



Office of Charter Schools
Ball State University
Teachers College 910
Muncie, IN 47306
<http://www.bsu.edu/teachers/charter>

A. Information Sheet

1. School Information

Proposed Name of Charter School Fall Creek Academy
Proposed Location (School District) Indianapolis Public Schools

Planned Enrollment and Grades	Grades Served	Proposed Enrollment
Year 1	K-12	450
Year 2	K-12	450
Year 3	K-12	475
Year 4	K-12	475
Year 5	K-12	500

Desired School Opening August Date
2012

2. Proposed Affiliations

Academic Partner(if any) Challenge Foundation Academy

Public Contact Info (Name & Phone #) Dr. Charlie Schlegel

3. Lead Applicant Contact Information

Lead Applicant Name Mr. Rollin M. Dick

Mailing Address MH Equity Investors
6270 Corporate Drive, Suite 200

City Indianapolis, IN Zip Code 46278

E-Mail Address *Rollin.Dick@mhequity.com*

Primary Phone # 317-218-1855

Secondary Phone # _____

Lead Applicant Media Contact Phone # 317-218-1855

Signature _____

Submit Completed Proposal to:

Office of Charter Schools • Ball State University • Teachers College 910 • Muncie, IN
47306

B. Application Summary

1. Charter School Name

Fall Creek Academy

2. Charter School Location

2540 N. Capitol Street, Indianapolis, IN 46208-3771

3. Anticipated Opening Date

August 2012

4. Management Organization Name (if applicable)

N/A

non profit or for profit

5. Other Partner Organization(s) (if applicable)

Challenge Foundation Academy

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	K-12	450
Year 5	2016-2017	K-12	500

7. Applicant(s)

Name	Bio
Mr. Rollin Dick	Mr. Dick is a consultant with MH Equity Investors, a private equity investing group located in Indianapolis, Indiana. Mr. Dick has 58 years of accounting and financial management experience. He has been an active "angel" and "venture capital" investor and has had interests in thirty businesses. He serves on the board of Ivy Tech and Butler University and is active with numerous civic and non-profit organizations.
Dr. Charles Feldhaus	Dr. Feldhaus is currently an Associate Professor in the Department of Computer Information Leadership Technology at the Purdue School of Engineering and Technology at IUPUI. He is also Chair of Graduate Technology Programs for the School of Engineering and Technology and serves as a Regional Facilitator for the Indiana Science Technology Engineering and Mathematics (I-STEM) Network for the State of Indiana (www.istemnetwork.org). He brings to the board years of experience in P-12 STEM Education and is interested in helping faculty leaders design, develop and implement high quality STEM education curriculum and assessment.
Ms. Lora Manion	Ms. Manion, a current United Water attorney, having earned an MBA and a JD while working full-time, is passionate about life-long education and the economic and

	social opportunities it provides. As a former resident of the near south side of Indianapolis, she observed firsthand the challenges faced in this area, and she desires to utilize her role on the Board of Directors to support providing high quality education in a small-class environment to all our students.
Mr. James Parker	Mr. Parker is the President of Health Market Strategies, a firm that partners with emerging health care firms to achieve growth and industry differentiation through effective industry and government stakeholder management. Mr. Parker is an accomplished health care leader with 20 years experience, leading organizations through mergers and acquisitions, organizational turnarounds and market repositioning initiatives. He is known for his ability to turn underperforming organizations into dominant players in the industry by creating and articulating a compelling vision that organizations and stakeholders embrace.
Mr. Michael Smith	Mr. Smith is a founding member and advisor to Cardinal Equity Partners, a mid-market private equity investment fund headquartered in Indianapolis. Previously, he served as Executive Vice President and Chief Financial Officer (CFO) of Anthem, Inc. and its subsidiaries, Anthem Blue Cross and Blue Shield; as Chief Operating Officer and CFO of American Health Network; and as Chairman, President and Chief Executive Officer of Mayflower Group, Inc from 1989 to 1995. Mr. Smith has served as director of several charitable and civic organizations and is currently a member of the Board of Trustees of DePauw University, the Indiana Commission for Higher Education, and the Lumina Foundation for Education.

8. Proposed Board of Trustees

Name	Bio
Mr. Rollin Dick	SEE ABOVE
Mr. Charles Feldhaus	SEE ABOVE
Ms. Lora Manion	SEE ABOVE
Mr. James Parker	SEE ABOVE
Mr. Michael Smith	SEE ABOVE

9. Overview of the Proposed Program,

- a. **MISSION:** Fall Creek Academy will prepare students to be productive and competitive members of today's global economy. FCA students will understand and demonstrate growth in character, academics, life and job skills, the arts, and wellness. They will be prepared for entrance to two- and four-year post-secondary institutions, and/or for high-demand, high-wage, high-growth careers. "All Roads Lead to College" is more than FCA's slogan, it is a mission that guides the school in every decision.
- b. **RATIONALE:** Too many students in Indianapolis continue to fail to graduate and matriculate to college and/or to be qualified for a high-paying, high-quality and high-demand job. Our community needs schools that prepare students appropriately to compete in today's global economy.
- c. **KEY DESIGN ELEMENTS:** The school will provide full-day kindergarten and "early college" in high school. It will implement Core Knowledge in grades K-8, Project Lead the Way in middle and high school and an "early college" program in high school. In addition, Fall Creek will utilize research-based core curricular programs in all subject areas K-12. Our school will pay for tuition and textbooks and will provide staff support for students enrolled in early college program.
- d. **LENGTH OF INSTRUCTION:** K-12 instruction for 180 days with a traditional day of 7 hours of instruction with an extended day of three additional hours four days a week for tutoring, mentoring, and enrichment programs and a voluntary 6-week summer program for those who need remediation. The school is transitioning from a traditional school calendar to a modified year-round schedule. The school is currently a beneficiary of a 21st Century Community Learning Center grant to support the additional 12 hours per week of instruction and enrichment for the next two years.
- e. **SUBJECTS TO BE TAUGHT:** Our program will provide a complete K-12 education inclusive of a Core Knowledge curriculum (which is closely tied to the Common Core Standards recently adopted by Indiana), Project Lead the Way STEM classes, and an emphasis on college prep including classes to prepare students for the Compass test and the SAT and ACT.
- f. **UNIQUE PROGRAM CHARACTERISTICS:** The school provides full day kindergarten in its elementary school and provides high school students the opportunity to earn up to 60 college credits while attending high school. The school also provides students the opportunity to earn certificates in Project Lead the Way STEM programs that make them highly employable upon their high school graduation. The program is unique

in many ways in that it offers grades K-12 in one school (no transferring to different schools), provides free transportation, pays for tuition and textbooks for high school students to take college classes, and covers the cost of full-day kindergarten. In addition, the school intends to stay small with only two classes per grade level. This small school is able to provide a safe and disciplined environment.

g. **INSTRUCTIONAL LEADERSHIP:** The school seeks to employ leadership that is highly qualified, licensed and experienced in data-driven instruction (8 Step Success process), who can build a highly effective teaching staff that uses data to drive every decision in the classroom. The school leader will also provide appropriate professional development, and ensures the school climate and culture are conducive to learning at high levels.

h. **PROFESSIONAL DEVELOPMENT:** The school provides on-going and structured professional development in the use of data to drive instruction and includes structured annual professional development in Core Knowledge, Project Lead the Way, and “early college” programs. Core Knowledge provides consultants to make regular site visits to the school as well as hosts an annual conference. Project Lead the Way hosts a two week training session every summer and offers consultants to do site visits. The National Middle College Consortium offers regular conferences to support the development of early college programs. The school has chosen these programs specifically because of their rigor, relevance and professional support. The school’s current leadership is highly trained and experienced in the 8 Step Success data driven instruction process and leads his teaching staff in understanding how to use data to drive instruction daily.

i. **MANAGEMENT STRUCTURE:** Fall Creek Academy has a highly qualified board of directors with education, finance, non-profit, legal and philanthropic experience. The board of directors will provide oversight and governance of the school’s business and academic endeavors. The board of directors will have three standing committees—academic, business/finance and governance. The academic committee will work directly with the principal and an academic partner who will be selected from a competitive application process (RFP) to review academic progress and needs of the school. The principal responsibility of the business/finance committee is financial oversight including budgeting, audits and assure cost-effective support functions are in place for the school. The governance committee will work to make sure the school is compliant with the charter and that the board receives professional development in governing a charter school and recruits credible and experienced members to serve on the board. We expect to expand our board to include representation from the neighborhood and our academic partner following receipt of a charter.

j. **RELATIONSHIPS WITH PARTNER ORGANIZATIONS:** The school will partner with Challenge Foundation Academy for academic purposes. Challenge Foundation Academy is the only charter school in Indianapolis already implementing the Core Knowledge curriculum and is led by Dr. Charlie Schlegel. The Academic Partner will support the board's oversight of academic programs and results at the school, support the principal in developing professional development opportunities for all staff at Fall Creek Academy, monitor the implementation and use of Core Knowledge, PLTW, and the Early College program at the school, ensure that the school has a curriculum map and scope and sequence in place that works for the students and produces desired board-directed school academic goals.

In addition to this partnership, the school has numerous existing partnerships with community organizations including Teach For America, College Summit, Urban League, 100 Black Men, the Urban Mission YMCA, Ivy Tech, Marian University, IUPUI, the Woodrow Wilson Teaching Fellows, Girls Inc., New Teacher Project, and more. These relationships help the school recruit highly qualified teachers (TFA, Marian, IUPUI, Woodrow Wilson Fellows), provide community information about the school and its services (Urban League, 100 Black Men), and provide services to the school and its students (Girls Inc., YMCA, College Summit).

SCHOOL LOCATION: The school is located at 2540 N. Capitol St, directly across the street from Ivy Tech Community College. The school will continue to lease the facility in a lease that is coterminous with the terms of the charter. The use of portable classrooms will be limited to three years at which time the school intends to build a permanent structure.

Attach as PDF'S (Portable Document File - Adobe® named, **Attachment B: Expanded Criminal History Checks**

Preliminary Information

1. Community Support and Demand

a. District Support:

Fall Creek Academy has no relationship with Indianapolis Public Schools. IPS is in stiff

competition with charter schools. We do nothing to disparage IPS and seek to maintain cooperative relationships with neighborhood schools that would otherwise serve our students.

b. Community Support:

As an existing (predecessor) school, FCA has established strong ties within its community. Support for the school ranges from Ivy Tech Community College to the Mapleton-Fall Creek Neighborhood Association and the Mid-North Development Corporation. More than 300 community supporters attended the public hearing for Ball State in November. Allison Transmission, one of the city's top employers, funded FCA's initial year of Project Lead the Way, an important tool for engaging students who have not succeeded in traditional settings. If the charter is extended, we believe Allison will continue to support the school's development of PLTW and that relationships with Ivy Tech Community College can be sustained.

In addition, Fall Creek Academy has received numerous letters from individuals and organizations supporting the school and this application to Ball State. Included in this application are letters from the Indianapolis YMCA, the 100 Black Men, Ivy Tech, and the Urban League.

c. Student Demand:

FCA's enrollment numbers over the last three years provide the best source of evidence of demand for the school's services and its ability to meet the necessary enrollment figures:

	2009-2010	2010-11	2011-12
FCA ADM Enrollment	352	370.5	371
FCA Goal	360	360	360
+/-	-8	+10.5	+11

Summary of Predecessor School's Enrollment

d. Proposal Opposition:

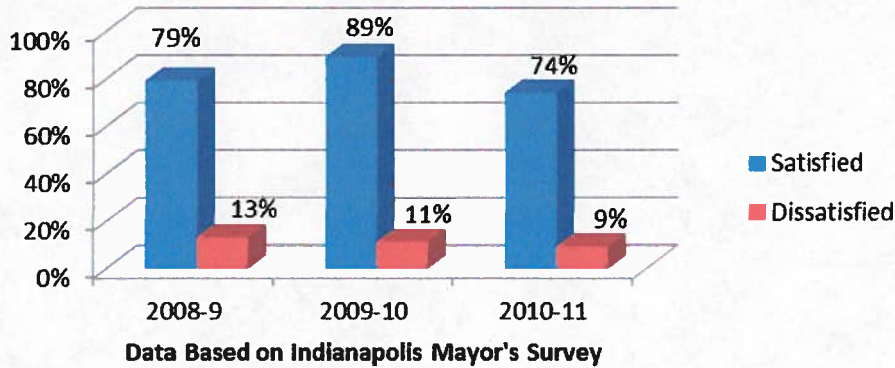
The founders are not aware of any opposition to FCA's charter application to Ball State. As part of the Mayor's renewal process in November 2010, FCA was required to hold a community meeting, at which there was overwhelming support for the school and its mission in the community. A similar meeting was held again in November 2011 in which more than 300 community supporters attended a meeting with Ball State to show their support. In addition to this show of support, other community leaders have reached out to the school board and have offered their assistance in support of these schools. Most notably, Gene Zink, founder of the Challenge Foundation Academy charter school in the Meadows, and his board reached out to support Fall Creek Academy's continuation. Gene is the former vice chairman of Duke Realty and is leading the development of a "Purpose Built Community" in Indianapolis along with Warren Buffett and Tom Cousins and others. Gene and others on his board have agreed to work with us to create the academic partnership we need to strengthen the school's performance in the future. Gene has also agreed to join the Fall Creek Academy board of directors and bring two or three additional board members to the Fall Creek Academy board including Rose Mays. once the charter is approved. We believe the Fall Creek Academy board will be significantly strengthened by the addition of both Gene and Rose.

2. Feedback from Constituents

As an existing school, Fall Creek Academy has nearly a decade of listening to its students, families, and neighborhood. Surveys and conversations with students and families have led to changes in the school. FCA has, through its outreach efforts, learned what companies and organizations in the area, including post-secondary institutions such as Ivy Tech Community College, are looking for in graduates.

The results of Fall Creek Academy parent surveys conducted by the Mayor of Indianapolis for the past three years are provided below. As you can see, Fall Creek Academy enjoys a three-year parent satisfaction average of 80.6%. Equally important is the percentage of dissatisfied parents declining from 13% in 2008-9 to 9% in 2010-11.

Fall Creek Academy Parent Satisfaction from 2008-2011



By considering this input, and by analyzing academic results in the school, FCA has, in 2010-2011, introduced the Project Lead the Way (PLTW) program, which is a STEM approach to teaching that extensively utilizes project-based learning (PBL). This approach is an effective option for students who struggle in a traditional delivery of lesson content.

FCA will continue to seek input from all of its stakeholders and adjust its approach to education based on that information.

Create and attach Table 2 to list the positive and negative attitudes toward the charter school, based on the needs assessment.

