual harassment awareness, including procedures for reporting incidents

- course development
- the online RtI process and programs
- student achievement and universal screening
- reading across the curriculum

Professional development sessions will be scheduled regularly throughout the calendar year and may be conducted in person, online, or via video-conference. Attendance will be mandatory, and all sessions will be recorded and archived so that if an employee has to be absent, he or she can view the entire session at a later date.

Prior to the start of the year when students will be enrolled in the School, all administration, faculty and staff will participate in 5 days of intensive training in:

- managing all curricula
- the use of the SIS
- student achievement and universal screening
- the RtI process and programs
- mentoring and monitoring

Indiana Achievement Academy aims to become an example of very high-quality education, and it will seek to hire and train teachers to serve students in this environment. The strong commitment to professional development and teacher training will mean that the students will be supported by highly trained, caring educational professionals. All administration, faculty, and staff will participate in a minimum of 15 days of professional development that will focus on ongoing training in the topics described above. Attendance will be mandatory, and all sessions will be recorded and archived so that if an employee has to be absent, he or she can view the entire session at a later date. The goal is to maintain a vibrant academic environment that is constantly being updated with the latest developments in online pedagogy, curriculum, education, and other topics.

2. In addition to the frequent professional development sessions, the administration will routinely provide over-the shoulder mentoring and guidance.

Professional Development Schedule – Prior to School Opening

1. All personnel, administration, members of the Governance Board, and any other stakeholders will participate in an extensive orientation program on the organization and design of a successful charter School, using experts from other charter schools, this schools administration, and educational consultants with extensive experience and expertise in charter schools.

2. Additional one day sessions may be conducted throughout the year via video conference in best practices and new developments in online education for all School employees, including administrations, faculty, and staff. The Governance Board and other stakeholders will be invited to attend.

3. Prior to the start of the second year when students will be enrolled in the School, all administration, faculty and staff will participate in 5 days of intensive training in:

- curriculum – design, development, content

- the use of the SIS and LMS
- student achievement and universal screening
- the RtI process and programs
- mentoring and monitoring

Participants will be provided with print materials and handbooks for each topic as appropriate.

4. See above responses 1-3.

5. At the conclusion of each professional development session, participants' will be asked to complete a questionnaire designed to evaluate the content, delivery, relevance, and overall quality of the session. Results are carefully screened, and adjustments are made based on this input. Results from different Schools may be compared to glean additional information.

Section VIII: Parent and Community Involvement

1. Role in Development of School

The Governance for Indiana Achievement Academy has been structured to optimize open and direct communication between the Board and parents. Board Meetings will be open to the public and held in an effort to afford participation by as wide a spectrum of parents as possible. A School Advisory Council will be established, which may be comprised of parents, teachers, administration, select students, and local community members. The Advisory Council will work collaboratively with the Governing Board and School administration to offer recommendations for continual School improvement, fundraising and safety. Governing Board meetings will include a standing agenda item for a report from the Advisory Council and/or comment opportunity for public comment. Additionally, an annual Parent/Student Satisfaction Survey will be administered in the interest of incorporating apparent satisfaction into the overall evaluation and success of the School. Parent involvement is an important component for student success. Parents will be encouraged to attend "Parent Night" meetings which provide parents and guardians the opportunity to tour the School, meet with teachers to discuss student progress and learn tips on how to support student learning and attendance. Other parent involvement activities include volunteering during student field trips and activities, career fairs, and student graduation activities. As applicable, parents may share their career experience and expertise during a student career seminar. Effective communication and a positive relationship with parents will promote and encourage parent support and involvement in the School.

2. Process for Dissemination of Information

Parents and community members will be informed about the development of the School via the School's web site, blog, and various social media. Informational sessions will be scheduled at the various Student Support Centers, and radio, Internet, and print media ads will be purchased to inform parents and community members of these sessions.

3. Program to Encourage Parental/Community Involvement

The School will seek to actively involve parents as much as possible. In a document titled "Everyone Plays a Part" that will be included in the Student/Parent Handbook, parents are reminded of the key role they play when their children are enrolled in a new learning environment: The Role of the Parent/Guardian:

1. Available to supervise the student while the student is completing his/her school work.
2. Check your student's grades daily. Report cards will not be issued; however, you have real-time access to your student's grades at any time. Check parent & student email accounts, as well as announcements found online in order to comply with your School's requests.
3. Contact should be maintained with your Student Learning Advocate (SLA) _____ or anytime you have a question.
4. Adhere to Indiana Achievement Academy's attendance policies. Immediately inform your SLA of any illness or extended time away from your child's studies.
5. Provide proper documentation to the IS of any email address, phone number or residency changes.
6. Participate in universal screening and interventions, including but not limited to DORA/ADAM and all state-mandated testing. It is the responsibility of the parent to provide transportation to all on site, state-mandated testing.
6. Provide health records annually.
7. Notify your SLA if you have a technical issue that prohibits your child from completing School work based on their academic plan.
8. Liability for the School's equipment and materials is the responsibility of the parent.

Parents will be encouraged to participate in field trips, informational sessions, and all student activities. Parents will also be invited to become a part of the School Advisory Committee.

4. Community Resources, Evidence of Support

Indiana Achievement Academy's working relationship with Trine University to offer early college opportunities will provide unprecedented opportunities for its students. It is hoped that students will have access to academic opportunities in the form of dual credit courses, attendance at lectures and campus events, and the opportunity to interact with educational professionals at the college and post-graduate level. In addition, it is hoped that Indiana Achievement Academy will become a laboratory for the development of best-practices in every aspect of online education, and in so doing, will be able to enhance every student's academic experience through the input of visiting scholars.

Section IX: Start-Up and Operations

1. Start-up Plan

Attachment 17 contains a detailed start-up plan.

2. Transportation

Indiana Achievement Academy students may use transportation provided to students at Imagine School West or provide their own transportation.

Indiana Achievement Academy will comply with all requirements of the McKinney-Vento Homeless assistance Act, 42 USC 11431 for homeless students, including the stipulation that these students shall have transportation to School.

3. Safety and Security

Indiana Achievement Academy is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, the School expects students, administration, faculty, and staff to support the vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed

staff to individualize educational strategies that will empower each student to succeed.

Internet Content Filtering

Every school-issued computer is preinstalled with a CIPA-compliant internet content filter. CIPA refers to The Children’s Internet Protection Act, which is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on School and library computers. This filter benefits our families in several ways including:

- Helps prevent children from deliberately or inadvertently accessing inappropriate sites
- Helps prevent predators from talking to children online
- Allows students to research within a safe learning environment

If a student tries to access a site that is blocked, the student will see this:

ACCESS DENIED!	
Internet access to the requested Web site has been denied based on PA Cyber’s Acceptable Use Policy.	
User/Machine: Your Name	
IP: 111.111.111.111	
Category: Block Category	
Blocked URL: http://www.test.com/	
For further options, click here.	
8e6 R3000 Enterprise Filter provided by 8e6 Technologies . Copyright 2008. All rights reserved.	

Data Security

In order to maintain the strictest standards of confidentiality for student data, the School will utilize the best industry standard protocols to secure confidential information. While its existing student information systems will be Web-based, the School will employ standard technologies such as Secure Sockets Layer (SSL) encryption, which is a secure encryption protocol for transmitting data over the Internet. Access to such applications is available only via Virtual Private Network (VPN) access if the employee is outside of the local area network. A Virtual Private Network uses the Internet to create a secure channel between a local computer and a remote computer.

Additionally, the School will employ a multiple firewall methodology to assure that access to specific resources is controlled. All student data will be accessed only by those personnel that require information as part of their job description, and employee credentials are required to gain access. All student-centric systems such as, but not limited to learning management system(s), portals, assessment applications, synchronous instruction, and third party resources are restricted by School-issued student user ID's and passwords. All student data is held locally. While the School will employ resources from third parties, all access to products is controlled locally.

Further, the administration and Board have had to consider additional mechanisms to communicate between students/parents and staff. In addition to email communications restrictions, much thought and planning has been done to secure additional functionality such as discussion boards, chat, and blogging.

As a complete School, Indiana Achievement Academy will have additional integrated systems that allow staff to perform a host of functions not usually required in traditional Schools. This would include, but is not limited to, systems necessary for the distribution and reclamations of equipment and materials, and the help-desk. These systems are subject to the same precautionary and standard security practices as Student Information Systems.

Student Acceptable Use of Technology Policy

All students and parents will be required to sign the Acceptable Use of Technology Policy as a part of the enrollment process. Even if students and their families choose to use their own computers, they must still sign and abide by this policy. A copy of this policy will be distributed to parents and students during enrollment and will be posted on the School's website.

4. Technology Specifications and Requirements

a. Students will be provided with the following:

All students will be supplied with a fully configured laptop, printer, and such peripherals as may be necessary for the completion of school work. High speed Internet connection bandwidth usable by each student should be at least 500KB/sec in order to properly view streaming video and interactive

content. Minimum system requirements: Memory 256 Mb. Hard Drive 40 GB, Processor P4-2.4 GHz, operating system Windows 2000. All necessary software will be installed prior to the student receiving the computer.

NNDS recommends high-speed connectivity because of the media-rich content of all Lincoln Interactive courses.

There are some downloadable software packages that will be needed in order for students to participate fully:

Productivity

Microsoft Office products are used in our courses, but for the most part, students should have access to Microsoft Word in order to view documents. Alternatively, students can use some of the “viewer” products. If a word processing suite is not available, an open source software solution can be used such as Open Office.

Go to the Microsoft Downloads Page here and download and install the necessary viewer:

<http://search.microsoft.com/Results.aspx?qsc0=0&q=viewer&x=0&y=0&mkt=en-US&FORM=QBME1&l=1>

Open Office:

Included in this package is a program that functions similar to Word and can also save files in a Word compatible format. This is done by using the “Save As” feature under the dropdown menu “File”. When you go to save the file please change the “Save As Type” to “Microsoft Word 97/2000/XP (.doc)”.

<http://www.openoffice.org/>

Media Players

While we have done our best to minimize the number of media types within the courses, there is some content where we have little control over how it is displayed. At a minimum, students should have the following packages available to them on their computer/laptop.

QuickTime

<http://www.apple.com/quicktime/download/>

Flash Player

http://www.adobe.com/downloads/?ogn=EN_US-gntray_dl_downloads

Shockwave

http://www.adobe.com/downloads/?ogn=EN_US-gntray_dl_downloads

Real Player

<http://www.real.com/>

Windows Media Player

<http://www.microsoft.com/windows/windowsmedia/default.msp>

iTunes – iTunes can be used to mobilize the pod casts that appear in each lesson and play some required videos.

<http://www.apple.com/itunes/download/>

Java Runtime Environment

<http://www.java.com/en/download/index.jsp>

(Java is particularly important for Foreign Language courses)

Adobe Acrobat Reader

Can be downloaded at http://www.adobe.com/downloads/?ogn=EN_US-gn_dl

b. Students will have access to technical support from 8-3, M-F. Support staff may be located at the Student Support Center or at a remote location, accessible by phone. All calls will be returned in 24hrs.

c. See item 3 “Data Security” above.

d. Students have access to the course guide for language arts, math, and science. This guide contains, among other items, a complete list of all instruction and assignments. If the student is working at home or at a location other than the School, High speed Internet connection bandwidth usable by each student should be at least 500KB/sec in order to properly view streaming video and interactive content.

e. The DRP (Disaster Recovery Plan) will ensure that the critical systems leveraged for the e-learning practice within the Network Operations Center (NOC) and will be backed up offsite via server snapshot hourly and stored at a partner site. The NOC will be designed to survive catastrophic failure, and includes local data backups, as well as redundant systems, battery backups, and diesel generator capable of fueling the NOC and enabling normal usage.

Should a catastrophic event occur, the DRP will contain contingencies to restart off-site services within hours of the event and will protect data for infinite periods of time.

5. Insurance Coverage

Attachment 18 contains the name and address of the Yorhe Insurance Agency with which the School is working to secure the appropriate coverage and policies.

By statute the following will be included:

Commercial General Liability: \$1,000,000 per occurrence; \$2,000,000 aggregate. NOTE: Such comprehensive general liability insurance must expressly cover corporal punishment liability and athletic participation medical coverage.

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

Sexual Abuse Liability: \$1,000,000. NOTE: Such Sexual Abuse Liability must be a separate policy or a separate coverage part with limits independent of other coverage parts in the general liability policy.

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

Umbrella (Excess Liability): \$2,000,000 per occurrence; \$2,000,000 aggregate. NOTE: Umbrella policy must include: commercial general liability, directors’ and officers’ liability/educators’

legal liability/employment practices liability, automobile liability and sexual abuse liability.
Workers' Compensation Liability: As required by Indiana law.

Section X: Facilities

Indiana Achievement Academy plans to open its Student Support Center in Imagine School West's building. School offices and classroom will be located there. The address of this facility is 4950 W34th Street, Indianapolis, Indiana, 46224. This school is in operation and the building and facilities are in compliance with IC§20-26-7. The building is ADA compliant, and the required inspection certificates are on file in Imagine School West's offices.

Section XI: Budget and Finance

1. Budget Form – Attachment 19 will provide a detailed budget for the School.

2. Budget Narrative – Attachment 20

This will include a detailed budget narrative that clearly describes assumptions and revenue estimates, including but not limited to the basis of Per-Pupil Revenue Projections, staffing levels, and costs. The narrative will specifically address the degree to which the School budget will rely on variable income, e.g. grants, donations, fundraising.

a. Per-Pupil Revenue

b. Anticipated Funding Sources

c. Accounting for All Anticipated Expenditures

3. Audits and Compliance. Describe the annual audit of the financial and administrative operations of the School. Include evidence that the School will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public Schools operating in Indiana as required by the Indiana State Board of Accounts.

In compliance with IC 20-24-3-5(b)(4), Indiana Achievement Academy will complete a full audit of all School operations. The Board will identify and hire an Indiana audit firm and will arrange for the independent audit of the School's financial condition, operations, and other areas on a yearly basis.

Section XII: Replication Capacity

NA – Indiana Achievement Academy will not be using an EMO.

