



## Initial Proposal for Authorization

2019-2020

## Overview and Enrollment Projections

Legal name of group applying for charter(s)	<u>Dynamic Minds Academy, Inc.</u>
Names, roles, and current employment For all persons on applicant team:	<u>Joel Harris, President Board of Directors; DAX Intelligence</u>
	<u>Doug Downey, Secretary Board of Directors; Highpoint Global</u>
	<u>Bruce Breeden, Board Member; Telemon</u>
	<u>Barbara Maschino, Board Member; Retired Co-founder, Vice President, and Principal, Options Charter Schools</u>
	<u>Mary Lou Hulseman, M.D., Board Member; Fall Creek Family Medicine</u>
	<u>Lisa Chandler, Proposed Education Director; The Hope Source, Inc.</u>
Designated applicant representative Office and cell phone numbers: Email address:	<u>Kevin Davis, Consultant; Indiana Charters</u>
	<u>Julie Gordon, Consultant; The Hope Source, Inc.</u>
	<u>Joel Harris</u>
	<u>317-840-9996</u>
	<u>jharrisdma@outlook.com</u>

**Provide the requested information for each school included in this proposal.**

Proposed School Name	Opening Year	School Model (e.g., Blended, STEM)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
Dynamic Minds Academy	2019	STEAM Supplemented w/ on-site computer- based	8350 Craig St. Indianapolis, IN 46250	MSD Lawrence Township	K-12

## Proposed Grade Levels and Student Enrollment

<b>Proposed School Name:</b>	Dynamic Minds Academy	
<b>Academic Year</b>	<b>Grade Levels</b>	<b>Student Enrollment (Planned/Maximum)</b>
Year 1 (2019-2020)	K-12	150/175
Year 2 (2020-2021)	K-12	200/225
Year 3 (2021-2022)	K-12	250/275
Year 4 (2022-2023)	K-12	300/325
Year 5 (2023-2024)	K-12	350/375
At Capacity	K-12	500/500

Grade Level	Number of Students					
	Year 1 2019-2020	Year 2	Year 3	Year 4	Year 5	At Capacity 2027-2028
Pre-K	0	0	0	0	0	0
K	5	6	10	12	18	32
1	8	10	15	18	22	36
2	8	12	18	20	27	36
3	10	15	20	24	27	36
4	12	15	20	24	27	36
5	12	16	20	24	27	36
6	12	16	20	24	26	36
7	12	16	20	24	26	36
8	12	16	20	24	26	36
9	14	19	20	24	26	40
10	15	19	20	24	28	40
11	15	20	23	28	33	50
12	15	20	24	30	37	50
	150	200	250	300	350	500

The Age and Grade Range Chart above proportionally mirrors the enrollment trends of The Hope Source since its opening in 2009. Current enrollment at The Hope Source in April 2018 is 66 and there is currently a wait list for additional students to be added. These numbers are based on historical therapeutic services enrollment, the current waiting list for The Hope Source/Options hybrid model and response at the recent Autism Expo and Hamilton County Transition Fair. The Hope Source facility will support up to 500 students. By year 6, Dynamic Minds Academy will offer satellite educational services at therapeutic services centers across the state that demonstrate the capacity and will add to DMA educational services at their host site.

**Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?** Yes  No

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

**Will an application for the same charter school(s) be submitted to another authorizer in the near future?** Yes  No

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

**Authorizer(s):** Ball State University, Office of Charter Schools

**Submission date(s):** February 28, 2017 and December 8, 2017

## Mission and Vision for Growth in Indiana

**Mission Statement:** Dynamic Minds Academy aims to bridge the gap between treatment and education for students with autism spectrum disorder by providing evidence-based practices for personal growth within an optimal learning environment.

**Vision:** Dynamic Minds Academy will fill gaps in treatment and education by bridging evidence-based treatments and practices for an optimal learning environment.