Attach Table 2 as a PDF (Portable Document Form) named, **Attachment 2 – Attitudes Toward the Charter**

3. Applicant Founding Group

a. Founding Group Members:

Table 3a: Founding Group Members

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Mr. Rollin Dick	CFO and CPA, philanthropist, business leader and education reform	BoD chair, Governance, Academic and Finance committee member

	activist. He reviewed and approved application	
Mr. Charles Feldhaus	Professor, former high school principal, and currently Woodrow Wilson Teaching Fellows STEM Director at IUPUI. Reviewed and approved application, provides guidance of school's PLTW program and all academics	BoD, Academic Committee Chair
Ms. Lora Manion	Lawyer and MBA, former resident of Fountain Square community, Stanley K. Lacy Leadership Series graduate, reviewed and approved application	BoD, Finance Committee Chair
Mr. James Parker	Former Chief of Staff to Anthem CEO, finance and government background, reviewed and approved application	BoD, Finance and Governance Committee member
Mr. Michael Smith	Former Chair and CEO of Mayflower, former chair of Indiana Higher Ed Commission, Lumina Foundation board member, retired CFO of Anthem, reviewed and approved application	BoD, Governance Committee Chair, Finance and Academic committee member

b. Founding Group Origin:

Fall Creek Academy's current 5-member board has agreed to serve as the founding board of the school when its charter is approved. Each of the board members joined the board of directors of the predecessor school in mid 2011. They represent a completely new board for the school and are highly regarded in the community.

c. Proposal Development:

The development of this application was directed by the school's current board of directors. The board of directors reviewed the past history of the school, the academic achievement and its programs, the leadership and staffing, the enrollment, retention, attendance and graduation history, the involvement of previous board members, and the management of the school. All of these elements and data formed the basis of this new proposal to continue and improve Fall Creek Academy's growth and service to the community. The current principal, Mr. Hunt, started in June 2011 and provided great assistance to designing the refined education plan included in this application for the school. He and other staff attended the National Core Knowledge conference in November. Dr. Charlie Feldhaus, Woodrow Wilson STEM Director at IUPUI and Fall Creek Academy board member provided specific direction to the school's development of Project Lead the Way. The school has already developed its early-college program but continues to seek support from the Middle College National Consortium.

d. Previous Submissions

This is Fall Creek Academy's re-application to Ball State University. The predecessor school received two extensions of its original charter from the Mayor of Indianapolis. The predecessor school did not apply for renewal of its charter from the Mayor's office in November of 2011. The predecessor school has now been in operation for 10 years and is one of the state's highest performing charter schools when adjusting for free and reduced lunch qualified students, boasts an 88% 2011 graduation rate and received a \$20,000 award from the State of Indiana for having the most improved "non-waiver" graduation rate this year. Its graduation rate has improved from an initial graduation rate of 44% in 2009, to 80% in 2010 and 88% in 2011.

4. Fiscal Impact

Describe the anticipated fiscal impact of the establishment of the proposed charter school on existing public and nonpublic school districts in the same geographic area.

As an existing school, the fiscal impact of its current enrollment has already been absorbed by the "sending" schools. Any future impact will be limited to the school's enrollment growth.

A large percentage of students who have enrolled in FCA over the years have been from families who would have considered moving out of the district if they could not find an

alternative. That trend is expected to continue, which means that a percentage of FCA's future financial impact would have hit the area's schools whether FCA existed or not.

Below is a chart based on anticipated growth over the next three years. Estimates are based on estimated ADM tuition support.

	2012-2013	2013-2014	2014-2015
FCA ADM Enrollment	450	450	475
FCA Enrollment Growth	80	0	25
ADM Support	\$7200	\$7400	\$7400
Incremental Fiscal Impact*	\$576,000	\$90,000	\$185,000
Cumulative Fiscal Impact	\$3,240,000	\$3,330,000	\$3,515,000

*impact on public schools only; assumes 100% of students come from public schools

5. Education Management Organization

a. Name of the Organization:

The board does not intend to contract with a traditional EMO. Rather, the board will retain full control and oversight of all school functions. The board will contract out for specific services needed to perform its functions as well as to support the school. Specifically, the school board intends to partner with Challenge Foundation Academy, the only local charter school implementing Core Knowledge curriculum. The school is led by Dr. Charlie Schlegel. The Fall Creek Academy board of directors will enter into a relationship with Challenge Foundation Academy to assist the school in the strengthening of its curriculum and to continue the school's achievement.

b. Detailed explanation of the extent of the organization's proposed role in the governance, management and/or operation of the school;

The board does not intend to use a management company. It will however contract for services from vendors for academic oversight, technology, HR, marketing, accounting, legal, transportation, food service and other support services. The school has received significant financial and service support over the years from the

GEO Foundation. GEO Foundation has informed the founding school board that it intends to relieve the school of a significant portion (\$400,000) of its accumulated debt and the school will negotiate a low interest repayment schedule of the remaining outstanding debt. The governance structure places the school board in the position of assuming full responsibilities for activities at the school from academics to contracting for business services to compliance with state and charter authorities. The board will of course seek support from vendors and service providers to complete these tasks. The board will also institute new efforts for securing contributed financial support for the school from the philanthropic community.

c. Description of the process and criteria used to select the management organization,

The current five member school board is highly involved in the Indianapolis charter school community and education reform efforts in the city. We have visited and supported numerous charter schools in the city including KIPP, Indianapolis Met High School, Charles A. Tindley Accelerated School, Challenge Foundation Academy, and Christel House. We will use what we have learned from these schools and seek advice from our friends in the community associated with other schools and compare notes and make our decisions accordingly. It is through these existing relationships and knowledge of performance of these schools that we chose to partner with Challenge Foundation Academy of Indianapolis. Several of Fall Creek Academy's board members are longtime associates of board members involved with Challenge Foundation Academy and have had high level discussions regarding the assistance Challenge Foundation Academy can provide Fall Creek Academy in the area of academic development and improvement. The current principal of CFA Indianapolis is Dr. Charles Schlegel, an experienced principal who led a highly successful school in Boston before returning home to Indianapolis to lead CFA. We believe Fall Creek Academy is getting more than an academic partner by partnering with CFA Indy, as we are gaining strong community leaders to the board and a strong academic program, too.

d. Description of the role of the management company in selecting proposed members of the school's board of trustees

Revised articles of incorporation and bylaws provide for a self-perpetuating board. Therefore no management company played a role in selecting the current

membership of the board.

- e. Attach Draft management contract or term sheet
- f. Attach Due Diligence Questionnaire completed by the EMO.

If Applicable, submit your draft management contract or term sheet - as a PDF (Portable Document Form) named, **Not applicable**

If Applicable, submit the due diligence questionnaire completed by the EMO - as a PDF (Portable Document Form) named, **not applicable**

Education

6. Education Mission Goals

- a. Mission statement:

Explain what your school intends to accomplish and your plan for student achievement.

- Core philosophy or underlying purpose of the proposed school

Fall Creek Academy will prepare students to be productive and competitive members of today's global economy. FCA students will understand and demonstrate growth in character, academics, life and job skills, the arts, and wellness. They will be prepared for entrance to two- and four-year post-secondary institutions, and/or for high-demand, high-wage, high-growth careers. "All Roads Lead to College" is more than FCA's slogan, it is a mission that guides the school in every decision.

- A concise plan for an innovative public school that will lead to improved educational performance

Fall Creek Academy is an existing 10-year-old charter school that has been on the cutting edge of education reforms since its inception. As one of the first charter schools in the state, Fall Creek Academy has been a leader in innovation. It has provided full day kindergarten and a K-12 school based on mastery learning at each grade level prior to the student being allowed to advance to the next grade level. In addition, the school provides an innovative high school in that each high school student is encouraged to enroll in college level classes as early as their second semester of their freshman year with the goal of their graduating from high school

with as many as 60 college credits. The school is intentionally located directly across the street from Ivy Tech so that students can take college level classes on a college campus. The school believes it is helpful to encourage our students to take college level classes while in high school and to emphasize the importance of educational attainment to break the cycle of poverty. Fall Creek Academy's staff supports its high school students while they attend college classes, provides support for the textbooks and pays for the college credits. The school's plan for Core Knowledge during grades K-8, and Project Lead the Way starting in middle school through high school, and coupling it with the goals of the "early college" program makes the school extremely innovative. Core Knowledge is a rigorous academic college prep curricula, Project Lead the Way is a rigorous STEM program that has proven itself capable of helping schools retain students, and "early college" programs have a proven record of helping students stay in high school through completion of high school and to matriculate to college and complete college. By coupling our core curricular programs with the project-based learning in Project Lead the Way (PLTW) and with enriching elements of Core Knowledge Sequence, FCA will continue to make a difference in students' and families' lives. Strong leadership, teamed with the support of the school's board, gives the faculty and staff a base to continue to look for new ways to innovate.

In October of 2011, the school board hired an outside independent education evaluator to review all processes and procedures at the school and to review each classroom and the school's special ed services, and to interview the staff, parents and students, and administration. The report, completed by Dr. Mary Jo Rattermann, is included as an attachment to this proposal (Attachment 55).

b. Statement of Need:

Provide evidence there is a need for this type of school.

- Attach Table (6b) to summarize achievement data for each grade level and subgroups you intend to serve.
- Describe why this charter school design/ model is an appropriate vehicle to address this need.

The schools that service the neighborhood are broken into three parts—elementary (Elder Diggs), middle (Emma Donnan) and high school (Arsenal Tech). And when students who attend traditional schools reach a certain grade level, they are often dumped into larger schools with students from other schools in the community thus creating a culture change at least twice in a student's short K-12 experience. In this particular case, students go from a 400 student elementary school to a 700 student

middle school to a 2300 student high school.

The academic results presented in Table 6b for the public schools in FCA's neighborhood show a deficiency that needs to be addressed, especially as students move into the higher grades, and in minority enrollment. None of the three schools have made AYP and Emma Donnan is on the state takeover list.

Elder Diggs is a traditional elementary school serving almost 400 students, Emma Donnan is a traditional middle school that serves nearly 700 students, and Arsenal Tech is a traditional high school that serves more than 2300 students. Combined, there are 3400 students served by these three schools--nearly six times the size of one Fall Creek Academy.

According to the Indiana Department of Education, Arsenal Tech failed to make AYP in all participation categories, the "other" category (which in this case would be graduation), and nearly all language arts performance categories (the "white" category was the only category to make AYP in language arts) in 2011. The school did make AYP in all math performance categories.

In 2011, Emma Donnan made AYP in 18 out of 29 categories, with 13 of those categories being in the participation and attendance categories. The school failed to make AYP in all math performance categories except for the "black" category and failed language arts in the "white," "free/reduced" and "special ed" performance categories.

Elder Diggs made AYP in 11 out of 16 categories, with 9 of those being participation and attendance. The school failed in performance in "overall," "black," and "special ed" in language arts and in "free/reduced," "black," and "overall" in math.

By contrast, Fall Creek made AYP in 14 out of 17 categories, missing two of the categories in participation of special ed students and missing one performance category in language arts in special ed. The participation rate was missed because the school failed to test two students out of 41. The special ed teacher unilaterally made the decision not to test the students because she did not think the students could manage the test. The school took corrective action and has replaced the entire special ed staff at the school. In October, 2011, the school's academic performance was reviewed by an independent expert who found the school's current special ed program and staff to be exemplary.

Fall Creek seeks to serve 500 students when it reaches its full complement of students and to do so by offering all grades K-12 in one school/one culture. Our school will be demonstrably smaller than the alternatives and our continuous services in grades K-12 provide students a stable environment all the way through their elementary, middle and high school grades.

Our culture of excellence begins in Kindergarten and goes through 12th grade. All students are encouraged to understand at an early age that they are college material and that they will go to college. Our second graders participate with College Mentors for Kids and actually visit college campuses. Our students understand that high school graduation is not an option, but an expectation and that college is not a dream but also an expectation.

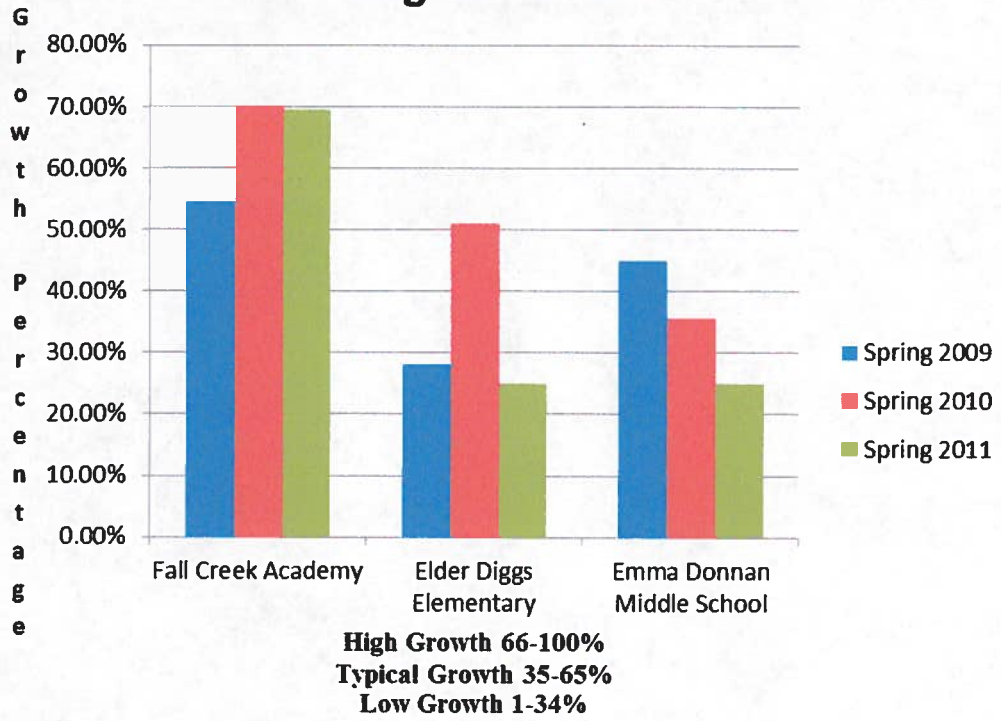
This kind of opportunity is life-changing. In 2010, FCA graduates earned a high of 33 college credits and an average of nearly 11 college credits while in high school. In 2011, our graduates earned a high of 34 college credits and an average of more than eight credits per graduate.

FCA believes its introduction of Project Lead the Way, the first in a charter school in Indiana, with its emphasis on STEM and project-based learning, will further engage students who have struggled in traditional settings. FCA recognizes that while “All Roads Lead to College,” not every student may want to pursue a four-year degree. PLTW prepares students for a career right out of high school and for a two-year degree program.