Section XIII: Portfolio Review and Performance Record

NA – Indiana Achievement Academy will not be using an EMO

Attachment 1

Founding Group Resumes

Joan E. Partenheimer

5308 Boulevard Place

Indianapolis IN 46208

317.362.7191

jepartenheimer@gmail.com

HIGHLIGHTS OF QUALIFICATIONS:

- Management experience in education
- 10 years of experience as an in-classroom educator developing valuable communication and leadership competence
- Developed entire curriculum for Animal Science course
- Highly collaborative leader
- Team player with strong communication, presentation and interpersonal skills
- Requested and successfully able to manage the online academics department after organization restructure
- Experienced in communicating information
- Highly motivated and goal-oriented professional skilled in developing and implementing new ideas
- Created and managed an annual budget over \$3 million
- Reduced department budget from predecessor by \$1 million
- Developed strategic plan to increase student retention
- Continual data analysis for the online academics department
- Worked on multiple committees and advisory boards
- Maintained relationships with 13 ground campuses
- Regularly use Microsoft Office, Sharepoint, CampusVue, ADP, WebEx, ANGEL Learning Management System and web-based applications
- Effectively managed numerous remote and office employees, including 10 Instructional Coaches, 2 Medical Program Coordinators and an Administrative Assistant as Dean of Online Education
- Effectively managed 27 teachers and 17 teachers as a leader of a career academy
- Analyze pre- and post-test data to insure quality instruction and education for students
- Analyzed student retention data on a quarterly basis
- Strong time management skills
- Willingness to learn new technology and platforms

EDUCATIONAL BACKGROUND:

Washington University in St. Louis	2010
Master of Science in Biology	
Butler University, Indianapolis, Indiana	
Master of Science in Secondary Education-Biology	2001
Teaching Certification in Biology and General Science	1999

University of Illinois at Urbana-Champaign
Bachelor of Science in Animal Science

1996

Joan E. Partenheimer Page 2

PROFESSIONAL
EXPERIENCE:

Harrison College, Indianapolis, Indiana 46204
Dean of Online Education

2012- 2013

- Managed 13 direct reports
- Maintained compliance records for online academics
- Conducted quarterly student Satisfactory Academic Progress
- Regularly presented data, analysis of data and proposed future strategic plans for department for internal stakeholders
- Regularly analyzed retention data
- Developed initiatives, processes and determine resources for online academics
- Held oversight of all online academic programs
- Created and managed budget over \$3 million
- Coordinated communication between online and 13 other ground campuses
- Trained and mentored Instructional Coaches and Medical Program Coordinators
- Maintained Individual Education Plan for students with disabilities
- Monitored and facilitated resolution to student issues
- Regularly communicated and collaborated with Campus President
- Served on curriculum committee, eBook committee and various advisory boards
- Developed accountability for programs
- Contributed in and accountable for regular compliance audits
- Conducted academic reviews for returning students
- Reviewed online classroom environment via the learning management system
- Managed the quarterly assignment of adjunct faculty and determine section numbers for courses
- Developed a highly collaborative team
- Worked collaboratively with various departments
- Identified additional technology and resources for use in the classroom to improve the student experience

Harrison College, Indianapolis, Indiana 46204
Dean of General Education

2010-2012

- Managed remote and office direct reports, including five Program Coordinators
- Maintained compliance records for online general education and faculty
- Conducted quarterly Satisfactory Academic Progress analysis of students
- Worked with ground campuses in regard to general education and student issues
- Identified and implemented technology and resources to improve the classroom and student experience
- Created and maintained faculty observation matrix

Joan E. Partenheimer

- Conducted academic reviews for returning students
- Taught Environmental Science and Information Literacy for one quarter per course

Pike High School, Indianapolis, Indiana 46268

Animal Science, Biomedical Science and Biology Teacher

2000-2010

- Served as Doctoral Medicine and Medical-Allied Health Academy Leader
- Prepared written and oral communication for students and colleagues
- Implemented a complete hands-on and inquiry-based curriculum
- Trained students to use multiple types of laboratory equipment
- Contributing writer for a follow-up course on medical interventions for Project Lead the Way
- Certified by Project Lead the Way in Biomedical Science Instruction
- Created and developed the Animal Science curriculum
- Used multiple applications in Microsoft Office
- Analyzed data from pre- and post-exams
- Developed critical thinking skills in students
- Utilized web-based testing
- Procured laboratory equipment through donations and grants
- Developed a relationship with Purdue University to create a dual credit Animal Science course
- Developed and maintained website to communicate with parents and students
- Trained students in presentations skills and effective use of PowerPoint presentations
- Certified in Project Wild and Project Learning Tree by Indiana Department of Natural Resources to execute environmental curricula
- Trained in biotechnology with bioinformatics through University of Indianapolis
- Presenter at Hoosier Association of Science Teachers, Inc. conference
- Indiana Association of Biology Teachers, Secretary
- Indiana State Certified Mentor
- Served as mentor instructor for two student teachers
- Served as mentor for beginning math teacher

ADDITIONAL
EXPERIENCE:

Indiana Cyber Charter School
Board of Directors, Member

2014-Present

Summer Research Institute Howard Hughes Medical Institute Grant

2005

- Worked with Indiana University Faculty on development of inquiry-based learning

11208 Harriston Drive
Fishers, IN 46037
Cell Phone 312-259-8093
briandandersonconsulting@gmail.com

Brian D. Anderson

Professional experience

Present **Brian D. Anderson Consulting** **Fishers, IN**
Owner

- Provide business consulting services to charter schools, charter school authorizers, and nonprofit organizations
- Consulting services include financial monitoring, facilities financing projects, fund development, customized board training, strategic planning, and business oversight

2012-2013 **Bookkeeping Plus, Inc.** **Greenfield/Indianapolis, IN**
Director of Strategic Planning – Charter Schools

- Analyze business needs of charter schools in Indiana
- Provide strategic planning services for charter schools
- Lead charter schools through facility assessment and facility financing process
- Assess feasibility of expanding company service offerings to charter schools
- Develop new financial reporting tools for client charter schools

2011 - 2012 **Ball State University** **Muncie/Indianapolis, IN**
Fiscal Analyst

- Provide financial oversight and leadership to the 40 charter schools authorized by Ball State University
- Develop and implement new financial metrics for the schools
- Develop and direct long-range financial strategy for BSU Office of Charter Schools
- Provide technical assistance in the areas of finance and governance for charter schools authorized by BSU
- Lead collaboration efforts regarding charter school fiscal issues with other authorizers in the State of Indiana

2009 – 2011 IFF

Chicago, IL

Assistant Director of School Services

- Identify charter school facility and financing needs in the Midwest
- Establish and manage relationships with charter schools, charter school authorizers, state departments of education, and other charter school stakeholders in the Midwest
- Evaluate and make recommendations on charter school loan applications, based on financial and other organizational metrics
- Develop and execute lending goals for IFF school services
- Provide technical assistance to charter school business operators
- Evaluate financial and governance sections of charter applications for Chicago Public Schools (CPS)
- Participate in the development of financial metrics for charter schools authorized by CPS
- Evaluate charter school applications for the National Association of Charter School Authorizers (NACSA)

2005 – 2009 (Employee 2005-07; Contractor 2007-09)

Colorado Department of Education

Denver, CO

Consultant, Schools of Choice Unit

- Run the Colorado Charter School Business Managers Network
- Read, evaluate, and make recommendations for charter applications submitted to the Colorado Charter School Institute
- Provide technical assistance to all interested parties in the state of Colorado regarding charter school, private school, and home school issues
- Conduct seminars and individual training for school business managers, board members, and administrators in the area of school business management
- Administer the Federal Grant Programs for the state of Colorado
- Conduct grant writer trainings
- Conduct charter school application trainings for new charter school developers and for existing and potential charter school authorizers
- Research and interpret education laws and regulations for interested parties
- Write guides, instruction manuals, and other communication for publication on state website and for distribution to different segments of the education sector in Colorado

2000 – 2007

Owner, Colorado Business and Accountability Services (C-BAS)

- Perform business and accounting services for schools and non-profit organizations on a contract basis, including all aspects of accounting, auditing, budgeting, planning, and fundraising
- Consult with several charter schools on financial matters directly and through the Colorado Department of Education and the Colorado League of Charter Schools
- Provide training to school business managers on financial and human resources matters
- Perform research and write reports on various charter school and education-related financial and policy issues for interested parties
- Run all aspects of a small business, including marketing, operations, payroll, tax preparation, financial statement preparation, budgeting, development, etc.
- Interpret financial policies and make recommendations for proper financial management within the context of complex regulatory requirements

2000 – 2001 Colorado State Legislature Denver, CO
Legislative Budget Analyst/ Joint Budget Committee

- Prepare and present recommendations on budget requests from the Governor's Office and the Department of Regulatory Affairs to the Legislative Joint Budget Committee
- Analyze fiscal impacts of proposed legislation
- Draft fiscal notes to attach to bills introduced in the House of Representatives and the Senate
- Write sections of the annual appropriations bill that sets the State's budget for the following year
- Write various reports for legislators regarding issues related to the State budget
- Research budget-related questions for legislators and the public

1996 – 2000 Cherry Creek Academy Englewood, CO
Business Manager (Continued as a C-BAS client through 2006)

- Responsible for business functions of a K-8 charter school
- Perform all accounting functions including purchasing, payroll, cash receipts, and G/L and financial statement preparation
- Prepare and monitor annual budget and cash flow projections
- Design and implement all internal control procedures
- Perform human resources functions for staff of 35
- Responsible for annual audit at the end of each fiscal year
- Serve on the school's long-range planning and finance committees
- Serve as Secretary/Treasurer of CCA Foundation
- Responsible for securing financing and overseeing building of school

- Coach basketball and provide oversight for school's athletic program

1993 – 1996 University of California, San Diego La Jolla, CA

Financial Reporting Specialist, Extramural Funds Accounting

- Interpret agency and university policies to ensure compliance with terms and conditions of governmentally funded awards
- Perform post-award financial administration of various contracts and grants, including preparing financial reports for government agencies
- Review and interpret award documents and act as liaison between university researchers and governmental agencies
- Responsible for administration of clinical and research laboratories in the School of Medicine, Department of Pediatrics

Education 1986 – 1990 North Park University Chicago, IL

Bachelor of Arts

- Major: Accounting
- Minor: Spanish

Other

Current Board Membership

- Indiana Charter Network

Past Board/Committee Membership

- Inspire Academy, Muncie, IN
- Polaris Charter Academy, Chicago, IL
- Highline Academy, Denver, CO
- CCA Foundation, Englewood, CO

4052 Melbourne Road

Indianapolis, Indiana 46228

h. 317.297.4279

Mike Goempel

OBJECTIVE	Seeking a management level position which leverages my organizational and project leadership experience to drive business value within a growing organization.
BACKGROUND SUMMARY	<p>I have twenty (20) years of IT experience with consulting, software development and sales organizations. The past fourteen I have been a consultant for multiple clients and within many vertical markets including insurance, pharmaceutical, manufacturing, utilities and financial.</p> <p>Since February 2005 I have managed the Software Testing discipline for Fusion Alliance. In this role, my duties have been divided between delivery and management. I have grown the testing discipline to as many as 53 professional testers in two regional locations with annualized revenue of \$4.5 million/year. Organizationally, I have been responsible for staff management, capability management, career development as well as business development and support.</p> <p>My delivery experience includes project manager of several large IT projects ranging from 20,000 to 60,000 hours within multiple vertical markets and technologies to customizing delivery methodologies, processes and templates for clients PMO's.</p> <p>My client delivery experience has involved a wide variety of engagements and vertical markets. My main focus over the past seven years has been as a Project Manager, Engagement Manager and Test Manager for multiple clients. I have been responsible for creating and managing project plans, strategy development, staff management and the overall day-to-day management of all project activities.</p> <p>I have been involved in several professional communities including the co-organizer of the Indianapolis Workshop on Software Testing (IWST) and member of AgileIndy as well as sitting on the board of director for the Association for Software Testing (AST) in 2007.</p>

KEY SKILLS

Staff Management

- Supervisory and coaching responsibilities
- Hiring and termination responsibilities
- Professional development planning and coordination
- Performance appraisals and salary reviews
- Performance management for the discipline

Capability Management

- Discipline capability improvement
- Best practices for the discipline
- Participation in the development of the annual budget

Capacity Management

- Attraction, acquisition and retention of qualified consultants
- Capacity management (candidate pipeline and vendor relationship management)
- Assistance with engagement staffing
- Weekly forecasting for staff utilization
- Tracking of discipline personnel rates, costs, and margins

Business Development

- Participation in pursuit team activities
- Effort estimation for proposal development
- Subject matter expertise for sales support

Project and Test Management

- Managed testing effort of 60,000 hours for LIMS replacement project
- Managed two 20,000+ hours test projects (custom and COTS)
- Lead test teams of 20+ manual, automation and performance testers on large integration projects
- Lead project teams for infrastructure, development, user design and business analyst.
- Developed multiple department test strategies and plans
- Developed organizational process improvement plans for software testing
- Assessed and implemented project processes for analysis, development, configuration, and testing
- Inspired and developed initial version of internal Quality Management System.

EMPLOYMENT HISTORY	Quintiles, Inc.	October 2012 - Present	Director, Global IT Program Management
	Fusion Alliance, Inc.	October 2000 – October 2012	Software Testing Discipline Lead Sr. Project Manager Engagement Manager
	Project Support Systems	August 2000 – October 2000	Sr. Consultant (Project Manager)
	Whittman-Hart	August 1999 – August 2000	Consultant (Test Lead)
	MCS Consultants	March 1998 – August 1999	Consultant (Test Lead)
	Vanstar, Corp	April 1997 – March 1998	Account Manager
	Manatron, Inc.	April 1993 – April 1997	Application Consultant

EXPERIENCE	Quintiles, Inc. – Director, Global IT	
	Role IT Director Key Responsibilities Program Management Project Management	Scrum Master for large Clinical Research project for 12 months. Lead off-shore development and testing team. Program Management responsible for managing over \$4M in projects.
	Fusion Alliance – Scholastic Product Manufacturer (1 year)	
	Role Sr. Project Manager Key Responsibilities Program Management Project Management	Worked with PMO to update existing processes and create detailed internal processes for requirements, configuration and testing. Meet weekly with key IT Directors to mentor on project improvement (metrics), resource development and project leadership. Working with existing project managers to help estimate new projects, plan and mentor in SME areas (requirements, configuration management and testing).
	Fusion Alliance – Global Research and Clinical Study Services Company (2.5 years)	
	Role Project Manager Engagement Management Key Responsibilities Project Management	Provided project management leadership in the infrastructure, validation and performance testing efforts for a multi-million dollar laboratory information management system replacement program. Led a 14-person team (60,000+ hours) including infrastructure, performance and validation resources, through the initial release of the software. Responsible for the Project Management Deliverables: project work plan, weekly status reports to program leadership and sponsors, facilitating team communications and risk and issue lists.
	Fusion Alliance – Independent Transmission System Operator (6 months)	
	Project Contingency Reserve Sharing System (ARS) Role Test Lead Key Responsibilities Test planning Test creation and execution Test reporting Defect management	Worked as the test lead for a web application that needed to be operational 24x7. On this project, I implemented exploratory testing using test charters. I was responsible for creating the test plan including all application integrating with the ARS application, creating and executed tests using exploratory charters as well as manual test scripts in QADirector. I managed all testing activities for a team of two testers including, issues, risks and tasks. I was also responsible for managing defects to resolution.