The Hope Source (THS) began offering modern and innovative, direct therapeutic services for children with autism spectrum disorder (ASD) in February of 2009. Initial efforts of adding the education component to The Hope Source resulted in strong academic growth and a clarified vision for combining educational and therapeutic services within a single facility. As this initial step, a partnership with Indiana Cyber Charter School (2013-2015) allowed the staff to assist students with an online, virtual classroom curriculum; but a lack of local control, curriculum limitations, and organizational issues within Indiana Cyber slowed progress and forced an end to that relationship. In 2016, The Hope Source partnered with Options Charter Schools to provide the virtual classroom component along with an on-site educational liaison. With students enrolled in a public charter school, THS provided therapy services for their students who spent their school and therapy day on THS premises. While each partnership moved student opportunities forward, the full vision remains unfulfilled.

A non-profit 501(c)(3) corporation, Dynamic Minds Academy (DMA) will serve students (K-12) with ASD. The initial target audience is central Indiana, but by year three, DMA will be ready to expand the educational program to additional sites throughout the state. This school will provide an innovative choice for parents who desire a forty-eight-week academic year, and access to a public-school education that is efficiently and effectively integrated with modern therapeutic services for their children. With the focus on maximizing the enormous potential for these students, lost time from transporting students between a school and therapy site, as is often the case when attempting to provide needed therapy, will be eliminated. Additionally, therapists will frequently work alongside educators, integrating the educational and therapy services seamlessly. In this model, communication is *optimized*, time is *optimized*, and a professional team is truly *synchronized* throughout an entire calendar year.

The DMA model, the first in Indiana to fully integrate *modern* therapeutic practice with accredited public education, will develop as a scalable and replicable model. The founding board is committed to the vision that DMA's model should eventually become available for students with ASD throughout the state. Though initially implemented at one physical location in central Indiana, the growth model assumes additional physical sites, one each year, beginning after the third year of operation. This controlled growth model allows for the additional orientation / support needed to implement the

project-based and online educational components. Within five years, DMA hopes to reach an enrollment of 350 students. Though the current capacity is set at 500 students, this model is ultimately only limited to the number of therapy sites with the capacity and desire to integrate educational and therapeutic services at their locations in Indiana.

## Anticipated Population and Educational Need

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

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

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

Students with ASD struggle significantly with major changes in routine or lapses in intervention. Many qualify for Extended School Year (ESY) as a result. In order to provide best practice, DMA needs to be a year-round school. Further, because parents often have the student's siblings attend other schools, it would be difficult to align breaks that would be helpful to families.

Since every student at DMA is working at their own level and their own pace, with the exception of whole class STEAM projects, individual week-long breaks from school does not disrupt continuity of instruction. They can simply resume where they left off.

DMA's proposal features side-by-side and transparent therapy plus education. A client-student at DMA benefits from a small school environment where everyone in the building is a specialist, educationally or therapeutically, on ASD. Traditional public-school programs, no matter how extensive the services, will

separate these services. Classroom time, followed by busing or moving students, followed by therapy time, is the norm. Though the expense of these services may be immense, the student experience in these situations lacks consistency and efficiency.

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

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

## Community Engagement

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

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

There is great potential for working with administrators on how to successfully transition a student with ASD from intensive therapy at an autism center into traditional public-school settings. This information will help the surrounding public schools understand how DMA is bridging that gap between the two extreme environments and how they can utilize DMA as a resource.

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

## Network Governance and Leadership

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

The governing board will perform ongoing assessments of the school and its programs and operations. It will also routinely assess its own performance. Governing board members will participate in and develop short and long-range plans for the school. The board will monitor the effectiveness of the school's programs and their implementation to determine if the school has met its stated goals.

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

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

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

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

The governing board will include between five and nine members. The board of directors will seek to always maintain expertise in the areas of children with ASD, finance, board membership / governance, legal experience, and parent / community interests.