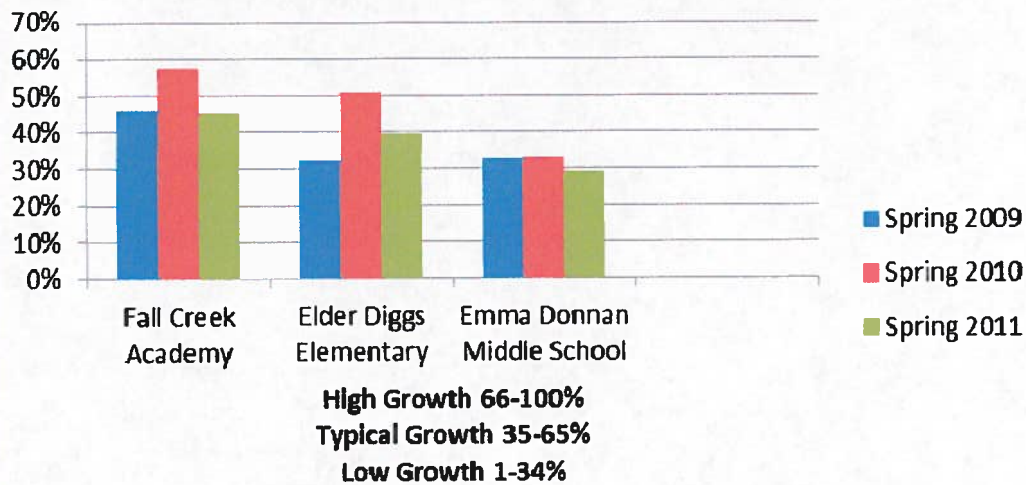
Fall Creek’s plan to introduce the Core Knowledge curriculum over the next few years will give teachers a structure and the tools to ensure that students are exposed to and learn a set of standards in a well-planned out manner that will prepare them to be successful in college.

As an existing school, Fall Creek Academy can compare the growth of its students over time to schools these students would otherwise be assigned to attend. Below is a graph showing the “growth” of Fall Creek Academy students since 2009 in math and language arts using the new Indiana growth model. We believe these two graphs provide evidence that Fall Creek Academy’s model works for the neighborhood students we serve.

Indiana Growth Model in Math Fall Creek Academy compared to "Assigned Schools"



Indiana Growth Model Fall Creek Academy Language Arts Compared to "Assigned Schools"



- Provide recognition of potential opportunities to improve services for students and parents.

The emphasis that FCA places on the attainment of a high quality post-secondary degree or certificate is especially important with the population it serves, families who have limited experience in higher education. Starting with the dual-credit courses the school offers through Ivy Tech Community College and continuing through its campus-visit program, FCA has worked with families to help them learn more about the opportunities available to their students, both academically and financially. FCA's college counselor works with students and families to identify and apply to compatible institutions, and to research and apply for financial aid and scholarships. These services are part of Fall Creek's mission, and they extend beyond the student into the family.

Attach Table 6B as a PDF (Portable Document Form) named, **Attachment 6b – Achievement**

c. School Demographics:

Describe your intended student population.

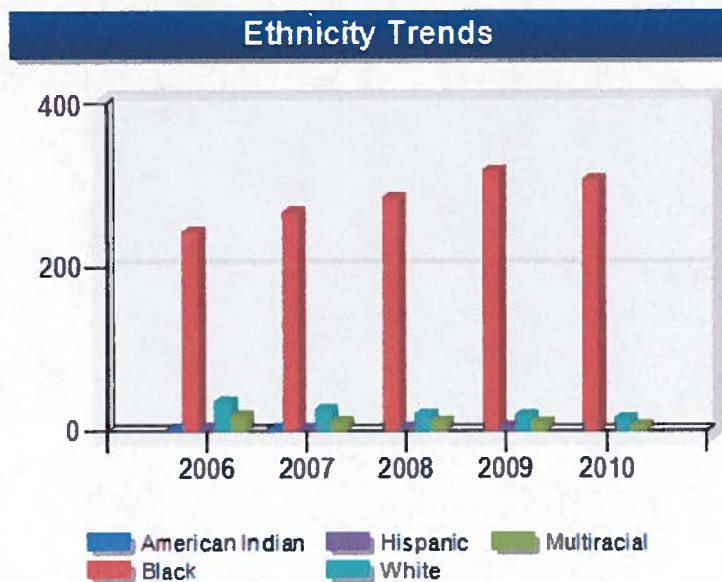
Fall Creek Academy serves a population that reflects its neighborhood and the district in which the school resides. We have traditionally served a population that is at least

60% free and reduced lunch qualified with an increasing percentage of these students in recent years with the current population being nearly 88% free and reduced lunch qualified. We also serve a population that is between 13%-17% special ed. Our population has usually been at least 90% black and the rest a mix of white and Latino students.

- Complete Table(6c) showing the demographics of your school that includes: enrollment projections and teacher to student ratio.

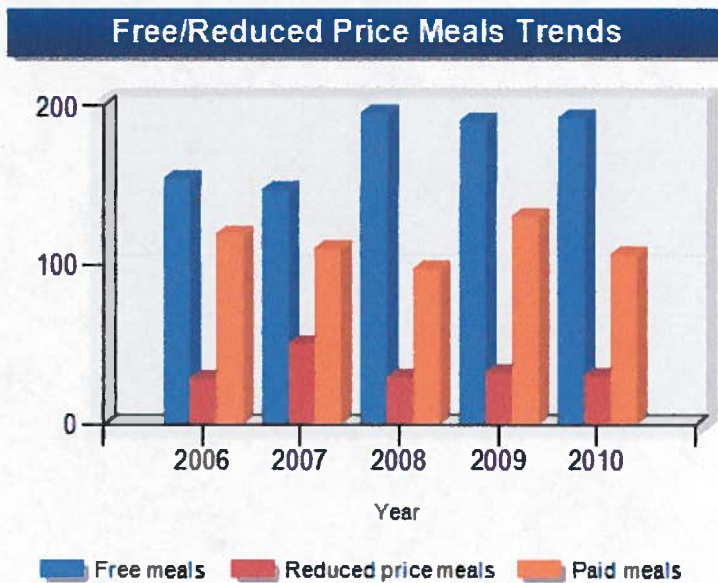
Table 6c: Demographics of School

Below is the Indiana Department of Education's trend report on the number of students representing different ethnicities at Fall Creek Academy since 2006. We believe this trend will continue.



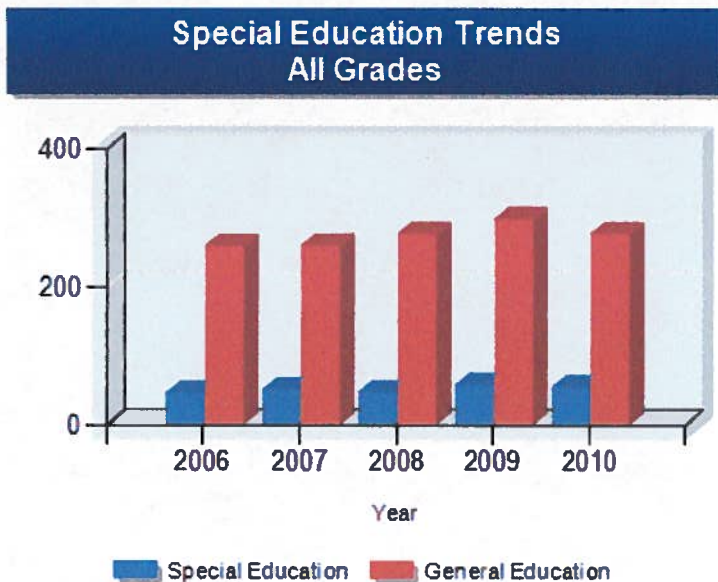
Ethnicity trends at Fall Creek Academy have been relatively stable with 80.7% of the students in 2006 being black, 12% being white, and 6% multiracial. In 2010, the student body was 93.6% black, 4.6% white and 1.8% multiracial.

Below is the Indiana Department of Education's report on the number of free and reduced lunch students attending Fall Creek Academy since 2006. We believe this trend will continue.



The free/reduced population at Fall Creek Academy has remained relatively stable since 2006 with 60.5% being qualified for the free/reduced lunch program and in 2009-2010, 67.6% were qualified for the free/reduced price lunch program. In 2010-2011 it jumped to 88%.

Below is the Indiana Department of Education's report on the number of special education students attending Fall Creek Academy since 2006. We believe this trend will continue.



The special education population has also remained relatively stable since 2006 with 14.6% qualified for special ed services and in 2010 16.2% were qualified.

Below is the expected teacher to student ratio for Fall Creek Academy over the next five years.

	Year One	Year Two	Year Three	Year Four	Year Five
Grades Served	K-12	K-12	K-12	K-12	K-12
Total Number Of Students	450	450	475	475	500
Teacher to Student Ratio	1 to 12	1 to 12	1 to 12	1 to 12	1 to 12

7. Instructional Design

a. Alignment

Describe how the instructional design aligns with the needs assessment.

Fall Creek Academy's staff believes there is a real need for students to learn enriching content while working towards mastery of skills and standards. Students and staff need a structured curriculum that spirals up grade by grade and builds on what was previously learned in a sequential manner. This is why the school has chosen to implement Core Knowledge and Project Lead the Way. Core Knowledge is sequential in its delivery with each grade building on prior knowledge gained in earlier grades. Project Lead the Way is also sequential in nature and starts with introductory classes in middle school and advancing through the high school years resulting in a certificate for the student but most important, a skill that allows the student to get a high-paying job right out of high school if he/she so chooses. In addition to the use of Core Knowledge and Project Lead the Way, the school believes it is imperative for us to encourage all students take college level classes while in high school. To do this, we have each freshman take the Compass test during the fall semester and if they are successful in one part of the test (there are three parts to the test), they take their first college level class their second semester of their freshman year. In most cases, this college-level class is on the high school campus. When students mature to be a junior, they are encouraged to attend college classes on the college campus. This approach addresses the "need" to get students we serve acquainted with the college atmosphere and helps to break down the student's mentality that he/she is not college material. Once our students are successful in their first college course, they are most likely to continue.

As for how the school documents and addresses specific student needs once they enroll in the school, Fall Creek Academy administers numerous tests including DIBELS and DRA in the early grades, and Acuity diagnostic and predictive in grades 2-8, as well as Algebra 1. This helps staff understand the skills and deficiencies each student has and allows staff to get a snapshot of how students are progressing toward the mastery of all standards. These data points guide instruction daily at the school. In addition to administering Acuity, the school will administer NWEA three times per year to get a second read on student skills and standards mastery. Administration sits with each teacher on a regular basis for "On TRACKS" meetings to review student progress against goals. A determination is then made as to the best approach for each student including remediation, additional tutoring, or advancing the student to the next level.

b. Measurable Goals

Complete (Table 7b below): clear measurable goals and objectives that are rigorous but attainable and are aligned with State and Common Core State Standards (CCSS).

Table 7b: Goals and Alignment with State and Common Core Standards

The National Governors Association Center and the Council of Chief State School Officers (CCSSO) partnered on a state-led initiative to develop common standards for mathematics and English Language Arts. The terms "standards" and "curriculum" are often—and erroneously—used as synonyms for one another. Standards define what children should know and be able to do at the end of each grade. A curriculum specifically describes what children need to learn to meet those standards. *Common Core State Standards* leaves curriculum decisions to the states, but the message is clear and unambiguous: there must be a coherent, specific, and content-rich curriculum with successful implementation of the common core standards. The Board specifically adopted Core Knowledge because it forms the basis of the *Common Core State Standards*. Therefore, Core Knowledge will serve as a curricular map. The Core Knowledge Curriculum coupled with the core curricular programs already established at FCA will ensure a well-developed and enriching scope and sequence for instruction of our students.

<i>Goals</i>	<i>Objectives</i>
Students show at least one year of academic growth at the conclusion of each academic year.	The objective is to ensure students are at or above grade level within two years of attending Fall Creek Academy.
Student retention at Fall Creek Academy will exceed 70 percent per year.	The objective is to retain students so that learning can continue year to year uninterrupted and sequentially. In addition, high retention strengthens school culture.
Graduation rate will exceed 90%	The graduation rate at Fall Creek Academy in 2011 is 88%. Fall Creek Academy aims to have a graduation rate consistently above 90% for each subsequent year. The objective is to make sure students are indeed prepared to pursue a two- or four-year college degree or obtain a high-quality, high-demand and high-paying job right out of high school.
College-bound rate will exceed 90% each year.	Fall Creek Academy's objective is to prepare students to be able to obtain a high-quality, high-demand and high-paying job. Often times, this may indeed require continued studies at a two- or four-year university.

College credits earned by high school students will exceed 12 college credits per graduate each year beginning in 2012. The ultimate goal is for students to graduate from high school with as many as 60 college credits.	The objective is to introduce our students to college and to make sure they are successful in college level work while they are attending our high school. This will make it more likely for students to continue on in a two- or four-year university setting upon graduating from Fall Creek Academy.
Math pass rates on ISTEP and first time pass rates on Alg1 ECA tests will exceed 80% by 2014.	For students to realize their dreams of high-paying jobs and/or college, they must score well on math tests. Math test results determine placement at many of the nation's higher education institutions.
Pass rates on language arts ISTEP tests and first time pass rates on Eng10 tests will reach 70% in 2012 and continue to reach 80% by 2014.	For students to realize their dreams of high-paying jobs and/or college, they must score well on language arts tests. Most tests have a written essay portion and it is critical for our students to have mastery of language arts.
33% of Fall Creek Academy Students will earn Core 40 Academic Honors diplomas upon their graduation.	To produce a student ready to compete in a global economy, Fall Creek Academy plans to support as many students as possible to earn the minimum of 47 high school credits required to earn the Core 40 Academic Honors degree.
33% of Fall Creek Academy Students will earn Core 40 Technical Honors diplomas upon their graduation.	To produce a student ready to compete in a global economy, Fall Creek Academy plans to support as many students as possible to earn their Core 40 Technical Honors diploma.
33% of Fall Creek Academy students will earn their Core 40 diploma	To prepare students to obtain a high-paying, high-quality job and/or to go on to a two- or four-year higher education institution, a Core 40 diploma is the threshold requirement for this goal.

c. Support Table 7b with a brief narrative explaining how the educational program reflects a commitment to academic excellence for all students.

Fall Creek Academy is an inclusive school. Inclusive school practices are those practices that individualize instruction and support to meet the needs of ALL children and exemplify the very best in education. Certainly, this reflects how we integrate students with special needs, but our inclusive practices are designed to ensure that every student is provided with opportunities for instruction, remediation, and enrichment regardless of the student's individual learning style. Being an inclusive school benefits children both developmentally and socially and supports our belief that all students can learn if we teach in the manner in which they learn most effectively. In an inclusive

school, “Everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met (Stainback & Stainback, 1990).”

Fall Creek Academy utilizes the Response to Instruction (RTI) process. This process is a three tiered model that charts each student’s response to core instruction and instructional interventions. In this process, teachers will identify and request assistance for students who are not responding to the core literacy and math curriculum (or to the overall behavior program). We will look at instruction in three tiers – instruction for the whole group – more intense intervention for those students who did not master the material in the core program – and then more intensive individualized instruction for any student in which tiers one and two were not successful.

For students in tiers two and three, Fall Creek Academy implements reading and math intervention programs in grades kindergarten through 12th grade. Programs are research-based and proven to help students succeed. These include Reading A to Z, Achieve 3000, PLATO, and Reading Triumphs.

It is the practice of the Fall Creek Academy instructional team that when a student has been taught at all three tier levels, and remains unsuccessful, a referral to our Response to Instruction (RTI) team can be made. This in-house team uses the process of creative problem solving to identify skill deficits and provide research-based targeted interventions. All members of our staff participate in service on an intervention team.