<p>EXPERIENCE CONT'D</p>	<p>Fusion Alliance – National Property & Casualty Insurance Company (3 months)</p>	
	<p>Project Commercial Lines Maintenance</p> <p>Role Sr. Test Manager</p> <p>Key Responsibilities Strategic planning Capacity planning Manage staff Develop/Implement testing metrics Deliverable development</p>	<p>Worked as test manager creating and managing a department test strategy and process improvement model. In this role, I interviewed key department resources and assessed all existing processes and tools. I was responsible for creating a program wide test strategy including both a short term and long term strategies, a program level automation and performance test strategy, develop a testing dashboard for communicating testing results to project leadership, communicate testing issues and risked to program manager twice a week, develop test plan's for all new development projects in flight, and create a process improvement plan.</p> <p>Additional responsibilities included mentoring existing test leads on test processes and techniques as well as managing eight resources over three product lines.</p>
	<p>Fusion Alliance – National Property & Casualty Insurance Company (9 months)</p>	
<p>EXPERIENCE CONT'D</p>	<p>Project Commercial Lines System Replacement</p> <p>Role Test Project Manager</p> <p>Key Responsibilities Strategic planning Test planning Test management Resource management Issue and conflict management</p>	<p>Worked as the testing project manager on a large integration project replacing the rating engine of policy generation application. My responsibility included leading a test team of 26 testers including internal staff as well as co-sourced testers, developed Program-Level Test Strategy for the replacement application and interfacing applications and communicating testing status, including risks and issues to the department steering committee.</p> <p>I also created and managed a 22,000 hour project plan in MS Project, performed quality assurance checks for all testing deliverables and coordinated all testing activities between 15 different project teams.</p>
	<p>Fusion Alliance – National Property & Casualty Insurance Company (1.5 years)</p>	
<p>EXPERIENCE CONT'D</p>	<p>Project Personal Lines Web Application</p> <p>Role Test Manager</p> <p>Key Responsibilities Strategic planning Test planning Test management Resource management Issue and conflict management</p>	<p>Worked as a test manager for a quoting and policy generation web-application for all personal lines of business. The application interfaces with multiple other applications and web services.</p> <p>I was responsible for developing iteration test plans for multiple release, created project plan for multiple releases, managed a test team of 19 testers – manual, automated and performance testers, managed all testing activities including leading daily defect meeting with PM's, project sponsors, technical team lead and business SME's and communicated project status to department management team and project sponsors</p>

Fusion Alliance – National Property & Casualty Insurance Company (2 year)

<p>Project Personal Lines Web Application</p> <p>Role Test Analyst</p> <p>Key Responsibilities Test planning, Test design Test execution Defect analyst and tracking Automation framework development</p>	<p>Worked as a test analyst for a quoting and policy generation web-application for all personal lines of business. My responsibility was to review all use cases (in Raitonal ReqPro) for the auto line of business, design test cases (in Raitonal TestManager), establish requirement traceability, execute manual test scripts and log defects found. I also created exploratory charters to test all non-functional requirements.</p> <p>I created the detailed test plan for the initial release of the application.</p> <p>After the initial release (6 months), I moved to the automation team and was responsible for implementing a hybrid automation framework and creating automation regression scripts within Rational Robot.</p>
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EXPERIENCE CONT'D

Fusion Alliance – Manufacturing (1 year)

<p>Project External Web Application</p> <p>Role Test Manager</p> <p>Key Responsibilities Strategic planning Test planning Test management Resource management</p>	<p>Worked as a test manager for a B2C point of sale Java web application. My responsibilities included developing a risk-based test strategy and a supporting project test plan, designing test cases and developing test data and scripts and develop test results report. I managed a team of three test analyst.</p>
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Fusion Alliance - Pharmaceutical Manufacturer and Distributor (1.5 years)

<p>Project Peoplesoft/SAP Integration</p> <p>Role Lead Lead</p> <p>Key Responsibilities Strategic planning Test planning Test management Resource management Defect management</p>	<p>Worked as a test lead for an internal HR department to ensure all HR application (including Peoplesoft) properly integrated with enterprise-wide SAP implementation.</p> <p>My responsibilities included leading a team of twenty testers in all testing phases of the project, which included interface, system, integration, user acceptance and data conversion. I created the testing strategy for HRIT and was responsible for communication between the HR and SAP testing teams (Mercator). Responsible for writing the test plan, test packets, and test completion reports; achieving all testing milestones; tracking the testing teams effort and time; and solving all testing and data conversion issues.</p> <p>Coordinated writing and execution of acceptance scripts with over 45 end-users and 20 technical users. Used both Rational RequisitePro and ClearQuest as well as Mercury WinRunner to manage the testing effort.</p>
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EDUCATION

Bachelor of Business Administration; Kent State University

PROFESSIONAL ACTIVITIES

- 2006-2013: Indianapolis Workshop for Software Testing – Organizer
- 2011-Present: AgileIndy - Member
- 2006-2007: Association for Software Testing – Board of Directors (Treasurer)
- 2005-Present: Indianapolis Workshop for Software Testing – Participant/Presenter
- 2002: Indianapolis Rational User Group – Membership Coordinator

Attachment 2

Head of School/Principal Candidate Resumes

J. Donald Williams, Ph.D,_____

1321 Meridian Street
Indianapolis, Indiana 46202

724-462-1118
donacademy@hotmail.com

EDUCATION: _____

Century Business School, Walden University: Minneapolis, Minnesota
Doctorate of Philosophy in Business Administration, 2009

Wheeling Jesuit University: Wheeling, West Virginia
Master of Business Administration, 1995

Mount Union College: Alliance, Ohio
Bachelor of Arts, Business Administration, 1992

**PROFESSIONAL
EXPERIENCE** _____

Indiana Cyber Charter School Corp., Avon, Indiana 2012-Present
Chief Executive Officer
Managed all operations, finances, and departments of a public charter school

Avanti Management Group, LLC, Koppel, Pennsylvania 2011 to 2012
Director of New School Development
Responsible for new school development and new initiatives
Developed hybrid and cyber charter schools nationwide
Responsible for multi-state student recruitment, marketing, and retention programs

The Pennsylvania Cyber Charter School, Midland, Pennsylvania 2007 to 2011
Director of Admissions
Enrolled largest prospective student class: 2007, 2008, 2009, 2010, 2011
Increased total active student enrollment in grades K-12 annually

Chatham University, Pittsburgh, Pennsylvania 2005 to 2007
Vice President for Enrollment Services
Responsible for marketing, student recruitment, and financial aid programs
Member of the President's Management Team
Board of Trustees, Representative, Enrollment Services Committee
Member of the Cabinet
Enrollment Committee, Chair
Assisted in formulating the University's strategic plan
Developed the University's mass-communication program
Developed the University's multi-media marketing program

J. Donald Williams, Ph.D.

Professional Experience continued: _____

Selected Achievements:

Increased enrollment of first-year students by 53%
Increased graduate enrollment by 18%

Decreased the University's Financial Discount Rate from 46.9% to 38.2%
Decreased the Conditional Acceptance Rate by 14%
Exceeded enrollment quota: 2006, 2007
Enrolled largest incoming graduate class in the University's history
Enrolled record-breaking international student matriculations

Robert Morris University, Moon Township, Pennsylvania 2003-2005

Dean of Enrollment

Responsible for marketing, student recruitment, and financial aid programs
Board of Trustees, Representative, Enrollment Management and Marketing Committee
Enrollment Committee, Chair
Marketing Committee, Chair
Assisted in formulating the University's strategic plan
Initiated dual-enrollment program with area secondary schools
Initiated scholastic outreach programs for underrepresented student populations
Developed the University's mass-communication program
Developed the University's multi-media marketing program
Adjunct faculty member: taught Marketing and Consumer Behavior course

Selected Achievements:

Exceeded enrollment quota: 2003, 2004, 2005
Decreased the University's Financial Discount Rate from 27.1% to 22.4%
Decreased the Conditional Acceptance Rate: 9%
Enrolled record-breaking classes ensuring annual enrollment increases
Enrolled highest-ranking enrollment classes for academic quality and quantity
Enrolled record-breaking international student matriculations

Chowan University, Murfreesboro, North Carolina 2000 to 2003

Vice President for Enrollment Services

Responsible for marketing, student recruitment, and financial aid programs
Member of the President's Administrative Council
Board of Trustees, Representative, Enrollment Management Committee
Member of the Cabinet
Enrollment Committee, Chair
Served in steering Chowan through and beyond the process of filing financial exigency
Assisted in decreasing the annual operating budget by \$2.5 million
Assisted in formulating the University's strategic plan
Developed the University's mass-communication program
Developed the University's multi-media marketing program

J. Donald Williams, Ph.D.

Professional Experience continued: _____

Selected Achievements:

Exceeded enrollment quota: 2000, 2001, 2002
Decreased the University's Financial Discount Rate from 34.2% to 31.7%
Decreased the Conditional Acceptance Rate: 12% in 2000, 4% in 2001, 6% in 2002
Operated on 53% of 1999 budget
Enrolled record-breaking classes ensuring annual enrollment increases
Enrolled record-breaking classes ensuring total student enrollment increases

Enrolled highest-ranking enrollment classes for academic quality and quantity
Enrolled record-breaking international student matriculations

Wesleyan College, Macon, Georgia

1996 to 2000

Director of Admissions/Financial Aid, 1999

Director of International Recruitment, 1998

Assistant Director of Admissions, 1998

Admissions Representative, 1996

Responsible for domestic admissions recruitment programs

Responsible for international admissions recruitment programs

Supervisor of Admissions Representative, Financial Aid, Evening Phoning Program, and Office Support personnel

Supervisor of territory and prospect management

Perform recruiting duties with quotas for a geographic territory

Selected Achievements:

Exceeded enrollment quota: 1997, 1998, and 1999

Increased enrollment 11% in Texas, 9% in the Mid West, and 13% Far West territories

Wheeling Jesuit University, Wheeling West Virginia

1992 to 1996

Admissions Counselor

Responsible for the recruitment of students for college admission

Facilitated admission applications through individual prospective student interviews, high school visits, campus visits, student receptions, and college fairs

Performed admission application screenings

Selected Achievements:

Exceeded enrollment quota: 1993, 1994, 1995, and 1996

Increased enrollment 30% locally and more than 17% in New York and West Virginia

Recipient of numerous awards including: Biggest Impact On

Office, Most Home Visits, Application Goal, Enrollment Goal, 100

Home Visits, and the Leadership Award

COMMUNITY SERVICE AFFILIATIONS

Chamber of Commerce, East Liverpool, Ohio: Capital campaign

East Liverpool Area Civic Pride Committee, East Liverpool, Ohio: Capital campaign

East Liverpool City Hospital, East Liverpool, Ohio: Capital campaign

Attachment 3

School Administrators' Resumes

At this time, no candidates for the positions of school administrators have been identified

Attachment 4

Governance Documents: 501(c)(3) letter of application/determination

Articles of Incorporation, Bylaws

Signed, stamped Articles of Incorporation

Bylaws of Indiana Achievement Academy, Corp.

Resolutions of the Board of Directors of Indiana Achievement Academy, Corp.

INDIANA SECRETARY OF STATE

RECEIPT

Receipt Number : 1902741

INDIANA SECRETARY OF STATE
BUSINESS SERVICES DIVISION
302 West Washington Street, Room E018
Indianapolis, IN 46204
(317) 232-6576

ICE MILLER
ONE AMERICAN SQ
BOX 82001
INDIANAPOLIS, IN 46282

Receipt Date: 05/05/2014
Receipt Status: Closed

The following details your transaction(s) with the Secretary of State's Office :

Payment Submitted:

<u>Payor</u>	<u>Payment Type</u>	<u>Reference</u>	<u>Comment</u>	<u>Amount</u>
ICE MILLER	Cash			\$30.00
			Total Amount :	<u>\$30.00</u>

ARTICLES OF INCORPORATION

OF

INDIANA ACHIEVEMENT ACADEMY, CORP.

RECEIVED
2014 MAY -5 PM 4:43

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

ARTICLE I

Name

The name of the Corporation is Indiana Achievement Academy, Corp.

ARTICLE II

Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III

Purposes and Powers

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

(a) To facilitate an education program for students in grades nine through twelve which delivers academic instruction using a blended Charter school environment and offering campus based as well as online learning opportunities; and

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

Section 3.2. Nonprofit Purposes.

(a) The Corporation is organized and operated exclusively for charitable and educational purposes and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, officer or other private person, except

that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 3.1.

(b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

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

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

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

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

(a) To do everything necessary, advisable or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation, and to do all of the things incidental thereto or connected therewith which are not forbidden by law; and

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

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

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

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

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

(d) The Corporation shall not make any investments in such a manner as to subject it to the taxes on investments that jeopardize charitable purposes imposed by Section 4944 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

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

ARTICLE IV

Distribution of Assets on Dissolution

In the event of the complete liquidation or dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V

Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VI

Registered Office and Registered Agent

Section 6.1. Registered Office and Registered Agent. The street address of the Corporation's registered office is One American Square, Suite 2900, Indianapolis, IN 46282, and the name of the Corporation's registered agent at that office is Matt Ehinger.

Section 6.2. Principal Office. The post office address of the principal office of the Corporation is 4950 W 34th St., Indianapolis, IN 46224.

ARTICLE VII

No Members

The Corporation shall have no members.

ARTICLE VIII

Board of Directors

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

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

Section 8.3. Initial Board of Directors. The names and addresses of the initial Board of Directors of the Corporation are:

<u>Names</u>	<u>Addresses</u>
Joan Partenheimer	5308 Boulevard Place Indianapolis Indiana 46208
Brian Anderson	11208 Harriston Drive Fishers, Indiana 46037
Mike Goempel	4051 Melbourne Road Indianapolis, Indiana 46228

ARTICLE IX

Name and Address of Incorporator

The name and address of the incorporator of the Corporation are:

<u>Name</u>	<u>Address</u>
Matthew J. Ehinger	One American Square, Suite 2900 Indianapolis, IN 46282-0200

ARTICLE X

Indemnification

Section 10.1. Rights to Indemnification and Advancement of Expenses. The Corporation shall indemnify as a matter of right every person made a party to a proceeding because such person is or was:

- (a) a member of the Board of Directors of the Corporation,
- (b) an officer of the Corporation, or
- (c) while a director or officer of the Corporation, serving at the Corporation's request as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, limited liability company, joint venture, trust, employee benefit plan or other enterprise, whether for profit or not (each an "Indemnitee"),

against all liability incurred by such person in connection with the proceeding; provided that it is determined in the specific case that indemnification of such person is permissible in the circumstances because such person has met the standard of conduct for indemnification specified in the Act. The Corporation shall pay for or reimburse the reasonable expenses incurred by an Indemnitee in connection with any such proceeding in advance of final disposition thereof in accordance with the procedures and subject to the conditions specified in the Act. The Corporation shall indemnify as a matter of right an Indemnitee who is wholly successful, on the merits or otherwise, in the defense of any such proceeding against reasonable expenses incurred by the person in connection with the proceeding without the requirement of a determination as set forth in the first sentence of this paragraph.

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

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

Section 10.2. Other Rights Not Affected. It is the intent of this Article to provide indemnification to directors and officers to the fullest extent now or hereafter permitted by law consistent with the terms and conditions of this Article. Nothing contained in this Article shall limit or preclude the exercise of, or be deemed exclusive of, any right under the law, by contract or otherwise, relating to indemnification of or advancement of expenses to any person who is or was a director, officer, employee or agent of the Corporation, or the ability of the Corporation to otherwise indemnify or advance expenses to any such individual.