The current Board of Directors is as follows:



Full Name	Current Job Title and Employer	Strengths / Contributions
Bruce Breeden	Vice President of Business Affairs / Telamon	Governor’s Educational Roundtable (2009-2015); former school administrator Carmel Clay Schools; former school board member Carmel Clay Schools; Human Resource and extensive business operational experience
Douglas Downey	Director of Program Operations, High Point Global	Executive Leadership, Project Management Professional
Joel Harris	Owner, DAX Intelligence	Business Management, technology, project management, budget development
Dr. Mary Lou Hulseman	Family practitioner with special interest in treating children with autism using a biomedical approach / clinical faculty member at Community Health Network since 1998	Fully licensed and board certified family practitioner with expertise in treating children with autism
Barbara Maschino	Co-founder and retired Vice President and Principal, Options Charter Schools	40 years as special educator and principal

### Facility Plan

DMA will lease a portion of the 47,000 sq ft. facility that is currently leased by The Hope Source at 8350 Craig Street, Indianapolis, IN 46250. DMA is working with Matt Jackson of Jackson Investment Group to finalize the lease on the property when the DMA charter is approved. There is an adjacent 52,000 sq ft building at 8320 Craig Street that may become available soon. If this building can be acquired, DMA will be able to reach a 500-student capacity in one location in addition to any expansion to additional sites. The combined campus would allow for the potential of a gym and auditorium as well as possible Pre-K program.

The Hope Source currently has met all occupancy standards imposed by state, federal and local laws.

### Educational Plan/School Design

The instructional framework of DMA is designed to maximize the learning potential of each student with ASD. As each student enters DMA, instructors and therapists begin with a deep understanding of typical characteristics of students with ASD including common learning strengths and challenges, social tendencies, and communication barriers. With that in mind, the DMA staff clearly understands that each

student with ASD is unique in his/her own way, and no student deserves a ceiling of low expectations based on typical societal beliefs and prejudice.

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

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

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

Though the premise of intertwining instructional and therapeutic services is valid, a “school day” split between instruction and therapy may be construed as insufficient instructionally. Instructional time for students with ASD is addressed in our year-round school calendar. As mentioned earlier, DMA’s school year provides each student with 240 days of instruction. The school day is 8 hours in length. Students have a thirty-minute lunch period and 30 minutes in special group therapy. We anticipate that most, if not all, students will have an IEP. When the EST/CCC determines that the student needs therapy partial day as medically necessary to function in school, those individualized needs of the student will be included in the IEP as a part of their school day. This will meet the required time for both elementary and secondary students. With therapy and instruction based on each student’s Individualized Education Plan (IEP), this model provides an exceptional educational program for client/students with ASD.

## Financial Plan

Revenue and expenditure assumptions are outlined for the 2019-2020 school year. See the revenue assumptions below for additional detail.

## 1. REVENUE ASSUMPTIONS

### A. Per Pupil Funding

This funding source may also be termed “basic tuition support” in some references throughout this application. Revenue from this source includes the foundation funding amount combined with the complexity grant amount.

	2019-2020	2020-2021
<b>Foundation Amount</b>	\$5,352	\$5,352 (assumes no increase)

The following explains the two components of the per-pupil funding:

**Foundation Funding**  
**Complexity Grant**

**\$5,352 / pupil**  
Complexity multiplier is estimated as 0.20. This multiplier assumes that 20% of students will be recipients of governmental services TANF or food stamps.

The complexity grant is determined by the product of \$3,489 and the multiplier (0.20) listed above.

$$\begin{array}{r} \$ 3,539 \\ \times 0.20 \\ \hline \$ 708 \end{array}$$

**Per Pupil Funding**

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$$\begin{array}{r} \$ 5,352 \\ + 708 \\ \hline \$ 6,060 \end{array}$$

No annual increase in per pupil funding is calculated for year 2 and beyond.

### B. Special Education Funding (State)

Based on a December 1 count of special education students, a monthly distribution is made at the same time the state pays the basic tuition support. The revenue amount used in this budget reflects 140 students receiving support at what is called “Level One” or “Severe Disabilities” category and “communication disorder” services, which is an additional distribution for students with a secondary disability. Typically, students with ASD will qualify for both funds.