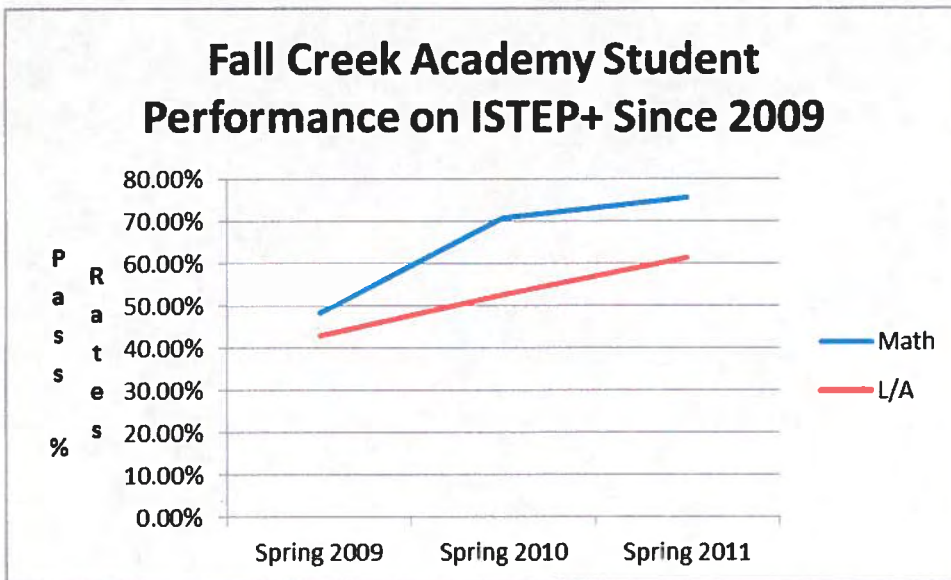
Every team is developed specifically to help the teacher form partnerships that will best serve the student’s diverse needs. When a student is referred, a case specific RTI team is selected by examining the child’s background information submitted by the teacher. A phone or personal interview with the parent is conducted to gather additional information. This helps identify specific strengths and weaknesses of which the teacher may not have been aware. Staff members who hold the best chance of forming a partnership for helping this student succeed are then invited to join the RTI team. As the team meets, everyone is encouraged to take ownership of the child’s success, and multiple staff members support each intervention that is selected by the team. Parents and family members have the opportunity to be a part of the team. This allows the partnership to stretch into the home as well. The school has also invited outside support persons into the RTI setting. These have included therapists, behavior specialists and physicians.

To monitor the success of interventions proposed by the RTI team, our school has

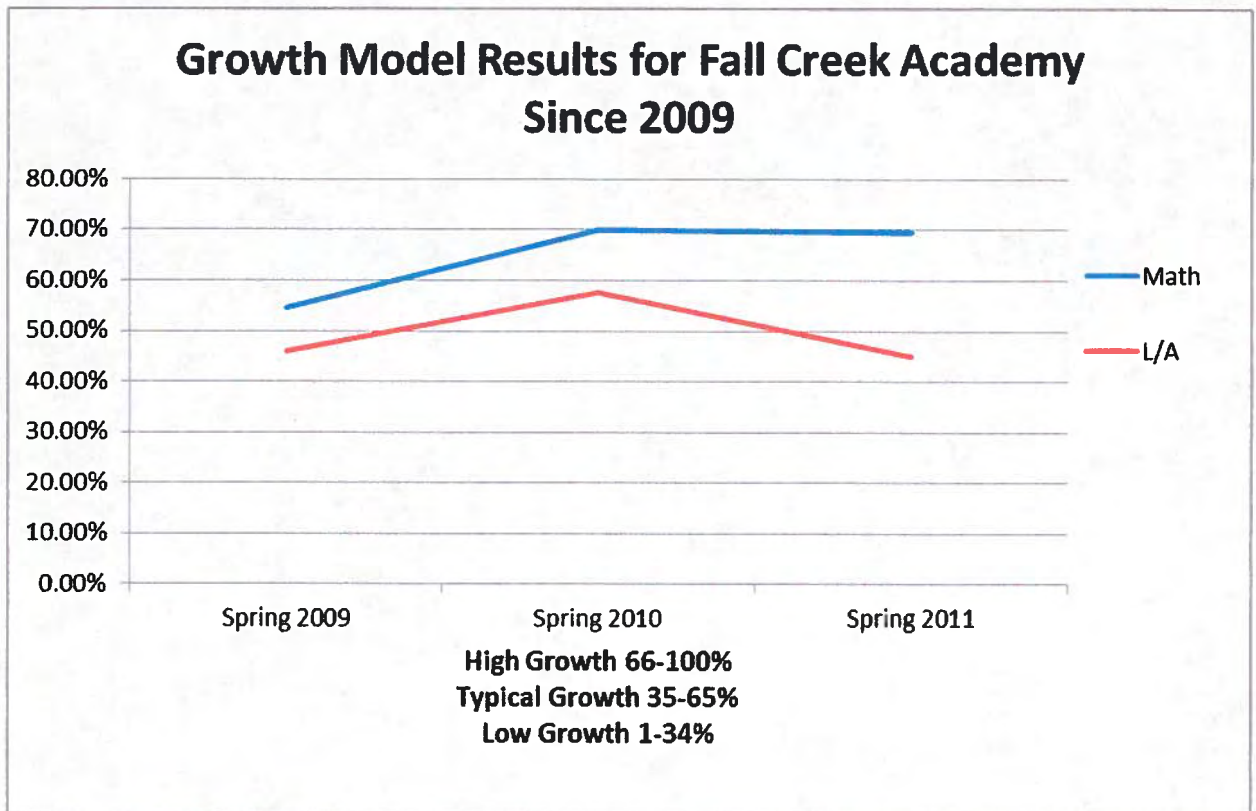
developed a Response to Instruction (RTI) chart which is used as an evaluative document. The teacher documents the success of each intervention over time on the RTI chart.

Fall Creek Academy students are also provided the opportunity for extended learning in several ways. Students are offered the opportunity to have tutoring by staff members. Tutoring focuses on English/Language Arts and Math academic standards.

Below is a graph showing Fall Creek Academy's performance since 2009 when ISTEP moved from Fall testing to Spring testing. We believe this graph demonstrates the effectiveness of the school's model and our commitment to excellence.



Below is a graph showing Fall Creek Academy's growth since 2009 using the Indiana Growth Model. As you can see, Fall Creek Academy students scored in the "high growth" category for math in 2010 and 2011 and achieve "typical" growth in language arts. We believe this graph also demonstrates the effectiveness of the model and our commitment to excellence.



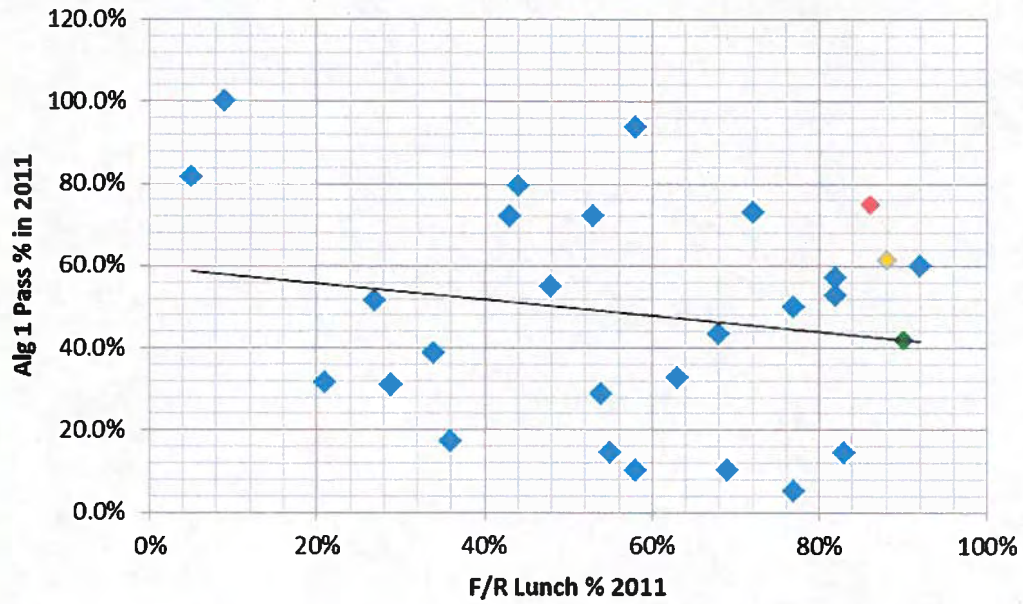
In addition to considering ISTEP and "growth" model data, below is a graph showing Fall Creek Academy's performance on the Algebra 1 "end of course" assessment in 2011 and includes the performance of all other charter schools in the state that administered the test. It is instructive to see that Fall Creek Academy outperforms all charter schools with more than 60% free and reduced lunch qualified students in Algebra 1. In language arts, FCA outperforms all charter schools in the state with more than 70% free and reduced lunch qualified students.

2011 Alg 1 ECA Pass % and Free/Reduced Lunch % for Charter Schools

Fall Creek Academy

Fountain Square Academy

21st Century Charter School @ Gary

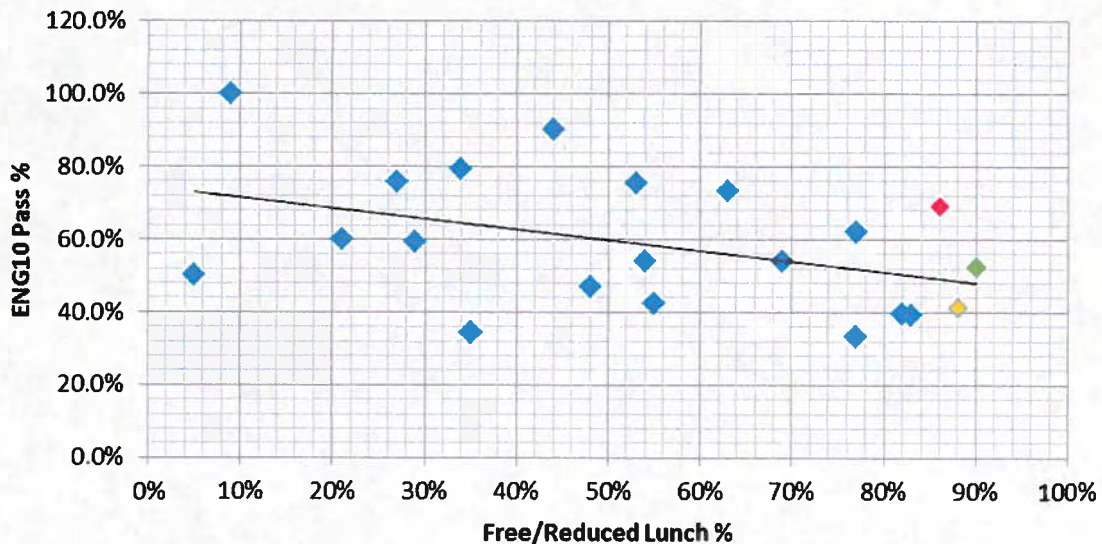


2011 ENG 10 ECA Pass % and F/R Lunch % for Charter Schools

Fall Creek Academy

Fountain Square Academy

21st Century Charter School @ Gary



d. Explain the instructional design and how it supports the goals and objectives. If your instructional design requires a contract and/or major expenditure, list the amount here along with the line item in the budget.

Our academic program is driven by Indiana State Academic Standards and the state supported 8-Step Process for delivering and monitoring instruction and student learning. The 8-Step Process is not a curriculum, but rather it is a series of steps that ensures data driven decisions and effective dissemination of curricular assets and resources in the school. It involves the principles of total quality management, effective schools research, and an eight-step instructional process intended to close the gaps in student achievement and improve overall levels of achievement. The process includes:

1. Disaggregation of Test Scores
2. Development of an Instructional Time Line and Calendar
3. Instructional Focus based on state standards delivered daily
4. Assessment (on-going and driving instruction)
5. Tutorials – based on the non-mastery or partial mastery of skills
6. Extensions and Enrichment for those students who master after initial instruction

7. Maintenance – Formal activities to ensure that students do not forget previously learned skills
8. Monitoring – by teachers and administrators including frequent administrative visits to classrooms to monitor instruction, provide support to the teacher and model to students that academic instruction is the most important thing going on at our school

This is the model for how we monitor learning and determine next steps in instruction at our school. As part of our process, grade-similar-cohort teams meet at least once a week with many teams meeting more often to plan for instruction. Each team also meets with the principal a minimum of once every three weeks. At this time, teachers discuss each student's level of mastery as reported on learning logs called On TRACKS Sheets. These are reports of student progress based on curricular assessments. Teams share ideas for instruction, remediation and enrichment of all students. Teachers have also been trained to use DRA, DIBELS, and Acuity as universal screening and assessment tools to identify students with skill deficits and to monitor their progress.

DIBELS will be the primary testing measure for English/Language Arts in grades K-2. DRA will be the primary English/Language Arts Assessment for grades 3-6. The available exemplar texts from the IDOE, Compass, Acuity, and other measures are used in the upper grades to monitor English/Language Arts. Math will also be assessed using DIBELS Math in K-2, Acuity in grades 3-8, and NWEA at all levels. Data is used to determine how every child is progressing relative to children of the same age and/or grade. The results are scored, shared with parents, and then used by the school to help establish year-to-year trend lines. These trends support the school in the development and alignment of the Instructional Time Line.

The development of the Instructional Time Line at Fall Creek Academy will be supported with the implementation of the Core Knowledge Sequence over the next three years. The Core Knowledge Sequence provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. Once the Core Knowledge Sequence is implemented, its sequential building of knowledge will help ensure that children enter each new grade ready to learn. It will also help prevent repetitions and gaps. Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills build. The Core Knowledge Sequence is aligned with the Common Core State Standards, and will support Fall Creek Academy in assuring its effective development of an Instructional Time Line that ensures all Common Core State Standards are taught and assessed.

Researchers from John Hopkins University Center for the Social Organization of

Schools began a series of studies in the late 1990's looking at Core Knowledge impact on schools. In the article entitled, "How Do We Know This Works? An Overview of Research on Core Knowledge" (January 2004), the following provides information from the study that indicates the value of a Core Knowledge education.

The Johns Hopkins team found that the degree to which Core Knowledge was implemented was a significant predictor of student achievement gain. Researchers administered two subtests from the Comprehensive Test of Basic Skills, Fourth Edition (CTBS/4). They derived Normal Curve Equivalent Scores (NCEs) from the CTBS/4 Math Concepts and Applications subtest and the Reading Comprehension subtest. When low and high implementing sites were taken together, the effect of Core Knowledge on reading and math achievement was not statistically significant. However, when schools with moderate to high implementation were contrasted with low-implementing sites as controls, the results were more compelling. The Johns Hopkins statisticians reported that the gain difference on standardized tests between low and high implementing schools varied from 8.83 NCEs to 16.28 NCEs. That is an average rise of about 12 NCEs (similar to percentile points) over the controls, more than half a standard deviation—a very significant gain.