Notwithstanding any other provision of this Article, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of net earnings of the Corporation "to the benefit of any private shareholder or individual," or an "excess benefit transaction" within the meaning of Sections 501(c)(3) or 4958 of the Internal Revenue Code of 1986, as amended, or similar provisions of any subsequent Federal tax laws.

Section 10.3. Definitions. For purposes of this Article:

(a) A person is considered to be serving an employee benefit plan at the Corporation's request if the person's duties to the Corporation also impose duties on, or otherwise involve services by, the person to the plan or to participants in or beneficiaries of the plan.

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

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

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

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

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

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

Dated this 5th day of May, 2014.



(Written Signature)

Matthew J. Ehinger

(Printed Signature)

This instrument was prepared by Matthew J. Ehinger, Attorney-At-Law, ICE MILLER LLP, One American Square, Suite 2900, Indianapolis, Indiana 46282-0200.

BYLAWS

OF

INDIANA ACHIEVEMENT ACADEMY, CORP.

Board of Directors

Duties and Qualifications. The business and affairs of the Corporation shall be managed by the Board of Directors.

Number, Term, and Election. The Board of Directors shall consist of a minimum of three (3) directors and a maximum of eleven (11) directors, with the exact number of directors specified from time to time by resolution of the Board of Directors. Each director shall serve for a term of two (2) years.

Other than the initial directors, the directors shall be elected at the annual meeting of the directors by a plurality of the votes cast by the directors. Despite the expiration of a director's term, the director continues to serve until a successor is elected and qualifies, or until there is a decrease in the number of directors.

Vacancies. Any vacancy among the directors caused by death, resignation, removal, increase in the number of directors or otherwise may be filled by a majority vote of the remaining members of the Board of Directors. The term of office of a director chosen to fill a vacancy shall expire at the later of the expiration of the unexpired term which the director was chosen to fill, or at such time as a successor shall be duly elected and qualified.

Removal. Any director may be removed, with or without cause, by the remaining directors whenever the number of votes cast to remove the director would be sufficient to elect the director at a meeting to elect directors.

Annual Meetings. Unless the Board of Directors determines otherwise, the Board of Directors shall meet within the first quarter of every calendar year, at a place as determined from time to time by the Board of Directors, for the purpose of election of directors and officers of the Corporation and consideration of any other business which may be brought before the meeting. No notice shall be necessary for the holding of an annual meeting.

Other Meetings. Regular meetings of the Board of Directors may be held pursuant to a resolution of the Board to such effect, and shall be held whenever convenient for the Board of Directors. Unless otherwise provided by the Board of Directors, regular meetings shall be held at the Corporation's principal office. No notice shall be necessary for any regular meeting. Special meetings of the Board of Directors may be held upon the call of either the Chairman or a minimum of three (3) directors and upon at least forty-eight (48) hours' notice specifying the date, time, place and purpose or purposes of the meeting, given to each director either personally or by regular mail, electronic mail, facsimile transmission or telephone. Oral notice is authorized. A director may waive any required notice of an annual, regular or special meeting. The waiver must be in writing, signed by the director entitled to the notice, and filed with the minutes or Corporate records. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director at the beginning of the meeting, or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not vote for or assent to action taken at the meeting.

Participation. A director may participate in an annual, a regular or a special meeting of the Board of Directors by or through the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting. A director participating by this means is considered to be present in person at the meeting. Notwithstanding the foregoing if the Corporation is subject to the Indiana Open Door Law, the provisions of the Open Door Law should control if inconsistent with this Section 1.7.

Quorum; Voting. A majority of the directors in office when action is taken, but in no event fewer than two (2) directors, shall be necessary to constitute a quorum for the transaction of any business at a meeting of the Board of Directors. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the act is taken shall be the act of the Board of Directors, unless the act of a greater number is required by law, the Articles of Incorporation or these Bylaws.

Action by Consent. Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting if the action is taken by all directors. The action must be evidenced by at least one (1) written consent describing the action to be taken, signed by each director and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this Section is effective when the last director signs the consent, unless the consent specifies a prior or subsequent effective date.

Executive Committee. There shall be, and by the adoption of these Bylaws the Board of Directors hereby creates, an Executive Committee of the Corporation, which shall consist of the officers of the Corporation. During intervals between meetings of the Board of Directors, the Executive Committee shall have and exercise all of the authority of the Board of Directors in the management of the Corporation, except where prohibited by law. In addition, the Executive Committee, to the extent specified by the Board of Directors, may exercise the authority of the Board of Directors, except where prohibited by law. The Executive Committee shall cause minutes of its proceedings to be kept and filed with the minutes of the proceedings of the Board of Directors.

Other Committees. The Board of Directors may from time to time create and appoint standing, special or other committees to undertake studies, make recommendations and carry on functions for the purpose of efficiently accomplishing the purposes of the Corporation. Committees, to the extent specified by the Board of Directors, may exercise the powers, functions or authority of the Board of Directors, except where prohibited by law; provided, however, that if a committee is to exercise board powers, functions, or authority, (a) all the persons serving on the committee must be directors, (b) there must be at least two (2) persons on the committee, and (c) the creation of the committee and the appointment of its members shall be by a majority of all directors in office when the action is taken.

Officers

Officers and Qualifications Therefor. The officers of the Corporation shall consist of a Chairman, a Vice Chairman, a Secretary and a Treasurer. The officers shall be chosen by the Board of Directors. Any two (2) or more offices may be held by the same person.

Terms of Office. Each officer of the Corporation shall be elected by the Board of Directors at its annual meeting and shall hold office for a term of one (1) year and until a successor shall be duly elected and qualified, or until resignation, removal or death.

Vacancies. Whenever any vacancies shall occur in any of the offices of the Corporation for any reason, the same may be filled by the Board of Directors, and any officer so elected shall hold office until the expiration of the term of the officer causing the vacancy and until the officer's successor shall be duly elected and qualified.

Removal. Any officer of the Corporation may be removed, with or without cause, at any time by the Board of Directors.

Compensation. The officers of the Corporation shall receive no compensation for their services in such offices.

Powers and Duties of Officers

Chairman. The Chairman, if present, shall preside at all meetings of the Board of Directors. At each annual meeting of directors, the Chairman or the Chairman's designee shall report on the activities of the Corporation. Subject to the general control of the Board of Directors, the Chairman shall manage and supervise all of the affairs of the Corporation and shall perform all of the usual duties of the chief executive officer of a corporation.

Vice Chairman. Subject to the general control of the Board of Directors, if the Chairman is not present, the Vice Chairman shall discharge all the usual functions of the Chairman and shall have such other powers and duties as these Bylaws, the Board of Directors or an officer authorized by the Board may prescribe.

Secretary. The Secretary shall attend all meetings of the Board of Directors, and prepare, keep, or cause to be kept, a true and complete record and minutes of the proceedings of such meetings, and shall perform a like duty, when required, for all committees appointed by the Board of Directors. If required, the Secretary shall attest the execution by the Corporation of deeds, leases, agreements and other official documents. The Secretary shall attend to the giving and serving of all notices of the Corporation required by these Bylaws, shall have custody of the books (except books of account) and records of the Corporation, shall be responsible for authenticating records of the Corporation, and in general shall perform all duties pertaining to the office of Secretary and such other duties as these Bylaws, the Board of Directors, or an officer authorized by the Board may prescribe.

Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. The Treasurer shall have charge and custody of, and be responsible for, all funds, notes, securities and other valuables which may from time to time come into the possession of the Corporation and shall deposit, or cause to be deposited, all funds of the Corporation with such depositories as the Board of Directors shall designate. At each annual meeting of the directors, the Treasurer, or the Treasurer's designee, shall report on the financial condition of the Corporation. The Treasurer, or the Treasurer's designee, shall furnish, at meetings of the Board of Directors or whenever requested, a statement of the financial condition of the Corporation, and in general shall perform all duties pertaining to the office of Treasurer.

Assistant Officers. The Board of Directors may from time to time designate and elect assistant officers who shall have such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such other powers and duties as these Bylaws or the Board of Directors may prescribe. An Assistant Secretary may, in the absence or disability of the Secretary, attest the execution of all documents by the Corporation.

Miscellaneous

Corporate Seal. The Corporation may, but need not, have a corporate seal. The form of any such corporate seal may be specified in a resolution of the Board of Directors. A corporate seal, however, shall not be required for any purpose, and its absence shall not invalidate any document or action.

Execution of Contracts and Other Documents. Unless otherwise ordered by the Board of Directors, all written contracts and other documents entered into by the Corporation shall be executed on behalf of the Corporation by the Chairman or Vice Chairman and, if required, attested by the Secretary or an assistant secretary.

Fiscal Year. The fiscal year of the Corporation shall begin on July 1 of each year and end on the immediately following June 30.

Amendments

Subject to law and the Articles of Incorporation, the power to make, alter, amend or repeal all or any part of these Bylaws is vested in the Board of Directors. The Corporation must provide notice to the directors of any meeting at which an amendment to the Bylaws is to be considered and voted upon.

Secretary's Initials

Date: _____

**RESOLUTIONS OF THE BOARD OF DIRECTORS OF
INDIANA ACHIEVEMENT ACADEMY, CORP.**

The following resolutions were duly adopted at a meeting of the Board of Directors of Indiana Achievement Academy, Corp. (the "Corporation") held on May 7, 2014.

Adoption of Bylaws

RESOLVED, that the Bylaws, attached to this Consent and made a part hereof as Exhibit A, be and hereby are adopted as the Bylaws of the Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation be and hereby is authorized and directed to initial the original of such Bylaws and place the same in the minute book of the Corporation.

Adoption of Conflict of Interest Policy

RESOLVED, that the Conflict of Interest Policy, attached to this Consent and made a part hereof as Exhibit B, be and hereby is adopted as the Conflict of Interest Policy of the Corporation.

Adoption of Executive Compensation and Intermediate Sanctions Policy

RESOLVED, that the Executive Compensation and Intermediate Sanctions Policy, attached to this Consent and made a part hereof as Exhibit C, be and hereby is adopted as the Executive Compensation and Intermediate Sanctions Policy of the Corporation.

Appointment of Officers

RESOLVED, that the following persons be and hereby are elected to the offices of the Corporation listed opposite their names, each to serve until the next annual meeting of the Corporation and until his or her successor is chosen and qualified:

Chairman:	Mike Goempel
Vice Chairman:	Joan Partenheimer
Treasurer:	Brian Anderson
Secretary:	Joan Partenheimer

Designation of Bank

RESOLVED, that the Chairman be and hereby is authorized to designate a depository in which funds of this Corporation may be deposited (the "Bank") by its officers, agents, and employees, and that the Chairman and Treasurer, singly, shall be and each of them hereby is authorized to endorse any and all checks, drafts, notes, bills of exchange, and orders for the payment of money, either belonging to or coming into possession of this Corporation for deposit. Endorsements for deposit may be by the written or stamped endorsement of the Corporation without designation of the person making the endorsement.

RESOLVED FURTHER, that the Chairman and Treasurer, singly, of this Corporation shall be and each of them hereby is authorized to SIGN ANY AND ALL CHECKS, DRAFTS, AND ORDERS, including orders or directions in informal or letter form, against any funds at any time standing to the credit of this Corporation with the Bank, and/or against any account of this Corporation with the Bank, and that the Bank hereby is authorized to honor any and all checks, drafts and orders so signed, including those drawn to the individual order of any such officer and/or other person signing the same, without further inquiry or regard to the authority of said officer and/or person or the use of said checks, drafts and orders, or the proceeds thereof.

RESOLVED FURTHER, that each of the foregoing resolutions shall continue in force until express written notice of its rescission or modification has been received by the Bank.

RESOLVED FURTHER, that the Secretary of this Corporation is hereby authorized to certify to the Bank that the Board of Directors has adopted at this meeting any resolution or resolutions not inconsistent with the foregoing resolutions which may be required by the Bank in connection with its designation as depository, and the same are hereby adopted and incorporated herein by reference.

Filing of Federal and State Tax-Exemption Applications

RESOLVED, that the officers of the Corporation are hereby authorized and directed to prepare and file, or cause to be prepared and filed, the applications for recognition of exemption from federal and state taxation with the appropriate governmental authorities and to take whatever additional steps are necessary or appropriate to obtain and maintain recognition of the Corporation's exempt status.

Ratification of Incorporator's Acts

RESOLVED, that the acts of the incorporator concerning the incorporation of the Corporation are hereby ratified.

RESOLVED FURTHER, that the Treasurer of the Corporation is authorized to pay all of the organizational expenses of the Corporation out of the funds of the Corporation, which expenses may include, but are not limited to, various filing and

recording fees, corporate minute book fee and various professional fees for advice concerning accounting, taxes and other matters.

Attachment 5
Statement of Assurances

EDUCATION ONE, L.L.C. - CHARTER SCHOOL APPLICANT
Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by Education One, L.L.C. and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act of 1975*, Title VI of the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act of 1973*, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless Education One, L.L.C., Trine University, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that Education One, L.L.C. may revoke the charter if it deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE

J. Donald Williams Chief Executive Officer

DATE

May 6, 2014

SIGN NAME

J. Donald Williams

Board Member Information

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indiana Cyber Achievement Academy
2. Your full name: Michael Sean Goempel
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Served on Board of Directors for Indiana Cyber Charter School from March 2013 - Present
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

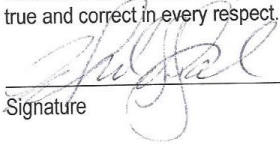
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
I had a business relationship with Enterprise2Edu, an IT service provider

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
- Howard Clark, CEO of Enterprise2Edu
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Michael S. Goempel, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Indiana Cyber Achievement Academy Charter School is true and correct in every respect.

Signature



Date

May 2, 2014

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indiana Achievement Academy
2. Your full name: Joan Elizabeth Partenheimer
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
X Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am currently a board member for Indiana Cyber Charter School. I am also in the process of purchasing a business to become a small business owner.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
X Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. X Yes We serve on the Indiana Cyber Charter School board together.
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
X I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 X I / we do not anticipate conducting any such business. Yes

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

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

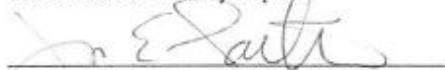
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 X N/A.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

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

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

Certification

I, Joan E Partenheimer, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Indiana Achievement Academy Charter School is true and correct in every respect.



 Signature

04.06.2014
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indiana Cyber Achievement Academy
2. Your full name: Brian D. Anderson
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My career has been in the charter sector and is mostly reflected on my resume. I've been through several start-ups as a business services provider, consultant, and board member. I served on two charter school boards in Colorado, one charter school finance committee in Chicago, and one other charter school board in Indiana.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees. Yes
I currently serve with the other prospective board members on the Indiana Cyber board. I did not know them prior to that.