The special education per-pupil funding amounts, which were adjusted in the 2015 General Assembly are listed below: (It is expected that these numbers will also be adjusted up).

Severe Disabilities	\$ 8,976	X 140 students	\$1,256,640
Mild and Moderate Disabilities	\$ 2,300	X 5 students	\$11,500

Communication Disorders	\$ 500	X 100 students	\$50,000
			<u>\$1,318,140</u>

Catch-up distributions occur in February with 1/12 of the total in each month thereafter.

C. Charter and Innovation Network School Grant

The funding source was first enacted with the 2015 budget bill and renewed in the 2017 budget bill. It provides \$ 500 per charter school student.

\$ 500
X 150
<u>\$ 75,000</u>

D. CSP – Quality Counts Charter School Program Grant

DMA will apply for an upcoming CSP Quality Counts Charter School Program Grant. DMA representatives have participated in the training session and are currently planning for one-on-one technical assistance. This budget assumption assumes \$325,000 (Schedule A), \$105,000 (Schedule B) and \$183,000 (Schedule C) revenue from this grant. Though we expect DMA will be awarded this grant, we understand it is a competitive grant process; and we have contingency plans should this amount be lowered.

E. Part B IDEA

Part B of the Individuals with Disabilities Education Act provides reimbursement for the “excess costs” of providing education to students with special needs. The federal funding formula requires states to consider multiple criteria to determine equitable distribution for all LEAs, which includes charter schools. The components of the federal funding formula include: base payment amounts (the number of students with special needs enrolled during the first year of operation for new charter schools), total school population, and poverty factors, based off free and reduced lunch counts from the October DOE-PE report. It is often difficult to predict the outcome of this formula for new charter schools. For new charter schools, these processes should be complete by January of their first year of operation. In subsequent years, Part B IDEA grants are submitted in late summer with access to reimbursement in October. This budget uses \$65,000 as a conservative estimate for this revenue source.

Estimated annual reimbursement	<b>\$ 65,000</b>
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F. Title I

Since charter schools do not have their own census poverty data, the IDOE’s multi-step approach to determining eligibility will take some time. This budget assumes no funding from this revenue source.

G. Medicaid Reimbursement

School-based Medicaid reimbursement will be minimal. However, if students have school transportation services listed as a service in the IEP, these transportation costs are Medicaid reimbursable. Since we strive to create a realistic picture, we estimated the costs (\$22,000) for a small number of students. With a slight lag in funding, Medicaid reimbursement at \$20,000 is included.

## H. Charter School Capital – Advance of Tuition Support

DMA has prequalified for \$250,000 with Charter School Capital, INC (See LOI attachment). \$150,00 of this funding will be used to bridge the gap prior to special education state funding. It is a rolling loan that can be repaid and renewed. These funds are visible as revenue on Schedule A and Schedule B. Repayment and associated fees (including interest) are included as expenses on Schedule B. Full repayment and termination is scheduled for February of 2020.

## II. EXPENSES

### A. Staffing Levels

Providing the staff required to work effectively with students with ASD and additionally provide the operational and accountability resources to operate a school is the biggest challenge faced by DMA. This requires the innovative partnership with the therapy service providers along with the contracted relationship with the educational service provider (ESP) Indiana Charters.

#### Dynamic Minds Academy

DMA provides a robust staff to provide an optimal learning environment for its students (see staffing chart). Three administrators (Education Director, Curriculum Director, On-site Special Education Coordinator) will participate with twenty licensed certified teachers (both content area and special education) to provide the instructional services to the student. Without including the support service from the therapy service providers and the online assistance through licensed teachers employed by our ESP the DMA staff provides a 1:8 teacher per student ratio.

DMA has elected to employ three teacher aids at \$14.00 per hour and a school nurse at \$30,000 per year.

DMA's Average teacher salary is calculated at \$42,000.