For students, Core Knowledge does:

- Provide a broad base of knowledge and a rich vocabulary
- Motivate students to learn and create a strong desire to learn more
- Promote the knowledge necessary for higher learning

For the school, Core Knowledge:

- Promotes the knowledge necessary for higher learning
 - Provides an academic focus and encourages consistency in instruction
 - Provides a plan for coherent, sequenced learning from grade to grade
 - Promotes a community of learners— adults and children
 - Becomes an effective tool for lesson planning and communication among teachers and with parents
 - Guides thoughtful purchases of school resource

Using national percentile ranks as the outcome variable, Fall Creek Academy's performance data can be analyzed to achieve the following goals:

- Statistically analyze overall outcome trends over time
- Statistically analyze outcome trends for selected content areas over time
- Compare school performance based on the schools' ethnic profiles
- Compare school performance based on the schools' economic profile (as

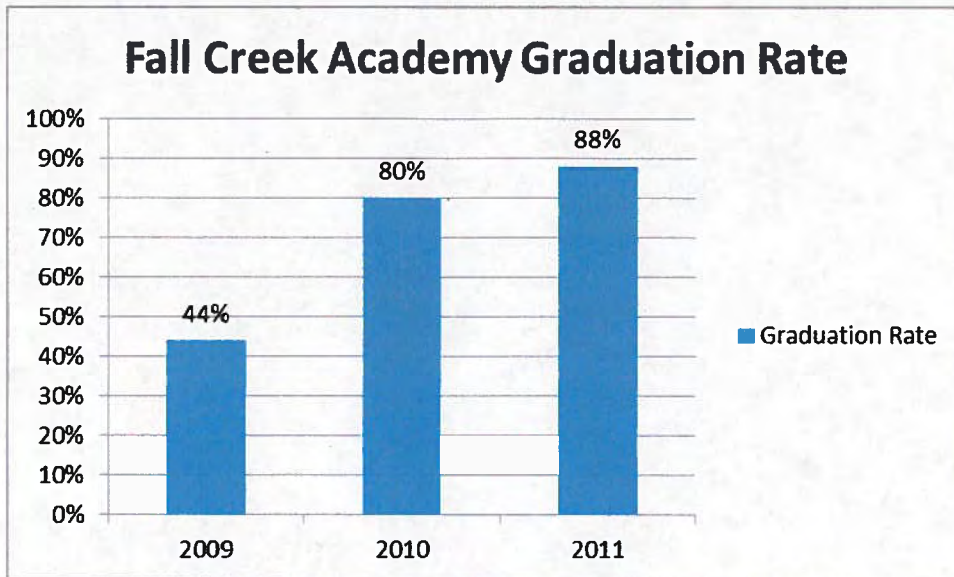
indicated by level of participation in the free and reduced-price lunch program)

- Compare school performance based on school size (as indicated by number of teachers in a school)

The Project Lead the Way (PLTW) program is designed to serve students in 7th through 12th grades from diverse backgrounds who are more inspired by the application of STEM than they are by traditional math and science courses. PLTW classes are taught in school during the school day, and every PLTW instructor receives extensive training as well as ongoing support in the courses they teach. While the STEM subject matter is rigorous, the approach is never rigid. That's because the PLTW program provides a flexible curriculum platform schools can customize to meet the specific needs of their academic environments.

The school has budgeted \$25,000 per year to implement Core Knowledge and another \$25,000 per year to implement Project Lead the Way. The school has incorporated the expenses for Core Knowledge and PLTW into its budget for textbooks and professional development.

Given that Fall Creek Academy is an existing school, we believe it is important to demonstrate the effectiveness of the program via our graduation rates. The school's first graduation rate in 2009 was deeply impacted by the state's change in high school graduation rates from a model that measured "those who entered their senior year and graduated," to a 4-year model that measured students from the time they entered their freshman year and graduated four years later. Fall Creek Academy had enrolled students who were second year freshmen prior to this change in state calculations and its first year graduation rate was impacted. However, in 2010 and 2011, we have accomplished significant improvement and indeed the state awarded Fall Creek Academy a \$20,000 grant for having the best "non-waiver" graduation rate improvement in 2010.



- e. Describe how students have learning opportunities and experiences based on best practice.

The sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. The Core Knowledge Sequence sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills build. Fall Creek Academy will utilize the Core Knowledge Sequence providing assurances that children will emerge well prepared with a shared body of knowledge and skills. The Core Knowledge Sequence will be our Instructional Timeline supporting the scope and sequence of our curricular programs.

Fall Creek Academy began using a new core literacy program in the fall of 2011. Macmillan/McGraw-Hill Treasures Program is a scientifically research-based reading curriculum. A new report by Dynamic Measurement Group (DMG) indicates that Macmillan/McGraw-Hill's Treasures ranks highly in the critical elements of a core reading program. DMG's report indicated that the Treasures program earned high ratings across all areas of study and, in most cases, received the highest possible score. The DMG report summary states, "Results of this comprehensive curriculum review indicate that Treasures is a carefully designed comprehensive reading program that supports the needs of all children learning to read (Macmillan/McGraw-Hill press release, April 2007)."

This new core literacy program differs from our previous reading programs. The basal reading program offers recommendations for instruction made within a hierarchical system. The teacher selects from multiple activities to develop phonics, phonemic

awareness, fluency, vocabulary, and comprehension to meet the needs of a particular class. This program also utilizes collections of literature, trade books, and leveled libraries. Macmillan/McGraw-Hill Treasures Program has been identified as meeting Reading First's criteria for research based materials and instruction (Manzo, 2004). This program offers extensive teaching resources including technology, formal and informal assessment, and quality children's literature. It provides a specifically designed intervention program tailored for students struggling in reading.

Our core math program Macmillan/McGraw-Hill Math Connects provides opportunities for students to build their understanding of mathematical concepts and ample practice to master important skills. Most importantly, all concepts are taught through and practiced within a strong problem-solving environment, insuring that students become life-long problem solvers.

The Project Lead the Way (PLTW) program is designed to serve students in 7th through 12th grades from diverse backgrounds who are more inspired by the application of STEM than they are by traditional math and science courses. PLTW classes are taught in school during the school day, and every PLTW instructor receives extensive training as well as ongoing support in the courses they teach. While the STEM subject matter is rigorous, the approach is never rigid. That's because the PLTW program provides a flexible curriculum platform schools can customize to meet the specific needs of their academic environments.

Skills that are built in the classroom are moved to the application phase through Project Lead the Way Middle School/High School program and other programs specifically developed for the student application and therefore assessment. This is accomplished by identifying effective instructional strategies in writing and implementing the Writer's Workshop, by implementing strategies for improving problem-solving strategies in mathematics, and by adding a Science/Technology Lab to the special-area class schedule.

PLTW's comprehensive curriculum emphasizes critical thinking, creativity, innovation, and real-world problem solving. Each course curricula represents a complete package, which allows the instructor to focus on teaching, student achievement, assessment, and professional development.

The hands-on, project-based program engages students on multiple levels, exposes them to subjects that they typically would not pursue, provides them with a strong foundation for achieving their academic goals in any chosen field of study and, if pursued, establishes a proven path to college and career success in STEM related industries.

The school's implementation of "early college" follows the guidelines of the Middle College National Consortium and provides both the on campus and off campus experiences to students. Each of the college level classes that students are allowed to take falls within the Indiana College Transfer Library.

- f. Explain how implementation of instructional strategies and methodology central to the design will be monitored for consistency, fidelity and impact.

The school board and its academic partner will receive regular monthly academic reports from the principal. The reports provide the benchmark for the beginning of the year as well as progress reports throughout the year showing gains made as measured by DIBELS, DRA, Acuity, NWEA as well as number of students taking (and passing) the Compass test, PSAT, SAT and ACT and of course ISTEP results. The principal has regular meetings with staff to review test data and progress made by students. Parents also receive quarterly reports regarding their student's progress toward stated goals. Adjustments will be made at each level—parent, teacher, principal and school board—to ensure the school stays on "track" toward meeting the state goals.

- g. Explain how formative and summative assessment will be used to inform instruction and refine your instructional design.

There are two types of assessment, formative and summative assessment. Formative assessment is the type of periodic progress monitoring that all teachers should create and conduct on a regular basis to monitor individual student progress. Good assessment starts with the identification of very specific objectives that delineate what students are expected to learn and how they are expected to demonstrate mastery of that knowledge. Teachers will intentionally be provided professional development and collaborate on assessment suggestions and options for various grade-level topics. Additional guidance in creating assessments is also provided as part of our professional development.

Furthermore, K-6 teachers use the Developmental Reading Assessment (DRA), and K-3 teachers use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as universal screening and assessment tools to identify students with skill deficits, and to monitor the progress of all students throughout the school year.

The Acuity formative assessment from CTB allows teachers in 3rd through 8th grades

and FCA's administration to diagnose, predict, report, communicate, and provide individual instruction. Acuity provides a view of the current levels of student achievement in the areas of reading, math, social studies, and science. Acuity data is utilized in guiding teaching and learning throughout the year.

In addition, our grade-level teachers and cohorts identify curricular three-week assessments to determine mastery of standards tied to the calendar in language arts and math. The results from these assessments drive instruction and give teachers data to create small groups for specific needs. Teacher-made tests, rubrics, and tests from instructional resources complete the assessment program.

Summative assessments are generally administered at the end of a quarter, semester or year to evaluate overall student retention and mastery of knowledge and skills.

Indiana's ISTEP+ summative assessment for 3rd through 8th grades provides an end-of-the-year exam based on Indiana Standards/Common Core Standards. These standards are being implemented through an academic timetable that ends in the 2014-2015 academic year with only Common Core Standards being taught in the 2016-2017 academic year. Already, Indiana's kindergarteners began the 2011-2012 school year by using only Common Core Standards.

8. Calendar and Daily Schedule

Create and attach *Table 8*, to show how you will maximize academic learning time.

Attach Table 8 as a PDF (Portable Document Form) named, **Attachment 8 – Calendar and Daily Schedule**

9. Curriculum and Instructional Methods

- a. Provide an overview of the school curriculum and how it provides access to a common academic core for all students.

Fall Creek Academy provides curriculum that ensures student mastery of the Indiana State Standards and the Common Core Standards (CCS). This is done by providing an

Instructional Timeline that ensures key standards are taught within a well-founded scope and sequence. The Core Knowledge Sequence is the foundation of the Instructional Timeline. Aligned with the Common Core Standards (CCS), Core Knowledge Sequence (CKS) allows for sequential learning from grades K-8. Although current events and technology are constantly changing, there is a body of lasting knowledge and skills that form the core of a strong K-8 developmentally appropriate curriculum. Explicit identification of what children should learn at each grade level aligned with the CCS ensures a coherent approach to building knowledge across all grade levels. Every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music from around the world, and stories and poems. This sequential process allows for a formidable continuum of learning that, over the academic years, scaffolds itself to higher order thinking at the appropriate developmental levels. Each academic year provides an additional layer of understanding.

In K-8, well established and research-based core curricular programs have been adopted for all academic areas. These include the core literacy program, Macmillan/McGraw-Hill *Treasures* and our core math program Macmillan/McGraw-Hill *Math Connects*.

In developing a curriculum for grades 9–12, Fall Creek Academy is committed to approaches to meet the 9–12 state guidelines and Common Core Standards. These approaches include best practices in literacy throughout all content areas, Indiana state standards and CCS offer a starting point for determining which specific topics should be taught in each subject and grade. Educators who have an understanding of a specific curriculum such as *Core Knowledge Sequence* are able to add detail to their curriculum and flesh out vagueness within the state or CC standards. This process is enhanced at Fall Creek Academy with the implementation of Project Lead the Way. With the entire faculty focused on the 8-Step Process, pre- and post-assessment that provides clear identification of knowledge base in order to move up through the scaffolding process, a clear instructional timeline that allows for student learning based on the professional knowledge of the faculty member, clear instructional focus, and recognition of students needing any remediation, students in grades 9-12 have the ability to move forward in their learning process obtaining mastery level. Standards-based topics for the high school grades spiral back to topics that have been studied in less depth in earlier grades, much as the *Core Knowledge* curriculum for the middle years repeats topics of study from the earliest years in more depth. The opportunity to offer cross-curricular learning is enhanced. For instance, the possibility of using themes each year of high school based on prior sequential learning and CCS, with faculty collaboration through cross-curriculum, content would be taught by way of appropriate literature, application to a science,

application to the fine arts, and application to Social Studies and Math. Provided with the relevant interdisciplinary opportunities, students will have the ability to capitalize on furthering critical and analytical thinking.

All high school students are assessed using the PSAT/COMPASS/SAT and ACT tests to identify college level readiness. To earn credits towards the Core 40 academic honors, technical honors and general diploma options, students work within Indiana's diploma expectations at Fall Creek Academy. In addition, many students are able to take college courses earning dual credit for high school and college. It is the goal of Fall Creek Academy, that all high school students experience college level course work. To accomplish this, Fall Creek Academy has a strong partnership with Ivy Tech, Marian University and IUPUI. Students take college classes both at Fall Creek Academy and on campus at these partner schools. Students are taking college courses while wrapped with support from the high school instructional team. Partnering with higher level institutions provides a unique opportunity for students to experience success in college level programming, and works to motivate students to consider post high school educational opportunities that they may have thought impossible.

b. Describe how the curriculum links to the school's mission and instructional design.

With the mission of Fall Creek Academy placing focus on engaged students and a clear, concise, and content-rich curriculum, students will have acquired the necessary knowledge, skills, understanding and dispositions that will show their mastery of Common Core Standards and skills to obtain a high-paying, high-demand and high-quality job and/or to enter into higher education upon graduation. An understanding and appreciation for the learning sequence and academic achievement will be validated through state required ISTEP assessment, NWEA or Acuity assessments, ACT, SAT, PSAT, COMPASS and college admissions as well as job offer letters. Through the Indiana growth model, Fall Creek Academy will monitor individual student growth and show mastery of CCS throughout each grade level at designated intervals.

c. Explain how you will ensure the curriculum and instruction are aligned to standards.

The Core Knowledge program forms the basis of the Common Core Standards adopted by the State of Indiana. Core Knowledge CKS provides clear grade level alignment of the curriculum at each grade level. While teachers will implement the program at the classroom level, the principal and instructional coaches will be charged with ensuring lessons are indeed aligned with standards and are delivered in a timely manner for testing

success. The school's Instructional Timeline will provide specific alignment to core curricular programs such as Treasures and Connects. The school board's academic committee will monitor progress of the school and work closely with the principal to meet this expectation. Teachers will be accountable for documenting CCS introduction, development, and mastery throughout the academic year. Curricular assessment data will be reviewed every three weeks by the principal and school staff. Students and parents alike will have a clear recognition of classroom teaching and learning.

- d. Describe what instructional strategies and methodologies are central for all teachers to know and use. If your instructional strategies require a contract and/or major expenditure, list the amount here along with the line item in the budget.