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

 3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

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

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

 6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

 7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
- I serve on the board of Indiana Cyber, as indicated above, and we anticipate partnering with the blended model, Indiana Cyber Achievement Academy.
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Brian D. Anderson, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Indiana Cyber Achievement Academy Charter School is true and correct in every respect.

Brian D. Anderson
Signature

5/6/14
Date

Attachment 7

Code of Ethics and Conflict of Interest Policy

The Board of Indiana Achievement Academy will adopt the Indiana School Boards Association Code of Ethics. A copy of this document may be found at

<http://www.isba-ind.org/HTML/CODEthic.pdf>.

INDIANA ACHIEVEMENT ACADEMY, CORP.

CONFLICT OF INTEREST POLICY

1. Introduction

Indiana Achievement Academy, Corp. (the “**Corporation**”) exists legally as a nonprofit, public benefit corporation. This means the Corporation is required by law to operate for public rather than private interests. In an effort to achieve the highest organizational integrity possible and ensure that its public interest takes precedence over any private interests, the Corporation has developed this Conflict of Interest Policy (this “**Policy**”) with which all officers, directors, employees with policy-making roles and committee members serving on committees having Board-delegated powers must comply. To the extent possible, all such persons must avoid having personal interests which conflict or have the potential to conflict with the best interests of the Corporation. Cooperation with and support of this Policy are essential to the Corporation’s success. Questions or comments about this Policy should be addressed to the Corporation’s Chairperson.

2. Purpose

The purpose of this Policy is to protect the interest of the Corporation when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, employee with policy-making roles or committee member serving on a committee having Board-delegated powers, or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

3. Definitions

- (a) **Control Person; Interested Person.** Any director, officer, employee with policy-making roles or committee member serving on a committee that has been delegated powers by the Board of Directors of the Corporation is a “**control person**” for purposes of this Policy. Any control person who has a direct or indirect financial interest, as defined below, is an “**interested person**.” The Board of Directors of the Corporation may determine which employees and committee members are covered by this Policy and may determine that other persons shall be subject to this Policy as well, such as substantial contributors and others who may, in the facts and circumstances, have the ability to apply substantial influence on any material decision of the Corporation. A person so identified by the Board of Directors is also a control person.
- (b) **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- (i) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
- (ii) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
- (iii) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 4(b), a person who has a financial interest may have a conflict of interest only if the Board of Directors, or the committee on which the control person serves, decides that a conflict of interest exists.

4. Procedures

- (a) **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors and/or the members of the committee considering the proposed transaction or arrangement.
- (b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.
- (c) **Procedures for Addressing the Conflict of Interest.**
 - (i) An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, the interested person shall leave the meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.
 - (ii) The chairperson of the Board of Directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - (iii) After exercising due diligence, the Board of Directors or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - (iv) If a more advantageous transaction or arrangement is not reasonably

possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested directors or committee members whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, the Corporation shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflicts of Interest Policy.

- (i) If the Board of Directors or committee has reasonable cause to believe a control person has failed to disclose actual or possible conflicts of interest, it shall inform the control person of the basis for such belief and afford the control person an opportunity to explain the alleged failure to disclose.
- (ii) If, after hearing the control person's response and after making further investigation as warranted by the circumstances, the Board of Directors or committee determines the control person has failed to disclose an actual or possible conflict of interest, the Board of Directors or committee shall take appropriate disciplinary and corrective action.

5. Records of Proceedings

The minutes of the Board of Directors and all committees with Board-delegated powers shall contain all the following information: (a) names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest; (b) the nature of the financial interest; (c) any action taken to determine whether a conflict of interest was present; (d) the Board's or committee's decision as to whether a conflict of interest in fact existed; (e) the names of the persons who were present for discussions and votes relating to the transaction or arrangement; (f) the content of the discussion, including any alternatives to the proposed transaction or arrangement; and (g) a record of any votes taken in connection with the proceedings.

6. Compensation

- (a) **Board.** A voting member of the Board of Directors who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- (b) **Committee.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- (c) **No Prohibition.** No voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

7. Annual Statements

Each control person shall annually sign a statement which affirms such person: (a) has received a copy of this Policy; (b) has read and understands this Policy; (c) has agreed to comply with this Policy; and (d) understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

8. Periodic Reviews

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

9. Use of Outside Experts

When conducting the periodic reviews provided for above, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

Signed:

Board President

Signed:

Chief Executive Officer

Attachment 8
Education Service Provider Documentation – NA

Attachment 9

Organization's Business Plan

The Founding Group of the Indiana Achievement Academy began strategic planning during the last quarter of 2013. This work focused on developing a business plan that would ensure the viability of the school. The Founders chose a name for the school that implies positive attributes, such as attainment of goals. Next, they chose to partner with an established charter school with a positive reputation in a densely populated geographic location. The established school serves grades K-8, thus offering its matriculating students an opportunity to continue their education in a familiar surrounding and with students and faculty they already know. The new School will launch its marketing and recruiting campaign in time for the summer enrollment cycle. The marketing plan includes a multi-level, multi-media approach, designed to achieve maximum enrollment levels.

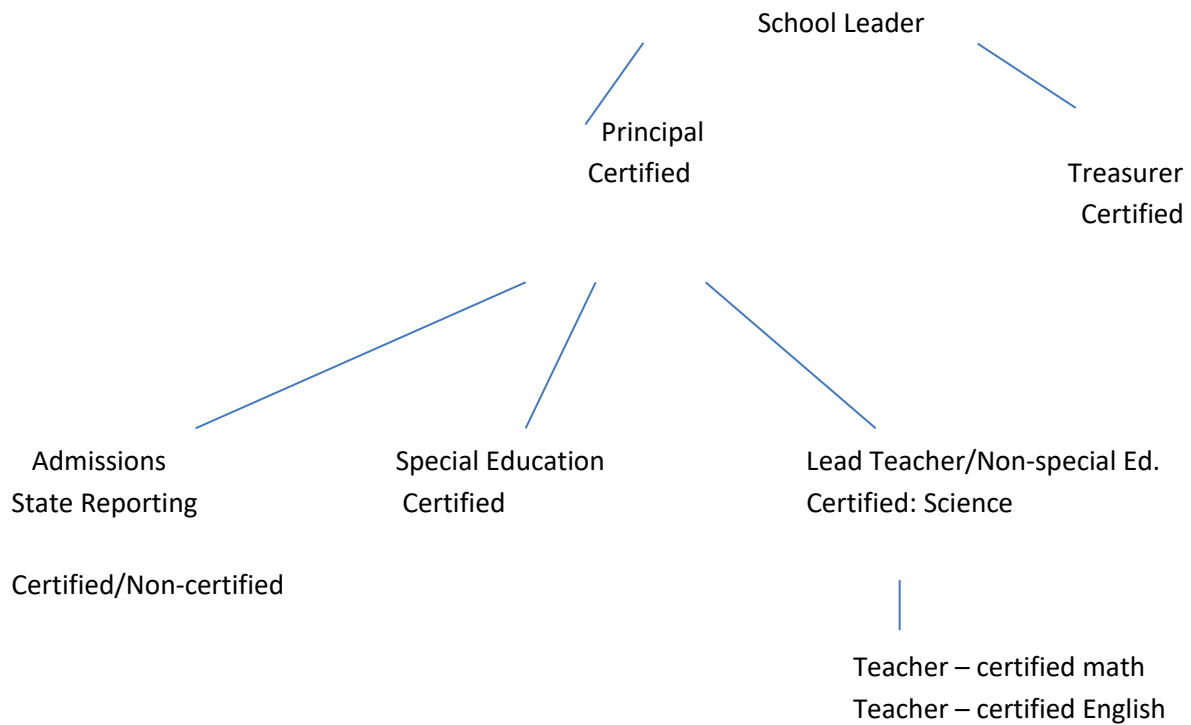
The educational model/plan offers students the opportunity to learn in an innovative blended environment. Because students can attend the Support Center and receive direct instruction from highly qualified teachers, receive remedial instruction, enrichment, attend field trips, and participate in arts programs, the School will attract a diverse group of students who are looking for something more than what the traditional brick and mortar schools have been able to offer. The other two blended models in Indiana have waiting lists and do not offer the choices in curricula that this School will offer, thus increasing the attractiveness of this School. As a part of its mission and vision and its education plan, the School will ensure a positive student experience by providing individualized and personalized instruction and learning environments, where students have ready access to highly trained, compassionate, and dedicated staff and faculty. Recruiting and retraining this level of employees will be accomplished by offering a competitive compensation package and a positive, collegial work environment.

Start up capital will be provided by individuals who want to invest in the school by providing capital. A fiscally conservative budget has been developed, using an ADM of \$7,400. for all students, although students with disabilities have a higher rate. The budget was developed using fiscally responsible accounting procedures, and the School will employ all possible cost-saving measures to maximize revenue.

Attachment 10

Organization Charts

Indiana Cyber Achievement Academy
Organization Chart
May 2014



Attachment 11

Course Scope and Sequence

English 10, Part 1

This course continues to build on the skills learned in English 9 through literature, grammar, and composition. Students will begin by examining the parts of a story, including plot, setting, character, narrator, and voice. To understand these concepts, students will read a variety of works from the Elements of Literature book, including “By Any Other Name,” “Typhoid Fever,” “The Storyteller,” and “The Cold Equations.” Throughout the course, time is also spent studying various parts of speech and grammar, reading and comprehension, and poetry. Some of the poetic works students will review include “Grape Sherbert,” “The Legend,” “since feeling is first”, and “Heart! We Will Forget Him!” Students will demonstrate their writing abilities as well by completing a literary analysis paper after reading a selection of stories from the book. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. The student will display a mastery of these concepts through various learning activities and assessments, including tests, quizzes, writing, and journals.

Unit 1 Description

This introductory unit begins by building on the skills learned in English 9 through the continued study of literature, grammar, and composition. Students will begin by examining the parts of a story, including plot, setting, character, narrator, and voice. To understand these concepts, students will read a variety of works from the Elements of Literature book, including “By Any Other Name,” “Typhoid Fever,” “The Storyteller,” and “The Cold Equations.”

Students will demonstrate their writing abilities as well by completing an autobiographical narrative. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. The student will display a mastery of these concepts through various learning activities and assessments, including tests, quizzes, writing, and journals. The unit will end with students reading an autobiography while researching a selected culture of their choice.

Essential Content and Skills

The learner will

Recall the elements of plot.
Analyze the impact of time and sequence on the plot. Identify the use of cause and effect in a reading.
Synthesize the content from several works on a single issue.
Understand the structure of informational materials by identifying how authors use these to achieve their purposes.
Analyze the development of time and sequence, including the use of foreshadowing and flashback, and identify how these events help to advance the plot.
Recall the characteristics of personal pronouns and identify examples.
Recognize the importance of setting within a story and describe the author's use of setting in "The Pedestrian."
Review the elements that make up an autobiographical narrative.
Complete prewriting strategies to prepare writing an autobiographical narrative. Review the importance of characterization and its impact on a story.
Make inferences about characters based on the reading. Make inferences while reading prose poetry.
Reflect on the elements that make up a dramatic monologue.
Recognize the importance of context clues and apply them while reading. Analyze ideas presented in primary and secondary sources.
Analyze influences on characters (such as internal and external conflict and motivation) and the way those influences affect the plot.
Make inferences about motivation.
Review the characteristics of an autobiography. Compare and contrast cultural elements within a story

Unit 2 Description

This unit starts by reviewing the elements of point of view, characterization, and plot. To understand these concepts, students will read a variety of works from the Elements of Literature book, including "The Waters of Babylon," "The Storyteller," and "The Cold Equations." Students will demonstrate their understanding of multiple meaning words and analyze the importance of context clues as well. Strategies for strengthening sentence structure will be analyzed and practiced. The student will display a mastery of these concepts through various learning activities and assessments, including tests, quizzes, and journals. The unit will end with students comparing and contrasting the texts of "Typhoid Fever" and "The Education of Frank McCourt."

Essential Content and Skills

The learner will:

Analyze the way point of view affects characterization and plot.
Identify and/or apply meaning of multiple-meaning words used in the text.
Understand the importance of context clues.
Analyze the way first-person point of view affects a story. Analyze the importance of setting to the mood of the text.
Understand the way omniscient point of view affects characterization and plot.
Understand and analyze satire.
Analyze the way the third-person-limited point of view affects characterization and plot.
Review how to combine sentences together in order to create more advanced sentence structure. Revise writing to improve style, word choice, and sentence variety.
Analyze the main idea while reading.
Understand the meaning of and apply key vocabulary from the text while reading.
Analyze the way voice, diction, tone, and choice of narrator affect characterization and plot. Identify and revise sentence fragments.

Identify and revise run-on sentences.
Demonstrate an understanding of how to connect and compare texts.

Unit 3 Description

This unit starts by discussing theme. Students will then analyze the theme of a work by reading “Catch the Moon”, which begins on page 234 of the Elements of Literature book. Then, students will analyze generalizations and make and support their own generalizations. Students will then analyze conflict and make inferences about character motivation after reading “The Bass, the River, and Sheila Mant”, which begins on page 244 of the Elements of Literature book. Next, students will review the differences between fiction and nonfiction and analyze an example of each by reading the fiction work “And of Clay Are We Created” and the nonfiction work “Ill-Equipped Rescuers Dig Out Volcano Victims; Aid Slow to Reach Colombian Town.” Students will then review the characteristics of a personal essay and read “The Man in the Water” on pages 273-277 in the Elements of Literature book. Next, students will analyze the elements that comprise an argument. Students will also evaluate the credibility of arguments by reading “If Decency Doesn’t, Law Should Make Us Samaritans” and “Good Samaritans U.S.A Are Afraid to Act”, which begins on page 286 of Elements of Literature book. Students will then review how to eliminate wordiness from their written work. Then, students will identify ironies in texts and make predictions while reading “Lamb to the Slaughter” on pages 317-324 in the Elements of Literature book and “R.M.S. Titanic” on pages 330-343. Finally the unit will end with the students prewriting, outlining, drafting, and revising a persuasive essay.

Essential Content and Skills

The learner will:

Understand theme and understand how to identify themes as conveyed through characters, actions, and images.

Analyze theme and character. Make and support generalizations. Analyze theme and conflict.

Make inferences about character motivation. Analyze fiction and nonfiction genres.

Analyze theme and purpose and determine an author’s purpose. Analyze personal essays and summarize the main idea. Evaluate the elements that make up an argument. Analyze the credibility of an author’s argument.

Understand how to eliminate wordiness when writing sentences.

Understand the element of irony.

Identify ironies in the texts and make predictions. Review the importance of prewriting.

Begin the prewriting process for a persuasive essay.

Review the elements that make up a persuasive essay and construct the rough draft of a persuasive essay.

Understand the revision process and revise the persuasive essay.