**Total salary, line 39 is \$896,833**

#### Therapy Service Provider

The therapy service provider will provide therapeutic services at the same site. The therapy service provider staff may accompany and assist with the instructional day as well. Each student's instructional and therapeutic services are individualized through the IEP process. Students who need one-on-one support will be provided that resource through the therapy service provider.

**Therapy service provider salaries and services are supported through the total fee of \$ 527,256 (line 95, Schedule B).**

#### Indiana Charters

Partners, employees and sub-contractors will perform the following duties to ensure organizational and operational success:

- Administrative Mentor

- Coordination of State, Federal and Authorizer reporting
- Financial Services – Accounting and Payroll
- Business Manager Services / Financial Planning
- Special Education Oversight Director

#### Indiana Charters Computer Based Instruction staff

Contracted support for high school credit attainment

- 5 licensed teachers
- Administrative liaison
- Special education oversight
- Technology support

This teaching staff is supplied at a cost of \$200 per course.

#### B. Employee Benefits

Certified employees may opt into participation in the INPRS (TRF) retirement system. The budget assumes a 10.5 percent of salary contribution to the plan.

Employees who do not participate in the INPRS state retirement plan, whether certified or not, may opt to participate in a qualified 403 (b) plan. These employees will have 10.5% of their salary deposited in their 403 (b) plan.

Group Health and Dental will be offered to all full-time employees through a cost sharing plan.

**The cost of benefits is estimated at \$ 253,452.** This cost is 28% of the total employee salaries.

#### C. Facility Costs

Rents are paid to 8350 Craig Street Partners. The is an all-inclusive lease. There are no additional charges for utilities or maintenance.

		Pre-Startup	2019- 2020	2020- 2021
<b>CARRY OVER</b>			125,000	268,687
			<b>150 Students</b>	<b>200 Students</b>
<b>I. CASH IN (INCOME):</b>				
CSP Grant		325,000	104,800	183,000
Charter School Capital Revolving loan		150,000	300,000	
Part B IDEA	Federal grant calc at 65,000	0	58,333	65,000
Medicaid Reimbursement	Only calculated for IEP's transportation services	0	20,000	20,000
State Tuition Support (Foundation + complexity)	\$ 5,980 per student	0	908,970	1,211,960
Transportation	includes medicare reimbursement for IEP-mandated students	0	18,000	24,000
State Special Education	Catches up in February	0	1,318,140	1,789,375
Charter and Innovation Network Grant	at \$500 per student (IC 20-24-13)	0	75,000	100,000
<b>TOTAL CASH IN (INCOME):</b>		465,000	2,803,243	3,393,335
<b>II. EXPENDITURES:</b>				
<i>A. Employee Salaries</i>				
Director/Principal		0	70,000	72,100
Curriculum Director		0	50,000	51,500
Other Administration - Business Manager	IC - see service contracts	0	0	0
Classroom Assistants	3 at \$14.00 / hour	0	66,000	74,750
Clerical	IC - see service contracts	0	0	0
Consultants (Please Describe)	no consultant "employees"	0	0	0
Librarians		0	0	0
Overtime Expense		0	0	0
Social Workers	Provided by THS	0	0	0
Substitute Teachers	Handled internally	0	0	0
Teachers	20 @ avg. \$42,000	0	623,333	870,400
On-Site Special Educaion Director	1	0	60,000	61,800
School Nurse	1 school nurse	0	27,500	30,900
Other Human Resource Expense (Please Describe)		0	0	0
<b>Total Employee Salaries</b>		0	896,833	1,161,450