Fall Creek Academy is committed to an academic program driven by Indiana State Academic Standards and the 8-Step Success Process for delivering and monitoring instruction and student learning. The implementation of the 8-Step Process to deliver instruction has been extremely successful in reaching all children, regardless of race or socio-economic status. The 8-Step Process was brought to Fall Creek Academy through the services of consultant, Patricia Davenport, and via the current administrative team who has used the 8-Step process to drive student achievement and academic programs for over 10 years. The 8-Step Process involves the principles of total quality management, effective schools research, and an eight-step instructional process intended to close the gaps in student achievement and improve overall levels of achievement. The process involves eight steps including:

1. Disaggregation of Test Scores
2. Development of an Instructional Time Line and Calendar
3. Instructional Focus based on state standards delivered daily
4. Assessment (on-going and driving instruction)
5. Tutorials – based on the non-mastery or partial mastery of skills
6. Extensions and Enrichment for those students who master after initial instruction
7. Maintenance – Formal activities to ensure that students do not forget previously learned skills
8. Monitoring – by teachers and administrator including frequent administrative visits to classrooms to monitor instruction, provide support to the teacher and model to students that academic instruction is the most important thing going on at our school

Through this process, delivery and monitoring classroom instruction can be maximized for each student. Teaching strategies are responsible for ensuring mastery of CCS. As

part of our process, grade level teams meet once a week as a Professional Learning Community many teams to plan for instruction, discuss assessment results, additional strategies are shared that will lead to students achievements. Discussions are also expected to provide other valuable information that will lead to success for each student. Each team also meets with the administrator a minimum of once every three weeks. At this time, teachers discuss students' level of mastery as reported on learning logs (reports of student progress based on township-developed assessments) and share ideas for instruction. Teachers have also been trained to use DRA and DIBELS as universal screening and assessment tools to identify students with skill deficits and to monitor their progress.

In this process, teachers identify and request assistance for students who are not responding to the core literacy and/or core math curriculum. We look at instruction in three tiers – instruction for the whole group – more intense intervention for those students who did not master the material in core program – and then more intensive individualized instruction for any student in which tiers one and two were not successful.

Teachers plan in teams, with each being scheduled a common planning time on a daily basis. This practice allows teachers the time to share successful strategies, and encourages consistency, and allows for cross-curricular or interdisciplinary teaching. Assessments are discussed, remediation and enrichment groups are formed and strategies to meet the individual needs of each group are shared.

Technology

- e. Describe how effective use of media and technology supports learning goals.

Technology can have a dramatic effect on the rate at which students learn. Studies commissioned by the Milken Exchange on Education Technology released by Columbia University that discovered use of educational technology has directly led to considerable gains in K-6 students' reading, math, and language skills. Other studies of high-poverty, low-performing schools carried out by Fordham University and in Westminster, Colorado, and Wichita, Kansas have demonstrated similar positive results in student achievement through the use of technology.

It is the goal of Fall Creek Academy teachers to use technology as a tool to enhance instruction and boost student achievement. Teachers use technology in planning lessons, instructing students, and offering opportunities for enrichment and remediation using higher-order thinking skills. Technology is also used in communication with parents and students.

FCA has utilized the American Recovery and Reinvestment Act (ARRA) funds that have been made available over the past few years to invest in a technology infrastructure that supports student achievement. Through this technology, the faculty is able to collect important data by continually testing their students with DIBELS, Reading 3D, Math 3D, Achieve 3000, Acuity, and PLATO. The data gleaned from those assessments help with both direct instruction and differentiated instruction in the classroom.

Data projectors, laptop computers, document cameras, iPads, and mini netbooks are a few of the tools available to teachers to use in their classrooms for instruction. All mobile media is connected to a wireless network for connectivity to the internet. Teacher and student access to each of these resources enhances the learning environment and promotes learning.

The administration supports teachers' efforts to use technology efficiently and effectively by providing a technology support team both in the areas of hardware as well as software. Teachers are provided continued professional development throughout the year on the use of various education software systems as well as web-based testing and curricula. The technology coordinator leads this process. The coordinator's primary responsibility is to connect teachers to technology resources that will enhance instruction and learning. The coordinator works cooperatively with the teachers to identify resources on the web, in applications, and in hardware. Weekly technology support emails are provided for ongoing professional development, and technology is a frequent topic in full staff professional development meetings ensuring an on-going job-embedded professional development for technology instructional strategies for teachers. Providing the connections and clarity for teachers to utilize technology in the classroom and elsewhere allows for a more enhanced and engaging curriculum.

f. Describe how technology will be used to provide access to the curriculum and to deliver instruction using the internet or other electronic means.

Teacher and student computers in the classrooms and computer lab give access to Microsoft Office (Word, Excel, PowerPoint, and Microsoft Publisher), allowing students to learn computing skills that are crucial to many academic and career avenues.

In addition, teachers can deliver content-rich material through social media outlets such as YouTube, TeacherTube, and Moodle. Moodle is being used to deliver content in individualized classes for students who need alternative tracks in the high school. The early college students at times have conflicting schedules between classes at Ivy Tech

and Fall Creek. Further, some students enter Fall Creek needing a specific course that is not being currently offered within our scope and sequence of course offerings. Social media is utilized to support individualized courses. An example of this is individualized elective classes in health and wellness. Currently eight students are scheduled to take a health and wellness course in a blended online/in class format. These students will receive course modules and projects via Moodle. They will also meet with the teacher at alternative times for testing and project reviews.

Students benefit even outside of the classroom, because learning is now virtual and accessible from home, which extends the learning day to at home. Achieve 3000, PLATO, and other programing can be accessed by students from home.

Programs such as Discover Education, Smart Slate Tablets, DIBELS Next, ReadingAtoZ, PLATO, and Achieve 3000 provide teachers with tools that help enhance and differentiate instruction. The school has license for online text versions of the Treasures reading program for all students.

Instructional resources and research materials are available via the internet and subscriptions including Discovery Streaming.

All teacher computers are connected to the internet and a data projector. Every teacher has a Smart Slate Tablet that turns their screen into a Smart Whiteboard allowing students and teachers to interact with digital content from anywhere in the room.

Each classroom is equipped with networked student computers and one networked teacher computer.

g. Explain how technology will enhance communication and technical support to students and parents.

Various technologies are used to communicate with parents regarding student progress. Strong communication is fundamental to this partnership and to building a sense of community between home and school.

The Fall Creek Academy website is used to convey a broad range of school information. Students often become involved with both the technology and the content of the website and may work together with teachers to enhance the classroom pages to include student work and activities.

The school provides a Parent Portal to the student information system, ARKNet. Via this portal parents and students have access to view a student's grades (middle and high school), attendance, student discipline records, and transcripts. Teachers are required to keep accurate and up-to-date records within ARKNet, an electronic and internet-accessible gradebook. This ensures parents and students can monitor their own progress in real time.

Teachers are encouraged to develop a website that can start with basic information to parents and students, and gradually increases in sophistication to create electronic assignment logs and individualized homework modifications for students, incorporating appropriate password protection.

Teachers and parents are able to communicate via e-mail and FCA's phone system, which includes a voicemail feature. Phones in each classroom permit teachers a flexible opportunity to contact parents from their classrooms.

The school uses Connect Ed to broadcast recorded messages with school highlights and important information.

h. List the amount budgeted for technology as well as the line item in the budget for technology costs.

E-Rate (non-cash, in-kind).....	\$150,000
Staff (Business Services Contract).....	\$40,000
Hardware (offset by E-Rate).....	\$20,000
Software (offset by E-Rate).....	\$20,000
Internet/Phone	\$20,000
Total:... \$250,000	

E-Rate provides schools discounts on technology hardware and services such as internet and phone access as well as servers and other supports. The value of the support provided is greater than the expense shown on the budget form. The school usually pays 10% of the cost of technology services and supports.

10. Evaluation of Student Performance

- a. Describe how student performance will be used to improve student achievement and attain the stated learning goals and objectives from (7b).

The 8-Step Process drives our instruction and creates a Mastery Learning Model for all grade levels. The instructional strategies used in Mastery Learning classrooms include:

- Using the State’s standards, teachers determine what the students need to master.
- Teachers divide content into small learning units and tools or develop processes to check students’ progress and learning.
- After presenting the material from the unit, teachers administer an assessment to determine each student’s progress and to identify areas in which more instruction may be needed (FORMATIVE ASSESSMENT).
- Teachers share with students information about their learning process (FEEDBACK). The “feedback” reinforces precisely what was most important for the students to learn in each unit of instruction, recognizes what students learned well, and identifies the specific concepts on which students need to spend more time and, is appropriate for students’ levels of learning.
- A student scoring at a high level of performance based on specific criteria on an assessment will move directly into activities that provide opportunities for them to broaden, expand or deepen their learning (ENRICHMENT) or may be moved on to the next unit of study or group of objectives to be mastered.
- Students who have not mastered the material are engaged in activities that offer guidance and direction on how they can correct their learning errors and remedy their learning problems (REMEDICATION). Students are provided with alternative learning methods and then given another formative assessment to check for mastery.

At the end of the unit(s), the teacher evaluates the final competence of students by giving a SUMMATIVE ASSESSMENT covering the objectives of the unit. After the assessment is given, teachers evaluate the results and plan instruction and interventions accordingly.

For students in grades K-6, Fall Creek Academy strives to utilize a grading system that we believe is more informative than the traditional “A, B, C...” grading systems of the past. In fact, many school corporations have adopted the Mastery Learning Model and Standards Based Report Cards. This system for most school systems includes all elementary grades (K-6).

Why do we have a standards-based report card?

1. Federal Law No Child Left Behind (NCLB) mandates that all children master their state standards and benchmarks in the core subject areas; reading, writing, mathematics, science, and social studies.
2. The State of Indiana requires all students to receive instruction in and master specific standards and benchmarks for each grade level.
3. The standards-based report card gives a clear message to parents about what their children know, understand and are able to do, and what they need to learn in relation to the state standards and the appropriate grade level.
4. The standards-based report card shows a higher level of consistency in scoring among teachers and across grade levels.
5. The standards-based report card is based on the belief that all students can learn given the appropriate instruction and opportunity.

This report card is designed to increase the parents' understanding of their child's academic performance. The standards specify what students are expected to learn, understand, and be able to do. Student grades reflect how well students are achieving those standards.

Our reporting routine includes two reports during every card-marking period (midterm and report card) as well as the end of the year. Each midterm is a preliminary indication of a student's progress toward attaining standards midway through each quarter. The purpose of the report card is to indicate any challenge and/or successes on a specific standard. Parents, students, and teachers can then use this information to work toward success by the end of the year. The End of Year Report is a summary of a student's mastery achievement of the standards for a full year.

Student grades are based on individual achievement. Teachers separate effort, participation, attitude, attendance, and behavior from the academic achievement.

A comparison:

Traditional Report Card	Standards-Based Report Cards
<ul style="list-style-type: none"> • Subjects are listed by name. • Letter grades A-F reflect an individual teacher's expectations, student effort and achievement 	<ul style="list-style-type: none"> • Major subject area defined by benchmarks and curriculum standards. • Performance levels indicate mastery of the grade level standards. Achievement reported separate from behavior/effort.

<ul style="list-style-type: none"> • Curriculum and instruction are teacher centered, textbook driven, and not necessarily aligned to the state standards. • Grading is expressed as a percentage or ranking. 	<ul style="list-style-type: none"> • Instruction is aligned with state and district benchmarks and curriculum standards. • Grading is based on mastery. All students can achieve.
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The standard-based report card includes the following performance levels used to mark individual student's progress:

Grades K-6 report card markings:

(M) Mastery / Meets Standard= Demonstrates consistent proficiency in understanding and application of standards and benchmarks. The student completes correctly all assignments, quizzes, projects and tests expected by this card marking period.

(P) Partial Mastery / Progressing = Demonstrates developing academic performance that does not yet meet standards; evolving understanding and application of standards and benchmarks. The student does not complete correctly most assignments, quizzes, projects and tests expected by this card marking period.

(N) Non Mastery / Needs Improvement = Demonstrates unsatisfactory academic performance; little or no understanding and application of standards and benchmarks. The student does not complete assignments, quizzes, projects and tests expected by this card marking period.

Middle School Grading System:

Report cards are issued at the end of each marking period and are supplemented by interim reports at the mid-point of each marking period. Students are evaluated at the end of each marking period on achievement, work-study habits and attitudes and behavior. In addition, the performance level will be indicated for reading and mathematics using current Acuity, NWEA, and other relevant data.

The comprehensive report cards at the end of each marking period provide information to parents about the student's performance in the core curriculum subjects and related arts courses (including Project Lead the Way, Art, Music, Physical Education, and Spanish). Middle school students are evaluated in any credit courses in which they are enrolled. Space is also provided for comments teachers may wish to make.

The evaluation codes used for academic subjects in the middle school are:

A = Outstanding level of performance

Indicates that the pupil has done excellent work and has mastered the course objectives, consistently does excellent work with skill and thoroughness; and consistently has applied knowledge gained to new situations.

B = High level of performance

Indicates that the pupil has done above average work, mastered almost all of the course objectives; and has applied knowledge gained to new situations.

C = Satisfactory level of performance

Indicates that the pupil has done average work and has mastered many of the objectives of the course.

D = Needs improvement in performance

Indicates that the pupil has done below average work and has mastered few of the objectives of the course.

F = Unsatisfactory level of performance

Indicates that the pupil's work fell below a level of acceptance for the course and was unsatisfactory.

I = Incomplete

Indicates incomplete work which will need to be made up prior to a grade being assigned.

Only letter grades will appear on report cards and transcripts.

The scale is as follows:

A - 92-100

B - 83-91

C - 74-82

D - 65-73

F - Below 65

The evaluation codes for work-study habits and attitude and behavior are:

O = Outstanding level of performance

S = Satisfactory level of performance

N = Needs Improvement in performance

U = Unsatisfactory level of performance

Secondary (High) School

The evaluation codes used for academic subjects in the high school are:

A = Outstanding level of performance

Indicates that the pupil has done excellent work and has mastered the course objectives, consistently does excellent work with skill and thoroughness; and consistently has applied knowledge gained to new situations.

B = High level of performance

Indicates that the pupil has done above average work, mastered almost all of the course objectives; and has applied knowledge gained to new situations.

C = Satisfactory level of performance

Indicates that the pupil has done average work and has mastered many of the objectives of the course.

D = Needs improvement in performance

Indicates that the pupil has done below average work and has mastered few of the objectives of the course.

F = Unsatisfactory level of performance

Indicates that the pupil's work fell below a level of acceptance for the course and was unsatisfactory.

I = Incomplete

Indicates incomplete work which will need to be made up prior to a grade being assigned.

Only letter grades will appear on report cards and transcripts.

The scale is as follows:

A - 92 - 100

B - 83 - 91

C - 74 - 82

D - 65 - 73

F - Below 65

Students are evaluated on academic progress and on quality of citizenship. Report cards are issued every marking period and will be supplemented by interim reports at the mid-point of each marking period. In evaluating the performance of pupils in a given subject area, teachers may take into account unit and/or activity tests, daily written/oral work, projects and/or outside assignments, and final semester examinations in specified courses.