Unit 4 Description

This unit starts by discussing irony and ambiguity. Students will read “Into Thin Air” on pages 352 – 362 of the Elements of Literature book to gain a better understanding of these literary concepts. Then, students will identify ambiguities and subtleties in a text while reading “Notes from a Bottle” on pages

375-377 of the Elements of Literature book. Next, students will look for symbols while reading “Through the Tunnel” on pages 401 – 408 of the Elements of Literature book. Students will then review biographical information on author Edgar Allan Poe and connect this with his works, specifically “Annabel Lee.” Next, students will review the works of Robert Frost and this author’s use of symbolism. They will read “Stopping by Woods on a Snowy Evening” on page 434 of the Elements of Literature book and “After Apple-Picking” on pages 435-436 of the Elements of Literature book.

The last half of Unit 4 will be spent studying poetry. Students will begin by identifying an author’s use of imagery and allusion in “A Storm in the Mountains”, “Same Song,” “Eating Together,” and “Grape Sherbet.” Students will then study an author’s use of tone and diction while reading “The Legend” on pages 472-473 of the Elements of Literature book and “Simile” on page 479 of the Elements of Literature book. Then, the students will finish their study of poetry by reading the works of E. E. Cummings and William Shakespeare. Finally the unit will end with the students completing an exam review and a Unit 4 Exam before taking the final exam for English 10 Part 1.

Essential Content and Skills

The learner will:

Identify contradictions and ironies in a text. Analyze cause and effect.

Identify ambiguities and subtleties in a text. Make inferences while reading.

Analyze literary devices, including symbolism.

Analyze biographical information and analyze its impact on an author’s work. Analyze various literary devices, including imagery and allusion.

Analyze characteristics of different forms of poetry, including a prose poem. Identify and analyze the speaker in a poem.

Analyze the impact of imagery.

Understand tone and diction.

Analyze the use of figurative language, such as simile, metaphor, and personification.

Understand metaphor.

Understand the characteristics of an English sonnet.

Understand the characteristics of an ode.

Analyze various poetic devices, including repetition and refrain.

English 10, Part 2

English 10 Part 2 picks up where Part 1 leaves off. It continues to enhance and refine the skills learned in English 10 Part 1 and English 9. The students will study classic literature such as Shakespeare and become familiar with historical fiction while reading *To Kill a Mockingbird*. Throughout the course, time is spent on a research paper, various parts of speech and grammar, reading and comprehension, and poetry. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. The student will display a mastery of these concepts through various learning activities and assessments such as tests, quizzes, journals, projects and essays.

Unit 1 Description

In this unit the students will be reading the novel *To Kill a Mockingbird*. We will reinforce literary elements such as plot, theme, character, and setting that were learned in English 10 Part 1. This unit begins with an in-depth look at the time period in which the story takes place. The student will research The Great Depression and The Dust Bowl in order to gain an understanding of the setting and characters in the novel *To Kill a Mockingbird*. In this unit the students will demonstrate their understanding of the time period by creating their own brief narrative of what life was like during The Great Depression. They will

further develop their ability to read for comprehension as they define words that may be unfamiliar to them by using context clues. Finally, the he understanding of theme as the students explore the many themes presented in *To Kill a Mockingbird*.

Essential Content and Skills

The Learner will:

Analyze various themes.

Recognize symbols and their meaning. Write definitions vocabulary terms. Read historical information.

Read online articles. Read non-fiction articles.

Identify and define elements of a plot diagram. Identify main characters in *To Kill a Mockingbird*.

Examine character traits.

Identify characterization techniques. Demonstrate an understanding of characters. Review and research the time period of the 1930s. Incorporate sensory details into a creative narrative. Write an extended piece about an event in the story. View video clips of the movie.

Unit 2 Description

In this unit the students will analysis elements of a writer's style such as: diction, sentence structure, figures of speech, tone, mood, and magic realism. We will reinforce literary elements such as plot, theme, character, and setting that were learned in English 10 Part 1. This unit begins with an explanation of the elements of style. The students will read "Geraldo No Last Name," "Night Calls," and "A Very Old Man with Enormous Wings." These short stories demonstrate distinctive writing styles. The second part of this unit will explore the biographical and historical aspects of text; analyze historical context, a writer's background, Arthurian literature and myths. They will demonstrate their understanding of plot development by creating their own short story. Finally, the student will begin to recognize primary and secondary sources in preparation for unit 3.

Essential Content and Skills

The Learner will:

Analyze various elements of a writer's style.

Recognize symbols and their meaning. Read historical information.

Read online articles. Read non-fiction articles.

Identify and define elements of a plot diagram. Examine character traits.

Identify characterization techniques. Demonstrate an understanding of characters. Incorporate sensory details into a creative short story.

Write an original short story.

Unit 3 Description

In this unit the students will analyze primary and secondary sources in order to create a Career Research paper. They will conduct a job shadow and interview a professional in the career field that they are researching. The students will synthesize the information gathered from printed material, online sources and personal interviews to write an informational research paper. We will reinforce elements such as: citing sources (both parenthetically and on the Works Cited page) that were learned in English 10 Part 1. This unit begins with an explanation of the key elements of a research paper. The students will locate and evaluate resource materials and conduct a job shadow as part of his/her research. The second part of this unit will focus on organizing notes and the writing process. The unit exam will be the culmination of the student's work A Career Research paper.

Essential Content and Skills

The learner will:

Locate information using appropriate sources and strategies. Organize, summarize, and present the main ideas from the research. Analyze various research materials.

Recognize reliable sources. Read historical information. Read online articles.

Read non-fiction articles.

Identify and define primary and secondary sources. Examine character traits.

Identify characterization techniques. Demonstrate an understanding of characters. Incorporate sensory details into a creative short story.

Write an research paper.

Unit 4 Description

In this unit the students will be reading the Shakespeare Tragedy *The Tragedy of Julius Caesar*. We will reinforce literary elements such as plot, theme, character, and setting that were learned in English 10 Part 1. This unit begins with an in-depth look at the time period in which the story takes place. The student will research Elizabethan England and Ancient Rome in order to gain an understanding of the setting and characters in the play *The Tragedy of Julius Caesar*. The students will learn the structure of a Shakespearean Tragedy and the characteristics of a tragic hero. The students will demonstrate an understanding of persuasive speech, by evaluating two persuasive speeches and speakers.

Essential Content and Skills

The learner will:

Analyze various themes.

Recognize symbols and their meaning. Read historical information.

Read online articles. Read non-fiction articles.

Identify and define elements of a five act play.

Identify main characters in *The Tragedy of Julius Caesar*. Examine character traits.

Identify characterization techniques.

Demonstrate an understanding of characters.
Review and research the Ancient Rome, Elizabethan England, Julius Caesar, and William Shakespeare.

Geometry, Part 1

Geometry is the mathematical study of the patterns, shapes, and designs that make up our world. We will be learning how to find the area of two-dimensional plane figures, including polygons and circles. During this course, right triangle trigonometry is introduced. Properties of shapes, location, measurement, and algebra are used to justify reasoning in a logical argument. Students will continue to use algebra skills while exploring geometry.

Unit 1 Description

This unit will focus on the foundation blocks for the structure of geometry. These foundations will provide students with ways to measure segments and angles, constructions, and the use of the coordinate plane to represent geometric figures.

Essential Content and Skills

The learner will:

- Use inductive reasoning to make conjectures. Make isometric and orthographic drawings. Understand basic terms and postulates of geometry. Identify segments and rays.
 - Recognize parallel lines.
 - Find the length of segments.
 - Find the measures of angles.
 - Identify special angle pairs.
 - Use a compass and a straightedge to construct congruent segments and congruent angles.
 - Use a compass and a straightedge to bisect segments and angles.
 - Find the distance between two points in the coordinate plane.
 - Find the coordinates of the midpoint of a segment in the coordinate plane.
 - Find perimeters of geometric figures.
 - Find the areas of geometric figures.
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Unit 2 Description

In this unit, students will learn how to write special types of statements known as conditionals, biconditionals, and definitions. Deductive reasoning will be used to conclude that statements are true and to make conclusions about parallel and perpendicular lines.

Essential Content and Skills

The learner will:

- Recognize conditional statements.
- Write converses of conditional statements.
- Write biconditionals and definitions.
- Use the Law of Detachment.
- Use the Law of Syllogism.

Connect reasoning in algebra to geometry.
Prove and apply theorems about angles.
Prove and use properties of parallel lines.
Explore parallel and perpendicular lines.
Classify triangles and find the measures of their angles.
Classify polygons.
Find the sums of the measures of the interior and exterior angles of polygons.
Write equations of lines.
Graph lines given their equations.

Unit 3 Description

This unit will focus on the meaning of congruent polygons. Students will learn how to prove two triangles congruent by five different methods. By learning how to prove triangles congruent, students will discover properties of an isosceles triangle.

Essential Content and Skills

The learner will:

Construct parallel lines.
Construct perpendicular lines.
Recognize congruent figures and their corresponding parts.
Prove two triangles congruent using the SSS and SAS Postulates.
Prove two triangles congruent using the ASA Postulate and the AAS Theorem.
Use triangle congruence and CPCTC to prove that parts of two triangles are congruent.
Use and apply properties of isosceles triangles.
Prove triangles congruent using the HL Theorem.
Explore congruent overlapping triangles.
Use properties of mid-segments to solve problems.

Unit 4 Description

This unit will focus on polynomials and polynomial functions.

Essential Content and Skills

The learner will:

Use properties of perpendicular bisectors and angle bisectors.
Identify properties of perpendicular bisectors and angle bisectors.
Identify properties of medians and altitudes of a triangle.
Write the negation of a statement and the inverse and contrapositive of a conditional statement.
Use inequalities involving angles and sides of triangles.
Define and classify special types of quadrilaterals.
Use relationships among sides and among angles of parallelograms.
Determine whether a quadrilateral is a parallelogram.
Use properties of diagonals of rhombuses and rectangles.
Determine whether a parallelogram is a rhombus or rectangle.
Verify and use properties of trapezoids and kites.
Name coordinates of special figures by using their properties.

Geometry, Part 2

Geometry is the mathematical study of the patterns, shapes, and designs that make up our world. We will be learning how to find the area of two-dimensional plane figures, including polygons and circles. During this course, right triangle trigonometry is introduced. Properties of shapes, location, measurement and algebra are used to justify reasoning in a logical argument. Students will continue to use algebra skills while exploring geometry.

Unit 1 Description

This unit will focus on similarity, right triangles, and trigonometry.

Essential Content and Skills

The learner will:

- Write ratios and solve proportions.
 - Use AA, SAS, and SSS similarity statements.
 - Find and use relationships in similar right triangles.
 - Use the Side-Splitter Theorem.
 - Use the Triangle-Angle-Bisector Theorem.
 - Use the properties of 45o-45o-90o triangles.
 - Use the properties of 30o-60o-90o triangles.
 - Use tangent ratios to determine side lengths in triangles.
 - Use sine and cosine to determine side lengths in triangles.
 - Use angles of elevation and depression to solve problems.
 - Describe vectors.
 - Solve problems that involve vector addition.
-

Unit 2 Description

This unit will focus on transformations, areas of parallelograms, triangles, trapezoids, rhombuses, and kites.

Essential Content and Skills

The learner will:

- Identify isometries.
 - Find translation images of figures.
 - Find reflection images of figures.
 - Draw and identify rotation images of figures.
 - Identify the type of symmetry in a figure.
 - Locate dilation images of figures.
 - Use a composition of reflections.
 - Identify transformations in tessellations and figures that will tessellate.
 - Find the area of a parallelogram.
 - Find the area of a triangle.
 - Find the area of a trapezoid.
 - Find the area of a rhombus or a kite.
 - Find the area of a regular polygon.
-

Unit 3 Description

This unit will focus on circles, geometric probability, space figures, and cross sections.

Essential Content and Skills

The learner will:

- Find the perimeters and areas of similar figures.
- Find the area of polygons using trigonometry.
- Use the Law of Sines.
- Use the Law of Cosines.
- Find the measures of central angles and arcs.
- Find circumference and arc length.
- Find the areas of circles, sectors, and segments of circles.
- Find the probability of events.
- Explore space figures and cross sections.
- Find the surface area of a prism.
- Find the surface area of a cylinder.
- Find the surface area of a pyramid.
- Find the surface area of a cone.

Unit 4 Description

This unit will focus on volumes of prisms, cylinders, pyramids, cones, and spheres.

Essential Content and Skills

The learner will:

- Find the volume of a prism.
- Find the volume of a cylinder.
- Find the volume of a pyramid and a cone.
- Find the surface area and volume of a sphere.
- Find relationships between the ratios of the areas and volumes of similar solids.
- Use the relationship between a radius and a tangent.
- Use the relationship between two tangents from one point.
- Use congruent chords, arcs, and central angles.
- Find the measure of an inscribed angle.
- Find the measure of an angle formed by a tangent and a chord.
- Find the measures of angles formed by chords, secants, and tangents.
- Find the lengths of segments associated with circles.
- Write an equation of a circle.
- Find the center and radius of a circle.
- Draw and describe a locus.

Biology, Part 1

General Biology Part 1 will allow the student to experience the pleasure of learning about the world of living things. Through the study of biology, the student will come to appreciate the great diversity of life on Earth and the way all living organisms fit into the dynamic pattern of life on our planet. One of the most fundamental principles of biology is that living things, including human beings, do not exist in isolation; they are all functioning parts in the delicate balance of nature.

Unit 1 Description

This unit will introduce the student to the science of biology through an understanding of its scope and the processes used to make biological discoveries. The learner will investigate the chemical basis of life and discover the importance and function of chemical reactions in living things.

Essential Content and Skills

The learner will:

- Identify organizational levels of life.
 - Understand the basic strategy the biologist uses in classifying organisms.
 - Identify the characteristic that separates the three major domains.
 - Identify ten themes of biology.
 - Describe the nature of scientific discovery.
 - Learn how both genes and environment affect behavior.
 - Learn about the chemical nature of life.
 - Gain a basic understanding of the structure of atoms, molecules, and chemical bonds.
 - Realize the importance of water in living organisms.
 - Study the chemical nature of carbon and understand its importance in all organic molecules.
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Unit 2 Description

This unit will explore cell structures and how they function. The student will learn to compare and contrast cells of plants and animals. The function of each part of the organelles that make up cells will be discussed in detail. Students will also learn how organisms release energy stored in food.

Essential Content and Skills

The learner will:

- Explore the main ideas of the cell theory. Describe how microscopes aid the study of cells. Compare and contrast animal and plant cells. Distinguish between prokaryotic and eukaryotic cells.
 - Describe the structure and function of various parts and organelles of the cell.
 - Describe the movement of materials through cells.
 - Compare and contrast how autotrophs and heterotrophs obtain food.
 - Describe the energy cycle in cells.
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Unit 3 Description

This unit will explore how the process of photosynthesis converts the energy of sunlight to chemical energy stored in organic molecules. An emphasis will be placed on the impact that photosynthesis has on all global life. Upon completion of our study of photosynthesis, the student will learn about the cellular basis of inheritance. How did the union of a unique sperm cell and a unique egg cell give rise to the trillion of cells that make up the human body? How are these cells related to the cells of your parents? The answers to these questions can be found in the process of cell reproduction.