<i>B. Employee Benefits</i>				
Group Dental Insurance		0	12,761	14,771
Group Health Insurance		0	73,521	95,240
Group Life Insurance	voluntary	0	0	0
Long-Term Disability Insurance		0	1,600	2,000
Public Employee Retirement	.105 of non-certified salaries	0	7,013	8,415
Social Security & Medicare	.0765 of total salaries	0	68,608	88,851
Teacher Retirement	.105 of certified salaries	0	84,350	103,845
Unemployment Compensation		0	4,000	6,050
Workers Compensation		0	1,600	1,760
Other Employee Benefits		0	0	0
<b>Total Employee Benefits</b>	Checked at 28% of salaries (Expected range 20% - 30%)	0	253,452	320,932
<i>C. Rental of Facilities &amp; Utilities</i>				
Other Facilities & Utilities Expense	Inclusive Lease	0	100,000	180,000
<b>Total Rent and Utilities</b>		0	100,000	180,000
<i>D. Insurance</i>				
Board Errors and Omissions		0	4,000	4,000
General Liability Insurance		0	8,000	8,000
Health Insurance		0	0	0
Property & Casualty Insurance		0	1,800	1,800
Property & Inland Marine		0	0	0
Theft Insurance		0	0	0
Treasurer Bonds		0	350	350
Umbrella/excess Liability		0	4,800	4,800
Vehicle Insurance		0	800	800
Worker's Compensation Insurance	Included in benefits	0	0	0
Other Insurance Expense (Please Describe)		0	0	0
<b>Total Insurance</b>		0	19,750	19,750
<i>E. Service Contracts</i>				
Accounting & Payroll Services	IC contract	0	21,000	21,000



Consulting Services	IC contract / business /special ed / admin. Mentor / startup support	5,000	69,500	72,000
Data Processing Services	IC contract	0	16,000	18,000
Equipment Rental & Lease		0	0	0
Food Service Contract		0	0	0
Legal Services		10,000	8,000	12,000
Professional & Technical Services	computer based instruction - contracted licensed teachers at \$200 per course IC administered at 200 courses / diploma students only	0	39,996	49,462
Pupil Transportation Contract	Includes IEP-mandated estimate only	0	22,000	24,000
Security Services		0	0	0
Staff Development	Consultants / STEAM, CBI	0	20,000	25,000
Other Service Contracts	THS Therapy Services	0	527,256	715,750
<b>Total Service Contracts</b>		15,000	702,752	916,212
<i>F. Supplies &amp; Materials</i>				
Advertising		0	20,000	0
Computer Software	PowerSchool and setup	0	24,000	20,000
Custodial Supplies		0	0	0
Instructional Supplies	STEAM and miscellaneous	40,000	15,000	30,000
Library Books		0	0	0
Office Supplies & Expense		0	0	20,000
Postage		0	0	0
Printing		0	0	12,000
Subscriptions	Plato subscription	0	12,000	28,000
Testing & Evaluation Supplies		0	0	0
Textbooks		0	0	0
Other Supplies & Materials	STEAM Instructional kits	0	20,000	50,000
<b>Total Supplies &amp; Materials</b>		55,000	91,000	170,000
<i>G. Capital Outlay</i>				
Computer Hardware		40,000	20,000	30,000
Computer Software	Google Chrome Apps only	0	0	0
Office Furniture & Equipment		0	0	13,000
Instructional Furniture & Equipment		0	30,000	30,000
Vehicles		0	0	0
Land Purchases		0	0	0

Improvements & Alterations		150,000	0	0
Other Capital Outlay		80,000	0	8,000
<b>Total Capital Outlay</b>		270,000	50,000	81,000
<i>H. Other Expenditures</i>				
Audit Expense	in year 2	0	0	7,500
Dues & Fees		0	0	0
Judgements		0	0	0
Debt Services		0	490,000	0
Travel Expense/Mileage		0	0	0
Reimbursement		0	0	0
Field Trips		0	7,500	16,000
Payments to an EMO	In contractual services	0	0	0
Education 1 Administrative Fee		0	27,269	36,359
Contingency	Reserved in case of charter revocation	0	70,000	120,000
<b>Total Other Expenditures</b>		0	524,769	179,859
<b>TOTAL EXPENDITURES</b>		340,000	2,659,557	2,764,310
<b>REMAINING CASH BALANCE (DEFICIT)</b>		125,000	268,687	897,712