All evaluation tools or devices are designed to effectively measure the written objectives of the course and mastery of state standards.

Teachers will provide information to students which will enable each student to:

1. know what will be expected for each learning unit or activity before instruction

actually begins,

2. be informed of the specific criteria upon which performance will be evaluated,
3. be informed about learning progress for each learning unit or activity during as well as upon completion of the course of instruction, and
4. be evaluated based on the attainment of objectives of the course.

Letter symbols are used to describe the pupil's achievement as indicated by his/her level of mastery of course objectives for the class to which the pupil has been assigned.

If a student receives an "I" or incomplete, the student will have the opportunity to complete the course. If the "I" was issued in the 1st semester, the course must be completed by the 3rd week of the next semester. If the "I" was issued in the second semester, the student will have the first three weeks of the summer break to complete the course. This "make up" session will be structured by the classroom teacher utilizing his/her discretion required attendance at after school tutoring and/or independent study. If students fail to complete their within the allotted time frame, their incomplete grade will become a grade of an "F" and remain on their permanent transcript."

Early college:

Students who are enrolled in Ivy Tech will have their Ivy Tech grade posted on their Fall Creek Academy transcript based on the Ivy Tech grading scale. These are dual credit (high school and college); therefore they are part of the high school transcript. If a student fails a class at Ivy Tech, they may be responsible for the cost of retaking a course for a replacement grade.

- b. Organization Framework. Create a Table or Chart (10 b.) to detail the assessment system.

Attach Table 10b as a PDF (Portable Document Form) named, **Attachment 10b – Assessment System**

11. Special Populations – Anticipated Needs

- a. Describe how you will determine the school's potential special needs students (disabilities, ELL, advanced, struggling).

Students with special needs will be identified when a student has shown little or no

growth within the school's RTI (Response to Instruction) process. In the RTI process students receive support from staff members who are specially trained to provide intervention resources and instruction within the general education setting. If a student shows little or no growth when provided multiple remediation opportunities, a referral to a Multidisciplinary Team may be made. This team will look at all relevant data and determine if the student school be recommended for evaluation for potential special educational needs. Students enrolled with an existing IEP in place, will be reviewed in a Move In Case Conference within 10 days of enrolling to determine whether changes will need to be made to the existing IEP or whether it will be accepted as it reads. This is all according to federal and Indiana law/guidelines/procedures.

- b. Include a review of demographics, including incidence rate, of the districts surrounding the proposed school.

Because FCA is an established school, the most relevant statistics would be for its current enrolled special-education population:

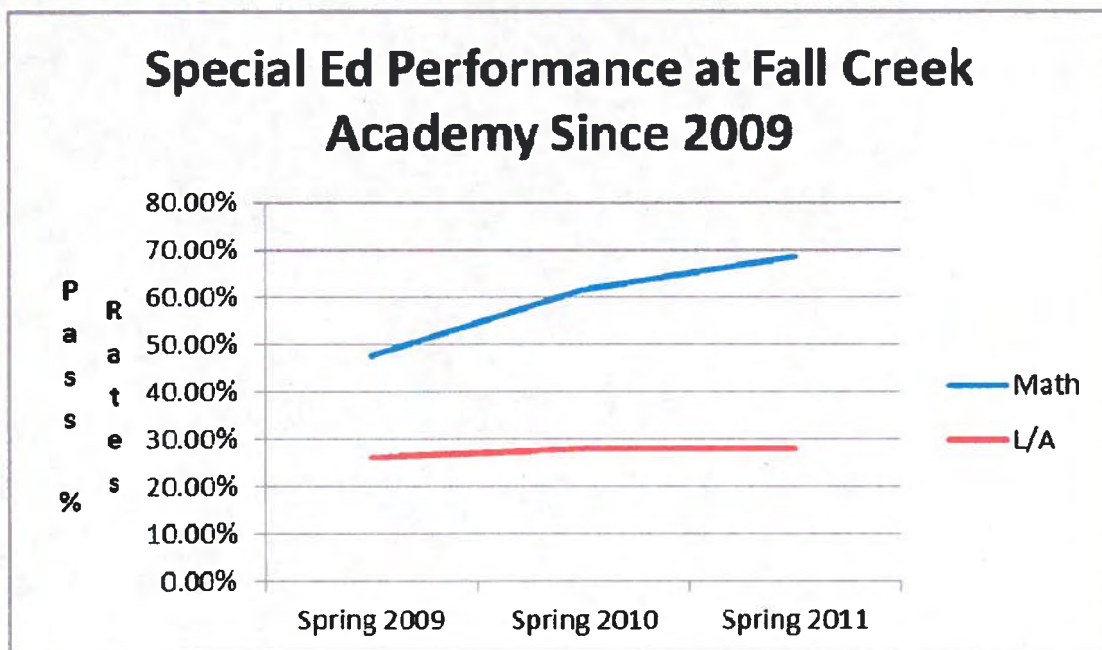
IEP	#
Autism	3
Specific LD	22
ED	7
MIMH	8
OHI	3
Speech	7
TBI	2

- c. Summarize performance data for district populations and subgroups on applicable State assessments (ISTEP+, IREAD, IMAST, ISTAR, ECA).

As an existing school, Fall Creek Academy has a history of performance with special ed populations. The following shows the pass % comparison of ISTEP+ and the ECAs for special populations at Fall Creek Academy compared to special ed students attending IPS district:

2011 ISTEP/ECA	Fall Creek Academy Pass %	IPS DISTRICT Pass %
ISTEP - Sp Ed	22%	21%
ISTEP - ELL	52%	36%
ECA - SP ED	67%	9%
ECA - ELL	65%	17%

Below is a graph showing how special ed students have performed on ISTEP at Fall Creek Academy for the past three years. Fall Creek Academy students are showing significant growth in performance on math and the school is addressing the deficiency in language arts with an improved special ed staff and a more intentional approach to reading and literacy skills.



d. Summarize the survey data that includes the perception of the community you will serve.

According to a recent Stanford University study, the overall proportion of special education students in charter schools is 8% *Charter School Performance in Indiana, Stanford University, March 2011*. Fall Creek Academy's special education students make up 16% (or higher in some years) of the overall student population. Parents and the community clearly have the perception of a high quality special education program, given

that parents bring their special needs students to the school at double the rate of other charter schools.

12. Serving Special Populations

Identifying and Serving Special Needs

- a. Explain the specialized resources the school will devote to serving students with special needs
 - Special education teachers will have planning time to allow for co-planning with general education teachers, ensuring that IEP's are implemented fully with accommodations and modifications in place, that goals are commonly addressed by both general ed. and special ed., and that differentiated instruction is the norm.
 - Instructional materials and technology for special needs students will be provided through the school's special education funding, grants and general education budget, shared resources among schools, and accessing local providers such as Easter Seals Crossroads, The Dawn Project, etc. as needed.
 - The special education staff will participate in 4 days of additional professional development each school year, focusing on areas such as Article 7 and IDEA compliance, IIEPs, strong IEP development and goal writing, DOE compliance and reporting, and other areas as necessary. Additional professional development will be provided to all staff to address the requirements of varied learning needs throughout the school population, for special education teachers in the area of specialized instruction and programs, and in additional areas as needed.
 - Staff for special education will be hired through a rigorous process of application, interview, and background checks and will be required to meet state licensing requirements. Staff will be hired, trained and monitored by a Director of Special Education, to ensure on-going quality control.
 - Consulting staff will be contracted with as required for specialized needs and services. This includes, but is not limited to: speech/language therapy, OT/PT, school psychologists, counseling, etc., using the multitude of available resources in the Indianapolis area. This contracted work will be closely monitored for quality of service, and will be assigned as required by the student IEP's (Individualized Educational Plans), based on Case Conference Committee decisions.
 - Total budget of approximately \$190,000 will be funded through both federal and state dollars. Federal (IDEA Part B) dollars will fund related services such as speech

and occupational therapy, and administration. State funds will support the teaching staff salaries and benefits.

- b. Describe how the supplemental instructional design will meet the educational needs and goals of these students.

Supplemental instructional design: The school will meet the needs of a wide-range of student abilities by conducting regular evaluations and researched-based assessments to determine the level of need in a particular area. Updating information regularly and tracking student success will be an integral part of the school's model for data-driven instruction and conducted by general and special educators alike. The school will offer a continuum of services for all learners and focus on supplemental instruction for students, to meet a wide range of academic and behavioral challenges in school.

- The special education staff and school administration will provide general education teachers with training to learn new strategies for supporting students with exceptionalities in the general education setting and to prepare all team members with the knowledge necessary to provide high quality instruction to all learners. The special education teachers will work with general education teachers to ensure that students are receiving the support they need with small, flexible classroom groups when needed, materials appropriate for their needs, targeted assessments that ensure targeted teaching techniques.
 - The school will ensure adequate time for co-planning/data analysis among special education staff and general educators to ensure the unique needs of each student are being met, and the strengths of individual teachers are shared across content areas. Weekly team meetings will include special education staff. Data gathered by classroom teachers and by special education teachers will be exchanged regularly, to update the staff on individual student growth, as well as to provide a model for tracking students that may benefit from the RTI process. Classroom teachers with special educators will always jointly participate in both RTI meetings and special education case conferences.
- c. Summarize any research or evidence that supports the appropriateness of the school's approach to serving students with special needs.

According to the overwhelming majority of the latest research regarding best delivery practices for special education, emphasis is now being placed on effectiveness of

services, rather than access to the proper supports. Students working to obtain a diploma (rather than a certificate of achievement/completion) benefit from time spent in the general education setting. Historically, schools have utilized a primarily “pull-out” model of support, in which students with exceptional needs receive instructional support and remediation in an alternative setting.

Fall Creek follows an Inclusion Model that is based on the most recent updates in special education practices, suggesting that support given in the general education setting is superior in results for students’ learning and development. Supporting general education classrooms with special education staff provides students with the opportunity to fully engage in the material, be integrated into important classroom discussions and information, stay current with classroom progress toward state standards; it also creates a classroom environment of acceptance and understanding for all learners.

A resource room will be utilized as needed to help support students in a separate environment, when necessary, so that accommodations can be delivered appropriately (i.e., small group testing, reader services, scribing, etc.). Having support staff both in the general education setting and providing an additional location for service delivery is necessary in order to provide exemplary support for the wide variety of student needs within a school.

- d. Explain the process that will be used to monitor the achievement and progress of students with special needs.

All progress monitoring will be conducted regularly to update the case conference committee and school personnel regarding student growth. All assessments and tools used to measure progress will be researched-based in order to ensure that the data being given is accurate and has been thoroughly tested to ensure quality of the results. Goals will be tracked regularly and reports on progress will be sent home after each grading period (nine academic weeks) to demonstrate growth that was made. These tools and assessments will be administered in either the general education or special education resource room, based on the needs of the student and what is most appropriate for getting an accurate result.

- e. Describe the process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

As special education practices have evolved over the last few decades, the importance of monitoring and re-evaluating the processes being used to support students is essential.

The special education staff will be responsible for implementing the programs in place, however the school staff will reflect on the practices being used to support students with exceptional needs to determine necessary adjustments and changes that will improve conditions within the special education department. Staff will be given opportunities to speak openly about special education procedures and communicate concerns and ideas for improvements. The school will subscribe to the Council for Exceptional Children (on behalf of the staff) to provide quality materials for staff to access as they stay current on the most recent studies and best practices related to serving students with special needs. Weekly team meetings will provide structured time for regular communication related to the procedures and policies of the special education department. And, student progress will be monitored for all students, with expectations that students will demonstrate significant growth, regardless of their special needs.

While the school is pleased with the academic progress of special education students to date, and will continue to focus on high academic achievement for this population, it acknowledges that it has had some struggles with legal compliance. A recent academic survey of the special education program (*See Attachment 55: "Fall Creek Academy Fourth Year Charter Review, page 14-17"*) noted that while the school currently was in legal compliance, there were some issues in the files from the previous year (2009-2010). In the beginning of the 2010-11 school year, the school and the special education administration reviewed the issues and determined that they were caused by staff issues and a failure on the part of the special education administration to formally monitor the files on a consistent basis.

To remedy this situation, the Special Education Director has been working more closely with staff, and has implemented tighter compliance reviews and controls for the 2010-11 school year. Additional, ongoing professional development has also been implemented. These new controls and policies have proven to be successful, as noted by the academic review, which concluded that all current special education files are current.

To ensure continued compliance, the Board has established a more formalized review process, whereby the Special Education Director will provide to the Board a verified "checklist" on a quarterly basis, confirming that all files are in compliance with state and federal laws.

- f. Create and attach Table (12f) to show the personnel that the school will specifically devote to serving special populations and the associated administrative responsibilities. Include the amount here along with the line item in the budget.

13. Student Discipline Program

- a. Describe the school's proposed student discipline program including: school-wide discipline methods (positive behavior supports, etc.). If your school-wide discipline requires a contract and/or major expenditure, list the amount here along with the line item in the budget.

This data is taken directly from Fall Creek Academy's student handbook.

Fall Creek Academy has a building-wide model for Positive Behavior Supports (at Fall Creek Academy we call this the TRACKS program). **Information about the model itself and specifics about implementation can be found below.** Teachers design their own management plans for the classroom, **but it is expected that these include the TRACKS program.** They are supported and encouraged to work through problems and routine disputes within the classroom and with their team members. Once their plans have been designed, administrators use the plans to better support the teacher in interactions with students and parents. **(All individual classroom behavior management plans must be turned in to the principal by the end of the first week of school).**

During back to school night meetings, teachers are expected to let the students and parents know what the behavioral expectations are and the consequences if they are not followed. Administrators will review the Fall Creek Academy Student and Parent Handbook in the first two weeks of school with all students and booklets will be sent home with the expectation that parents review the information and return a signed sheet that a review was done. Teachers will document that a review of the handbook has been completed. This information is sometimes needed at a later date for documentation of "informing students of their rights and responsibilities."

Disciplinary action should neither be humiliating nor demeaning. Respect is paramount! To be effective, discipline must be consistent, fair, firm, and fitting for the situation.

Student problems should not be a topic of general discussion in the hallways or the teachers' lounge. This tends to stereotype a particular student for teachers and is unprofessional. Please remember – the word "discipline" derives from the word

“disciple”. We want our students to “follow our positive lead”, not be humiliated into conformity.

DISCIPLINE REFERRALS/MIS SHEETS: Formal discipline referrals should be used only for major disruptions, habitual problems, or when student does something that could hurt another person or himself. Teachers are asked to complete a discipline referral to document the incident for student records. A discipline referral for habitual problems should be issued only when the student has faced all other consequences as listed in the classroom discipline plan, including consistent and documented parent contact.

A MIS (Minor Infraction Sheet) should be sent with any student coming to the office for a time out. These are used when all other classroom discipline has been exhausted and the student needs a phone call home, a talk with an administrator, or an office timeout. These sheets serve as a hall pass, and documentation of the disciplinary action. **As such, they MUST be filled out.** A student may be returned to class immediately if they report to the office without an MIS sheet.