Essential Content and Skills

The learner will:

Describe the structure of a chloroplast.
Identify the overall reactants and products of photosynthesis.
Explain how light interacts with pigments.
Describe how photosynthesis helps harvest light energy.
Identify the chemical products of the light reaction.
Explain how the Calvin Cycle makes sugar.
Summarize the overall process of photosynthesis.
Describe the path of carbon in the carbon cycle.
Explain how photosynthesis is related to climate.
Describe how cell reproduction contributes to repair and to growth.
Contrast the two ways that organisms reproduce.
Describe the structure of a chromosome.
Name the stages of the cell cycle and explain what happens during each stage.
Summarize the major events that occur during each phase of mitosis.
Explain how cytokinesis differs in plant and animal cells.
Compare benign and malignant tumors.
Explain how cancer treatments work at the cellular level.
Describe how homologous chromosomes are alike and how they differ.
Contrast haploid and diploid cells.
Summarize the process of meiosis.

Unit 4 Description

This unit will investigate how genetic traits are passed on from one generation to another. The student will learn the historical background to the discovery of genetic traits and understand the link between Mendel's work and chromosome replication and genetic transfer of traits. The DNA molecule will be investigated as the building block of genetic information.

Essential Content and Skills

The learner will:

Describe the methods that Mendel used in his plant breeding experiments.
Describe how alleles interact in intermediate inheritance.
Describe inheritance patterns in multiple alleles.
Summarize the chromosome theory of inheritance.
Explain how genetic linkage provides exceptions to Mendel's principle of independent assortment.
Explain how sex-linked genes produce different inheritance patterns in males and females.
Explain why sex-linked disorders are common in males.
Explain how chromosomes behave during non-disjunction.
Explain mutations and gene therapy.
Describe Griffith's and Avery's experiments.
Identify the building blocks of DNA.
Describe DNA's structure and the rules for base pairing.
Describe the process of DNA replication.
Explain how the template mechanism is important in DNA replication.
Describe how DNA and RNA affect heredity.
Describe the types of mutations that affect genes.
Explain the significance of the human genome project.

Describe how it is possible to predict genetic disorders.
Explain how mutations to genes that play a role in regulating the cell cycle can lead to cancer.
Describe how inheriting certain mutations can increase a person's risk for cancer.
Describe how biologists genetically modify plants and animals.
Explain the technique used to clone animals.
Summarize the GMO controversy.
Describe a technique used to compare DNA samples.

Biology, Part 2

General Biology 2 will begin by discussing the microscopic forms of life known as viruses, bacteria, and fungi. After gaining an understanding of the simpler forms of life, we will move on to discuss the higher forms of life represented by the plants and animals. We will begin with the simplest forms of each kingdom and move on to the more complex.

Unit 1 Description

This unit will deal with the invisible world of microbes. For the most part, these organisms are invisible to the naked eye. The prokaryotes that we will be studying include the bacteria viruses and the protists. These organisms can be considered to be the simplest of living things, yet they exhibit all the functions of far more complex organisms

Essential Content and Skills

The learner will:

Identify the two domains of prokaryotes.
Describe the three physical features that are used to classify prokaryotes. Describe the four modes of nutrition and identify which one cyanobacteria use. Explain how prokaryotes recycle chemicals between organic matter and the nonliving environment.
Describe the ways prokaryotes are helpful to humans.
Describe the ways in which bacteria cause illness.
Identify the way humans defend against bacterial diseases.
Describe the structure and reproduction of viruses.
Explain how viruses cause diseases.
Explain how humans defend against viral diseases.
Describe the life cycle of a retrovirus.
Describe the characteristics that all protists have in common.
Explain why certain unicellular protists can be considered the most complex of all cells.
Identify three types of nutrition among protists.
Study the means of locomotion in common protists.
Describe the life cycle of protists lacking the ability to move. Distinguish the yeasts from other groups of fungi.
Describe the general characteristics of plasmodial slime molds.
Summarize the life cycle of a slime mold.
Describe the characteristics of water molds and downy mildews.
Describe the characteristics of euglenoids and dinoflagellates.
Distinguish diatoms from other photosynthetic protists.
Compare and contrast the three types of seaweed.
Describe the basic structure of fungi.
Explain the function of spores in fungal reproduction.
Compare and contrast the zygote fungi, sac fungi, and club fungi.

Explain how molds differ in lifestyle from other fungi.
Describe two examples of symbiotic fungi.
Identify some fungal diseases of plants and of humans.
Describe some human uses of fungi.

Unit 2 Description

This unit will deal with the plant kingdom. We will learn about the diversity of the members of this kingdom and then concentrate on the most successful members of this group, the flowering plants. We will study the adaptations that all plants have made to exist in the varying environments of our Earth.

Essential Content and Skills

The learner will:

Describe four challenges to plants living on land.
Identify the four major groups of plants.
Explain the phrase "alternation of generations."
Contrast the two generations of a bryophyte.
Describe three groups of bryophytes.
Describe the characteristics of a pteridophyte.
Name the three groups of pteridophytes.
Describe three plant adaptations that evolved in gymnosperms.
List the four major groups of gymnosperms.
Describe three plant adaptations that evolved in gymnosperms.
List the four major groups of gymnosperms.
Describe two unique features of angiosperms.
Describe ways that humans depend on angiosperms.
Relate the structures of a flower to their reproductive functions.
Describe various means of seed dispersal.
Contrast mechanisms of seed germination.
List three types of life expectancies for plants.
Describe root and shoot structures and functions.
Describe three main plant tissue systems.
Identify the locations of meristematic tissue in a plant.
Compare primary growth in a root and a shoot.
Identify the two meristematic tissues.
Describe how tree rings form.
List the three sources of a plant's mass.
List some mineral nutrients important to plants.
Trace the path of nitrogen from the atmosphere to a plant's roots.
List the typical contents of fertilizers.
Explain how water and minerals from the soil reach the xylem of a root.
Describe how water moves through the xylem to leaves.
Explain how water loss from a plant is regulated.
Trace the path of sugar movement in phloem.

Unit 3 Description

This unit will explore the animal kingdom. Starting with the simplest of invertebrates, the sponges, and ending with the most complex vertebrates, the mammals, we will investigate the grand diversity that exists

in the animal kingdom. You will understand how all animals can be so different but yet so closely dependent upon each other for their very existence.

Essential Content and Skills

The learner will:

- List four general characteristics of animals.
- Compare and contrast vertebrates and invertebrates.
- Describe the general characteristics of sponges.
- Identify characteristics that vary among diverse sponges.
- Describe the general characteristics of cnidarians.
- Compare and contrast the body structure of a hydra with that of a marine jelly.
- Describe the general characteristics of flatworms.
- Describe three classes of flatworms.
- Describe the digestive system of a roundworm.
- List the diverse habitats of roundworms.
- Compare roundworms and rotifers.
- Describe body segmentation in annelids.
- Identify three classes of annelids.
- Describe the characteristics common to mollusks.
- Describe the three largest classes of mollusks.
- Describe the characteristics of echinoderms.
- Compare and contrast three different classes of echinoderms.
- Describe the geologic time scale.
- Explain the meaning of the phrase "Cambrian explosion."
- List the general characteristics of arthropods.
- Name the main groups of arthropods, both living and extinct.
- List the general characteristics of arachnids.
- Compare and contrast the three main groups of arachnids.
- List the characteristics of decapods.
- Contrast the habitats of barnacles, copepods, and isopods.
- Summarize the general characteristics of insects.
- List eight major insect orders.
- Explain some positive and negative impacts of insects on human populations.
- Describe four unique characteristics of chordates.
- Distinguish invertebrate chordates from other invertebrates.
- Describe the general characteristics of vertebrates.
- Identify the main groups of vertebrates.
- Compare and contrast cartilaginous and bony fishes.
- Describe some adaptations of sharks and rays. Describe the "double life" of frogs.
- Describe the general characteristics of bony fishes.
- Compare and contrast three groups of bony fishes.
- Describe the diet and habitat of salamanders.

Unit 4 Description

This unit will discuss the reptiles, birds, and mammals. The course will conclude with the study of ecology and the intertwining relationship of all life.

Essential Content and Skills

The learner will:

- Identify three main characteristics of amniotes.

Describe the general characteristics of reptiles.
Describe the reptiles that dominated the Mesozoic Era.
Name and describe three groups of modern reptiles.
List some general characteristics of birds.
Describe the most widely accepted hypothesis of the origin of birds.
Describe various bird adaptations.
Describe the general characteristics of mammals.
Explain the most widely accepted hypothesis for the origin of mammals.
Describe the key characteristics of the three main groups of mammals.
Describe some general characteristics of primates.
Describe the five levels of ecological study.
Explain how the patchiness of the biosphere creates different habitats.
Identify key abiotic factors.
Explain how the sun heats Earth's surface unevenly.
Describe global patterns of wind, precipitation, and ocean currents.
Distinguish between local climates and microclimates.
Describe what defines a biome.
List and describe eight major terrestrial biomes.
Compare and contrast ponds, streams, and estuaries.
Compare conditions and typical organisms in the intertidal, neritic, and oceanic zones.
Describe the abiotic and biotic factors that characterize coral reefs and hydrothermal vent communities.

World History, Part 1

World History Part 1 is a standards-based course focusing on the study of the History of the World, from the beginnings of civilization in the Fertile Crescent, up to and including the French Revolution. Students will be provided with multiple materials and multimedia to aid in learning, including audio, video, images, and documents. A focus on causes and effects will be used to teach students a tried and tested way of studying past events.

Unit 1 Description

Unit 1 of World History Part 1 will focus on the beginnings of civilization, with a brief study of history, archaeology, and anthropology. The unit will cover events beginning with the Neolithic revolution and moving on to civilizations of the Middle East, Egypt, India, China, Greece, and Rome. The unit will conclude with a study of the cultures of Mesoamerica, as well as those of North and South America.

Essential Content and Skills

The learner will:

Study how geography affected the formation of civilizations, from the first civilizations to the Mesoamerican civilizations.
Discover the beginnings of civilization by studying the peoples of Sumeria and Mesopotamia.
Gain knowledge of the people and kingdoms of the Nile and Egypt.
Study the peoples of ancient India and Pakistan.
Understand the beginnings of several world religions, including Hinduism, Buddhism, Judaism, and Christianity.
Discover the people of the Aegean, including the Greeks.
Study the beginnings of Rome and the start of the massive Roman Empire.
Understand the beginnings of civilization in the Americas.

Unit 2 Description

Unit 2 of World History Part 1 will begin with the collapse of the Western Roman Empire and the effect this collapse had on Western Europe. The unit will move on to the Middle Ages and its people and places. The church's role in medieval Europe will be explored as well, including its impact on the people of the Middle Ages. The unit will explain the struggle for power between monarchs and popes. The Black Plague will be introduced, before focus is shifted to Eastern Europe and the people, nations, and religions of this region. Finally, Unit 2 will provide a study of the religion of Islam and its followers, Muslims, concluding with a look at the people and governments of India and the Ottoman Empire.

Essential Content and Skills

The learner will:

- Explore the geography of Western and Eastern Europe.
- Understand the beginnings of religions such as Christianity, Orthodox Christianity, Hinduism, and Islam.
- Examine the struggle for power between the church and monarchs.
- Explore events of the Middle Ages, including the Black Death.
- Discover Russia and Eastern Europe.
- Comprehend the basics of the religion of Islam, along with its followers, Muslims.
- Understand how Muslims conquered lands and how they imposed their religion.
- Gain knowledge of the Delhi Sultanate.
- Explore the Ottoman and Safavid Empires.

Unit 3 Description

In Unit 3 of World History Part 1, students will be introduced to the kingdoms of early Africa, examining how they developed and how they impacted later cultures. Students will shift focus to the dynasties of China, and understand how an ordered society was built there. The cultures of Japan and Southeast Asia will be explored as well. Students will study the Italian Renaissance, including the artists, writers, and technology of this period. The Protestant Reformation will be analyzed, as well as the Scientific Revolution. Unit 3 will conclude with an introduction to the Atlantic slave trade and the trading empires of Portugal.

Essential Content and Skills

The learner will:

- Discover the geography of Africa, China, Southeast Asia, and Japan, and understand how geography affected events in these areas.
- Explore the first kingdoms in Africa.
- Discover the dynasties of China and their methods of unifying the country.
- Gain knowledge of Mongol rule in China.
- Discover the Renaissance in Italy.
- Understand new technologies, including the printing press, and their impact on society.
- Study the Protestant Reformation and its impact on the Catholic Church.
- Explore the Scientific Revolution and the discoveries and learning that came from this period.
- Gain understanding of the Atlantic slave trade.
- Explore trading empires built by Portugal.
- Discover European influence in China, Japan, and Korea.

Unit 4 Description

Unit 4 of World History Part 1 will take students on a journey starting with the confrontations that arose between Spanish explorers and the peoples of the Americas. Students will examine how invading peoples can affect existing cultures. The unit will also detail the beginnings of the slave trade and its lasting effects. Students will gain understanding of America's beginnings and of the battles for new lands that were fought between the nations of Europe. Finally, Unit 4 will conclude with an analysis of the Enlightenment and the revolutions in England, America, and France.

Essential Content and Skills

The learner will:

- Explore the interactions between Europeans and the peoples of the Americas.
- Comprehend the beginnings and effects of the Atlantic slave trade.
- Understand the power struggle between European nations.
- Explore the advances pushed forward in Russia.
- Understand the events of the Enlightenment.
- Analyze the American Revolution and its lasting effects.
- Discover the events leading up to the French Revolution.
- Explore the outcome of the French Revolution.
- Examine Napoleon's rise to power and eventual downfall.

World History, Part 2

World History Part 2 covers the history of the world from 1750 to present day. The key themes throughout this course are the role of nationalism, the problems of developing nations, conflict around the world, and globalization. This second part of World History contains all the major world conflicts in the past 260 years including both World Wars, the Korean War, the Vietnam War, and the Persian Gulf wars. Regional conflicts from this time period are also covered. World History Part 2 will examine the contributions to history of political and military leaders, key innovators and reformers, as well as cultural figures. Learners will develop their skills in historical analysis and be able to evaluate historical interpretation and understand historical research. Learners will understand the context of the time and place as they apply historical thinking skills.

Unit 1 Description

The time period covered by Unit 1 includes 1750 to 1914. In addition to learning about the key politicians and leaders during this time, students will learn about many inventors, thinkers, artists, writers, and composers. The spread of industry and nationalism are two important developments that Unit 1 will cover. Key events in Unit 1 include the revolutions in Europe and Latin America and the American Civil War.

Essential Content and Skills

The learner will:

- Describe and sequence events in the Industrial Revolution.
- Recall key inventors and thinkers.
- Sequence revolutionary events in Europe and Latin America.
- Give examples of artists, writers, and composers from this period.
- Compare and contrast leadership styles of the individuals studied.

Unit 2 Description

Unit 2 spans the timeframe of 1815-1924. Unit 2 focuses on the growth of western democracies and the rise of imperial powers. Resistance of imperial powers in the colonies is also covered. Key events discussed in Unit 2 include World War I and the Russian Revolution. Important figures such as politicians and leaders, reformists, and social activists are studied.

Essential Content and Skills

The learner will:

- Summarize and sequence key events in the 1800s through the early 1900s.
- Recall key politicians and leaders from this time period.
- Give examples of reformists and social activists studied.
- Understand why and how people resisted Western Imperialism.
- Describe the causes and effects of World War I.

Unit 3 Description

Events from 1910 to 1990 around the world are discussed in Unit 3. Nationalism continues to be an important force in world events in this Unit. Unit 3 starts with revolutions and nationalism in Latin America, Africa, Asia, and the Middle East. Discussions then move to the rise of totalitarianism, focusing on Mussolini in Italy, Stalin in the Soviet Union, and Hitler in Germany. Important events covered in Unit 3 include the Great Depression, the Spanish Civil War, World War II, The Cold War, the Korean War, and the Vietnam War. In Unit 3, students will learn about key political figures around the world and postwar cultural figures who developed new styles and ideas in reaction to the first World War.

Essential Content and Skills

The learner will:

- Summarize and sequence key events studied from 1910-1991.
- Recall key politicians and leaders from this time period.
- Give examples of cultural figures from the Jazz Age and Harlem Renaissance.
- Understand the causes and effects of Nationalism.
- Describe the causes and effects of World War II, the Korean War, and the Vietnam War.
- Recall the Cold War era.

Unit 4 Description

Unit 4 covers current events from 1945 to the present day. It begins with the study of how many colonies in Asia, Africa, and the Middle East achieved independence and also covers the new nations formed from the collapse of the Soviet Union. Unit 4 is about challenges of development and the hard road to democracy that some of these countries have taken. It is also about conflict between groups of different ethnicities, nationalities, and religions. Unit 4 discusses challenges to society, like ensuring human rights and security, and to the environment, including pollution caused from the spread of industry. Unit 4 brings up the challenges of globalization, like the spread of disease and terrorism, but it also talks about the advantages of globalization, including the collaboration of nations in the areas of science and technology to help fix the problems and provide a quick response to aid natural disaster victims.

Essential Content and Skills**The learner will:**

Summarize and sequence key events studied from 1945 to the present.

Recall key politicians and leaders from this time period.

Understand the causes and effects of independence on new nations.

Explain the causes and effects of global poverty.

Describe ways in which scientific advances have affected people's standard of living.

Describe some of the obstacles faced by developing nations.

Attachment 12

Academic and Exit Standards

In order to complete all of the requirements for graduation, students must successfully complete all Indiana Graduation Requirements as described in IC §20-32-4.

In order to earn credits, a student must successfully complete the course with a grade of 60% or higher. Grade point averages are calculated on a 4 point scale, and students and parents have access to all grades at all times. The graduation checklist will serve as the transcript for high school students and will contain all courses with grades and results of all standardized tests. A complete listing of all courses, including electives, may be found on the provider's website.

Graduation requirements:

Indiana Achievement academy will ensure that all students comply with the Indiana Department of Education's graduation policies.

The Indiana State Board of Education has adopted new course and credit requirements for earning a high school diploma. These new requirements go into effect for students entering high school in fall 2006. With these changes, students will have the option of earning four diploma types:

- General
- Core 40
- Core 40 with Academic Honors
- Core 40 with Technical Honors

The Indiana General Assembly has made completion of Core 40 a graduation requirement for all students beginning with those entering high school fall 2007. The legislation includes an opt-out provision for parents who determine that their student could benefit more from the General Diploma. The legislation also makes Core 40 a minimum college admission requirement for the state's public four-year universities beginning in fall 2011.



Effective beginning with students who enter high school 2006-07

Course and Credit Requirements

English/ Language Arts	8 credits
	Including a balance of literature, composition and speech.
Mathematics	6 credits
	2 credits: Algebra I
	2 credits: Geometry
	2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits.</i> All students must complete a math or physics course in the junior or senior year.
Science	6 credits
	2 credits: Biology I
	2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics
	2 credits: any Core 40 science course
Social Studies	6 credits
	2 credits: U.S. History
	1 credit: U.S. Government
	1 credit: Economics
Directed Electives	5 credits
	World Languages
	Fine Arts
	Career-Technical
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits (Career Academic Sequence Recommended)

40 Total State Credits Required

Schools may have additional local graduation requirements that apply to all students

* Specifies the number of electives required by the state. High school schedules provide time for many

more electives during the high school years. All students are strongly encouraged to complete a Career Academic Sequences (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Complete AP courses (4 credits) and corresponding AP exams
 - B. Complete IB courses (4 credits) and corresponding IB exams
 - C. Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
 - D. Score a 26 or higher composite on the ACT
 - E. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits)
 - F. Complete a combination of an AP course (2 credits and corresponding exam) or an IB Standard Level course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)

CORE40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits)
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.
- Complete two of the following, one must be A or B:
 - A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
 - B. Complete dual high school/college credit courses in a technical area (6 college credits)
 - C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
 - D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours)
 - E. Earn a state-approved, industry-recognized certification

Attachment 13

School Calendar and Schedule

Because the School is renting space from Imagine West, Indiana Achievement Academy will utilize the same academic calendar as Imagine West. The calendar for 2014-2015 is not yet available, but in general, the school will observe the same holidays and vacations as 2013-2014.

The School will be closed for the following days and breaks:

Labor Day	Fall Break
Martin Luther King Day	Thanksgiving Break
President's Day	Winter Break
Memorial Day	Spring Break

Indiana Achievement Academy will observe professional/in-service days on the same schedule as Imagine West.

Daily Schedule:

- 8:00-8:15 – homeroom
- 8:20-9:00 – period 1
- 9:05-9:45 – period 2
- 9:50-10:30 – period 3
- 10:35-11:30 – mentored study/electives
- 11:30-12:15 – lunch
- 12:20-1:00 – period 4
- 1:05- 1:45 – period 5
- 1:50-3:00 – health and wellness, mentored study

In case of weather emergency or other unscheduled school closure, students will be expected to work in each course from home. Assignments and procedures will be developed and distributed by the teacher of record.

Attachment 14

Enrollment Policy

Enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. The school will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

Parents and prospective students may contact the school via the school's web site or by phone, or attend an informational session to receive additional information about the school. Once the decision to enroll has been made, the student and parents/guardians will be asked to a face-to-face meeting at the school's offices or a convenient location to complete the enrollment forms. This face-to-face meeting is the beginning of a crucial educational partnership between student, parent, and teacher that requires each party to take ownership of his or her part in the educational process. During this initial meeting, an outline of the duties, responsibilities, and expectations of each member of this important partnership is reviewed. In addition to the general enrollment forms, parents/guardians will be asked to provide the school with the following documents:

- transcript from the last school attended - the Admissions Coordinator will send for permanent record;
- verification of address or parents' address by one of the following:
 - current utility bill;
 - tax receipt;
 - contract for purchase of home;
- authenticated birth date;
- social security card
- immunization records showing proof of proper immunizations
- copy of the student's current IEP and ER, if applicable
- state or federal photo ID of parent or guardian

If coming from a public school outside Indiana or from ANY private school, the following are required:

- report card or transcript from the last school attended; the school's Admissions Coordinator will send for permanent record;
- verification of address of parents' address by one of the following:
 - current utility bill;
 - tax receipt or homestead exemption card;
 - contract for purchase of home;

Authenticated birth date can be verified by one of the following:

- Certified copy of birth certificate/State Birth Registration Card;

- Baptismal certificate showing date of birth, place of baptism, accompanied by parents' sworn affidavit;
- Insurance policy on the student in force for at least two years;
- Bible record of child's birth accompanied by parents' sworn affidavit;
- Passport or certificate of arrival in the United States showing age of child (view only)
- School record at least four years prior, showing date of birth;
- Parent's sworn affidavit accompanied by a certificate of examination from a health officer or physician verifying the student's age.
- Immunization records showing proof of proper immunization.

At this face-to-face meeting, the student and parents will receive a copy of the student/parent handbook, and will be required to sign the following forms: Academic Honesty Policy, Acceptable Use of Technology Contract, and Student/Parent Agreement. They will also be asked to sign a form acknowledging receipt of all forms and the school's discipline policies.

Families will be afforded the opportunity to discuss their student's needs, skills, and abilities at length, and every effort will be made to ensure that the parents and students are choosing an appropriate school.

As soon as all of the documents have been received by the admissions department and the folder is complete, the student will be enrolled in the school's SIS, the student will be assigned to a Student Learning Advocate, and the SLA will contact the student and parent as quickly as possible to discuss course selection, and complete the duties outlined in the section dealing with the SLA, so that the student can begin his or her classes. This process can be completed in as little as one day after the student's enrollment folder is complete.

Enrollment information, including a list of required documents and a copy of the enrollment form will be posted on the school's web site.

If applications exceed the number of available seats, a public lottery will be held following the regularly scheduled governing board meetings. All student applicant names exceeding the enrollment limits will be collected and placed in a container that permits a random draw and further ensures fairness to all applicants. The lottery will be utilized each month on or before the month end throughout the entire school year. The successful applicants and their parent or guardian, if applicable, will be notified within 2 business days of the completion of the lottery to confirm their acceptance.

Attachment 15

Student Discipline Policy

Student Discipline:

The Indiana Achievement Academy is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, we expect our students, administration, faculty, and staff to support our vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

Indiana Achievement Academy will create a positive discipline plan and learning environment in order to encourage appropriate student behavior. An added component to dealing with these students will be interventions such as guidance counseling sessions, teacher-parent-student meetings, both online and in person, and other interventions designed to identify the root problems and teach appropriate behaviors.

The School will have a strict discipline policy for students who engage in fighting or other aggressive behavior as defined by the Indiana Department of Education. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately through suspension or dismissal. Administrators, faculty, and staff will receive training designed to prevent and minimize disruptive and aggressive student behavior. Students who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan prescribed in their Individual Education Plans. Although this School is a blended school, because of the availability and frequency of interactions between students, their families, and School personnel, all students will be expected to conduct themselves appropriately while on School property, attending a School function, or interacting with School personnel.

Appropriate behavior includes, but is not limited to, language use, dress, and non-verbal communication, in compliance with all School policies.

Indiana Achievement Academy is dedicated to providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Thus, one of the most important under-girding principles is the creation of a learning environment based on respect for all. The codes of conduct serve to promote and enforce this environment. Students and parents are asked to sign the following agreements: Student Parent Contract, Acceptable Use of Technology Contract, and the Academic Honesty Policy Contract. Additionally, parents and students must sign an acknowledgement of the receipt of all discipline policies.

The School is in the process of developing a comprehensive Code of Student Conduct that will address conduct and other factors that contribute to the establishment and maintenance of a safe and robust learning environment.

The School will develop policies that govern any and all possible infractions, including bullying.

Applicability of Code: All students shall comply with the Code of Student Conduct while on educational property, which includes any school building or bus, school campus, grounds, recreational area, athletic field, or other property under the control of the board of

education. Students may also be disciplined for conduct that occurs off educational property that violates this Code of Conduct if the conduct has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

Attachment 16

Evidence of Support from Community Partners

A public hearing was held on December 2, 2013 in Indianapolis at the offices of Imagine West. At this hearing, Dr. Williams spoke to the assembled parents, educators, and community members. He explained the idea for a high school that would serve those students matriculating from Imagine Schools and whose families were looking for an alternative to the currently available brick and mortar schools. Several families expressed a keen interest in the creation of the school, and Dr. Williams collected approximately 20 interest cards from members of the audience.

Following this hearing, additional public meetings were held at Imagine West, and members of the community, parents of Imagine School's students, and other interested parents attended these meetings. The dates of these meetings are:

December 4, 2013

March 20, 2014

April 24, 2014

Dr. Williams explained the concept for the school, which is an innovative blended program that will allow students more flexibility and more support than is usually found in a high school through the establishment of the Support Center, where students will come for direct instruction, tutoring, mentoring, enrichment, and other school events.

There has been overwhelming support for the establishment of this school, which is modeled in part on the education plan of Indiana Cyber Charter School. Dr. Williams and other members of the Founding Group have received numerous calls, emails, and other communications advocating the school.

Attachment 17

Start-up Plan

Action	Entity Responsible	Date
Planning visit to Imagine West	Founding Group	December 2013
Hosted Public Hearing with Imagine West and Trine University	Founding Group Imagine West Trine University	January 2014
Meetings to discuss Governance Board and Identify members	Founding Group	January 2014
Developed marketing plan	Founding Group	February 2014
Hosted information sessions	Founding Group	February/March 2014
Developed education plan	Founding Group	March 2014
Meetings with vendors	Founding Group	April 2014
Planning/developing Budget	Founding Group	April 2014
Submit charter for approval	Founding Group	May 2014
Interview candidates for staff positions	Founding Group	April/May 2014
Launch advertising/marketing campaign	Founding Group	May 2014
Transition from Founding Group to Governance Board	Founding Group/CEO	May/June 2014
Launch recruiting and enrollment campaign	Founding Group, staff	May/June 2014
Continue marketing and enrolling campaigns	CEO/staff	June/July 2014
Order equipment	CEO/staff	July 2014
Apply for Implementation Grant	CEO/staff	July 2014
Start of school	All	August 2014

Attachment 18
Insurance Coverage

By statute the following will be included:

Commercial General Liability: \$1,000,000 per occurrence; \$2,000,000 aggregate. NOTE: Such comprehensive general liability insurance must expressly cover corporal punishment liability and athletic participation medical coverage.

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

Sexual Abuse Liability: \$1,000,000. NOTE: Such Sexual Abuse Liability must be a separate policy or a separate coverage part with limits independent of other coverage parts in the general liability policy.

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

Umbrella (Excess Liability): \$2,000,000 per occurrence; \$2,000,000 aggregate. NOTE: Umbrella policy must include: commercial general liability, directors' and officers' liability/educators' legal liability/employment practices liability, automobile liability and sexual abuse liability.

Workers' Compensation Liability: As required by Indiana law.

Currently, the School plans to use the same agency as Indiana Cyber Charter School:

The Yorhe Agency
906 7th Avenue
Beaver Falls, PA 15010

724-846-2626

Attachment 19
Budget and Staffing Workbook

Due to the size and configuration of this document, it will appear at the end of the Charter Application. For the electronic copies, it will appear as a separate item.

Attachment 20 Budget Narrative

Per student revenue is based on an average of per student reimbursement rates for the geographic location of the Charter school.

The budget has not taken into consideration any state or federal startup grants, nor any additional funding relating to students with disabilities.

There will be no management company affiliation.

Teacher costs are based on a beginning salary of \$40,000.00 and average percentage for benefits.

Administration cost is based on a salary of \$100,000.00 and average percentage for benefits.

The financials of the school will be subject to an annual audit. Indiana Achievement Academy will provide fiscal services that will adhere to all state and federal requirements. The annual audit will be completed by an independent accounting firm. All financials will be open to state audits.

Attachment 21 – Portfolio Summary, NA

Attachment 22 - Indiana School Financials, NA

Attachment 23 – Operator Financials, NA

Attachment 24 – Litigation Documentation, NA