Please remember that once a student is sent to the office for discipline, it becomes the decision of the administrator what will happen next. As we respect what you choose in the classroom for behavioral interventions, it is important that teachers also respect decisions concerning interventions coming from the office. Of course, teacher input is extremely important to our decisions, but sometimes we may have to respectfully “agree to disagree” on the final outcome. By Indiana statute only administrators can suspend a student from school.

CLASSROOM MANAGEMENT: Effective classroom management is critical to the teaching/learning process. Most discipline issues can be resolved when a teacher has effective management skills. The best plan possible will not be effective if a teacher does not put the time and effort into establishing relationships with his/her students. In most cases, when students believe that you really care about them and are willing to listen to them, they will not want to disappoint you. Once relationships are established, then a consistent plan combining recognition for appropriate behavior (in some cases, rewards) and consequences for inappropriate behavior will work with the majority of your students. For that 3-5 percent that may not respond to the general classroom plan, individual plans may be necessary.

Administrators and the Response to Instruction (RTI) process are always available to help with the creation of individual plans.

FIVE SIGN: At Fall Creek Academy, we have a universal signal for students to get

quiet. Adults raise their hand (not their voices) and request that students “give them five.” This is a simple visual prompt that indicates “undivided attention is required” at that time. Students respond well when the teacher has trained them appropriately. Students are directed to watch for the signal and when anyone sees an adult requesting “five,” then he/she raises his/her hand in response to seeing the teacher’s signal and becomes a model for others. Soon all students will respond and the room will be quiet.

TRACKS SYSTEM

SCHOOL-WIDE POSITIVE BEHAVIORAL EXPECTATIONS:

Teamwork

Respect

Accountability

Courage

Kindness

Safety

School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors, using the following steps:

- Establish regular, predictable, positive learning and teaching environments.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
 - Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, and strategies for acknowledgement.

SCHOOL GOAL: Students at Fall Creek Academy Elementary will demonstrate TRACKS traits throughout the school day by following the six behavioral expectations.

Fall Creek Academy Behavioral Expectations:

T Teamwork

R Respect

A Accountability

- C** **Courage**
- K** **Kindness**
- S** **Safety**

TEACHER and STAFF RESPONSIBILITIES:

- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet the TRACKS expectations.
- Individual classroom management plans will incorporate the TRACKS components into their everyday language.

ACKNOWLEDGMENT SYSTEM:

- The acknowledgement system is a feature of the TRACKS behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate TRACKS behavioral expectations. This program works in conjunction with school-wide and classroom goals.

SPECIFIC VERBAL FEEDBACK:

- When you observe students practicing safety, accountability, teamwork, and/or respect, acknowledge them by giving specific positive verbal feedback such as:
 - “You were a team player in the way you held the door open for your classmates.”
 - “Thank you for being accountable for your actions by walking with your hands and feet to your side and your eyes front.”

“TRACKS BUCK”:

- Each student has the ability to earn a TRACKS Buck daily. If a student displays appropriate behavior in conjunction with the teacher’s classroom management plan.
- Students can earn additional TRACKS Bucks by displaying TRACKS behaviors. Students can be acknowledged by all adult staff members. (Teachers, Instructional Assistants, Secretaries, Custodians, Bus Drivers, Administrators etc...)

TRACKS REWARD SYSTEM / PRIZES:

- A TRACKS “shop” will be set up for students to purchase prizes with their TRACKS Bucks. Students will have time to purchase prizes during various times throughout the year

- Grade levels may opt to organize their own monthly celebration to recognize “On Track” students.

MONTHLY “ON TRACK STUDENTS”:

- One to four students from each grade level will be recognized each month as On Track Students of the Month. On Track Students will be recognized with a certificate and by having their name on a recognition wall in the school.

QUARTERLY CELEBRATIONS:

- 4 celebrations will be held throughout the school year. Students will use “TRACKS BUCKS” to purchase “extras” (activities, prizes, food) at the celebration.

The costs for this program are absorbed in the budget via the assistant principal, and minimal classroom supplies for the rewards associated with the TRACKS program.

- b. Research that it is appropriate and effective for the school’s intended population

A major part of the Positive Behavior Supports model is utilizing data collected over time on all areas of behavior. As an established school, FCA has been collecting behavioral data for years. The “TRACKS” system is a step forward for the school, instituted in 2011, in response to the school’s experience in dealing with its student population since 2002. The administrative team has had professional development in Positive Behavioral Supports (http://www.pbis.org/school/what_is_swpbs.aspx) (<http://www.modelprogram.com/DistrictWidePBS.html>). This is a well researched and established process for allowing schools to identify, adapt, and sustain effective school-wide disciplinary practices.

- c. Link to the school’s mission and instructional design.

Fall Creek’s mission is to ensure all students grow in character, academics, life skills, the arts, and wellness. The TRACKS system directly supports every students’ character development. Each of the elements of TRACKS support the learning of fundamental life skills. Further, a student’s wellness is supported by allowing them to have skills in managing life situations and social growth. Indirectly, TRACKS supports the mission of student growth in academics and the arts by ensuring an orderly educational atmosphere. TRACKS is a part of our instructional design. Each element is a part of every

classroom's common language. When students need to work cooperatively, teamwork and respect are discussed. Students must be accountable for their learning, and they are able to track their own progress using the same data for indicating mastery that our teachers use to guide instruction. Students are asked to continually push the limits of their abilities which requires the courage to make mistakes and learn from them. A kind and safe classroom ensures an orderly environment allowing for all students to learn.

14. Professional Development Staff Experience and Expertise

Describe the potential staffs' experience in teaching and how their expertise will support the instructional design and improve student learning opportunities.

Fall Creek Academy's administration consists of a principal and assistant principal with a combined 35+ years of experience in education. The guidance counselor has 5 years' experience. There are currently 34 additional certified teachers and staff members at FCA. Four of the teachers have 15 years or more experience, seven between 5 and 10 years' experience, five with 3-5 years' experience, and the remaining staff members have 0-2 years of experience.

19 teachers have had one or more years of experience in working with urban students and students in a lower socio-economic level.

Professional Development Plan

- a. Describe staff development priorities and how these priorities align w/ goals for student performance, program design and staff needs.

The Fall Creek Academy staff is responsible for the development and implementation of a school improvement plan / strategic plan that includes professional development initiatives. Although there is a School Improvement Team (this team includes teachers, administration, and community members), all staff members will contribute to the process of defining needs and setting personal professional goals. The overall school improvement goals are "works in progress" for a three-year timeline. These overall goals are determined by student test data from various sources including (but not limited to): ISTEP+, ECA, Acuity, DIBELS, DIBLES Math, and curricular data. AYP and subgroup determinations also drive the goal setting process. Once the goals are established, specific professional development activities are put into a three year time line that assures staff members

have the resources and knowledge to support students in achieving the goals. Individual teacher goals and evaluation data support the School Improvement Team in determining the areas of greatest need for professional development. Curricular changes also impact the professional development initiatives (i.e. professional development in the areas of literacy stations and the 90 minute block are driven by the adoption of Treasures and researched best practice for literacy instruction, and Core Knowledge adoption requires professional development in the Core Knowledge Sequence and supporting materials). The School Improvement Team is responsible for making sure that progress is made on goals and that the timeline is followed or adjusted.

Below is a chart outlining the overall professional development plan for the next three years. The chart also outlines specific goals for student performance for FCA. Under each goal is an action plan for professional development in support of the academic goal. The chart outlines the specific staff development target area and identifies participants. The chart then outlines the specific resources or persons that will be utilized to provide the professional development, the responsibility for ensuring the professional development takes place, support/funding for the development, timeline for the implementation of the professional development, and a specific metric for ensuring the success of the professional development and its implementation in the classroom.

PROFESSIONAL DEVELOPMENT PLAN					
Goal 1: 100% of students in grades K-8, including students with an IEP, will be provided access to a core literacy academic program resulting in 3 rd - 8 th Grade ISTEP+ scores in English/Language Arts being improved to and/or maintained at the 80% passing rate (and improved to a 70% passing rate for students with disabilities) during the three year period of this plan.					
Staff Development	Specific Professional Development, Programs, or Areas to be Used or Investigated	Who is Responsible ?	Support / Funding Needed	Time Line	Measurement of Intervention Implementation
100% of teachers will be provided opportunities for professional development in the area of tiered literacy instruction for students with disabilities.	MacMillan Treasures Response to Intervention Best use of Resource Staff Research best	School Admin., Cohort Teams, Resource Teachers	Title 1 Funding and Prof. Development Funds	2011-2012	Documentation of teacher participation in professional development in the areas of literacy education and improved test

	practice/strategies in working with spec. ed. students.				results for students with disabilities.
100% of K-6 teachers will be provided the opportunity for professional development in the use of literacy stations for improved and differentiated literacy instruction to meet the needs of all students.	Book Studies: Debbie Diller: "Literacy Work Stations: Making Centers Work"; "Launching Literacy Stations: Mini-Lessons for Managing and Sustaining Independent Work K-3"; "Practice With Purpose: Literacy Work Stations for Grades 3-6"	School Admin., Title 1, Cohort Teams	SIP Grant and Title 1 Funding	Continuous professional development : 2011-2014	Documentation of teacher participation in professional development and improved test results for all students including those students with disabilities.
100% of K-6 teachers will participate in continuing professional development for the use of a core literacy Program to support the five key components of reading.	MacMillan Reading	School Admin., MacMillan Trainers	Title 1 Funding, SIP Grant, and General Funds	2011-2013	<ul style="list-style-type: none"> • Monitor the on going professional development via documented professional development sessions, process checks with individual staff and cohort teams. • DRA / DIBELS Data to monitor student response to intervention.
100% of teachers will be provided the opportunity to attend professional development in the use of technology to enhance literacy instruction.	Discovery Streaming Netbooks Internet Resources DIBELS other	Director of Instructional Technology	Title 1 Funding	Continuous professional development : 2011-2014	Monitor the on going professional development via documented professional development sessions, process checks with individual staff and cohort teams.

100% of K-8 teachers will have access to ongoing professional development in the: <ul style="list-style-type: none"> • Structure of the 90 Minute Reading Block • Use of Literacy Stations • Guided Reading • The Core Program • 5 Key Components of Reading • Data Meetings and Effective Use of Data • Tiered Instruction 	8 Step Process DIBELS / M-Class AYS After-School Program	School Admin.	Title 1 Funding	Continuous Professional Development: 2011-2014	<ul style="list-style-type: none"> • Process checks and coaching sessions with individual staff and grade level teams. • Walk-through and classroom observations. • Learning Log Data to monitor student progress.
<ul style="list-style-type: none"> • Instruction Committee identifies effective instructional strategies to enhance the implementation of a uniform Writing Process. 100% of teachers will have the opportunity to participate in P.D. in this area. 	6+1 Writing Traits <u>Teaching the Qualities of Writing</u> by Ralph Fletcher Lucy Caulkins Writing Other Writing Programs as defined by the committee	Cohort Teams, Admin.	Professional Dev. Funds	2012-2014	<ul style="list-style-type: none"> • Process checks and coaching sessions with individual staff and grade level teams. • Walk-through and classroom observations. • On Track meeting discussions
Goal 2: The 3rd-8th Grade ISTEP+ scores in Math will be maintained or improved to the 80% passing rate and 80% of students taking the Algebra 1 ECA will pass on the first attempt during the three year period of this plan.					
Staff Development	Specific Professional Development, Programs, or Areas to be Used or Investigated	Who is Responsible ?	Support / Funding Needed	Time Line	Measurement of Intervention Implementation
A committee and/or cohort	Connections Math	Cohort Teams,	None Needed	2013-2014 School Yr.	<ul style="list-style-type: none"> • Process checks and coaching

teams will work to develop a universal language for math vocabulary and instruction for use by 100% of teachers.	Math Word Wall Read It, Solve It	Admin.			sessions with individual staff and grade level teams. • Walk-through and classroom observations. • Learning Log meeting discussions
100% of teachers will be provided the opportunity to attend professional development in the use of technology to enhance math instruction.	COWs SmartBoards Internet Resources PLATO	Building Admin., Literacy Coach, Instructional Technology Coordinator	SIP Grant, Professional Dev. Funds	Continuous professional development: 2012-2014	Monitor the on-going professional development via documented professional development sessions, process checks with individual staff and cohort teams.
A committee will research best practice and teaching strategies for improving student problem solving ability and higher order thinking. 100% of teachers will be provided the opportunity for professional development in this area.	TBD by Research Math Coach Development of a Common Language	Cohort Teams, Admin.	None Needed	2012-2013 School Yr.	• Process checks and coaching sessions with individual staff and grade level teams. • Walk-through and classroom observations. • Learning Log meeting discussions
Teachers will research, identify and implement a math assessment program.	M-Class Acuity Problem Based Software Math in a Minute	Cohort Teams, Admin.	SIP Grant and State Funding	2012-2013 School Yr.	Documentation of the identification and implementation process of the program.
Goal 3: The Kindergarten-8th Grade students will make a minimum of one year's academic growth for one year's academic time at Fall Creek Academy, and where applicable students will show more than a year's academic growth.					
Staff Development	Specific Programs or Areas to be Used or Investigated	Who is Responsible ?	Support / Funding Needed	Time Line	Measurement of Intervention Implementation

100% of K-8 teachers will be provided the opportunity to attend professional development in the use of the Core Knowledge Sequence and Curricular materials.	Core Knowledge	School Admin., Cohort Teams, Resource Teachers	School Improvement Funds, Title 1 Funding and Prof. Development Funds	2012-2015	Documentation of teacher participation in professional development in the Core Knowledge Sequence and Curricular materials, use of Core Knowledge in lesson plans and delivery.
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b. Describe a multi-year/ long-term professional development plan.

In the chart in 'a.' above, a multi-year / long-term professional development plan is provided. This plan will be reviewed by the School Improvement Committee (consists of the principal, lead teachers, academic committee of the board, a community leader, and parents) each year. This review will allow for changes to be made in the plan as necessary to support our student population and changes in specific learning needs within the Fall Creek community.

c. Explain the system for ongoing staff development.

All administration and teachers have been trained in the 8 Step Process. Over the next three years, these staff members will be provided on-going professional development in this area. Our academic program is driven by the Common Core Academic Standards and the 8-Step Process for delivering and monitoring instruction and student learning.

In addition to the teacher-mentoring program offered by our partnerships with Teach for America, Woodrow Wilson Fellowship, and the Indianapolis Teaching Fellows, Fall Creek Academy provides a teacher-mentoring program designed to support new and veteran teachers in meeting the needs of all students. Literacy and Math Coaches provide mentoring and on-going professional development. Further, Fall Creek Academy utilizes its three special-education resource teachers, school psychologist, occupational therapist, and speech pathologist to provide a similar coaching model in the area of instruction of students with disabilities. Specifically these staff members provide the on-going professional development and teacher-mentoring by:

- Modeling lessons and the differentiation of lessons to meet the individual needs of

students

- Observing and coaching teachers on the use of modeled lessons
- Observing and coaching teachers on instruction of the core literacy program and the differentiation of this program to meet the individual needs of students
- Guiding data interpretation and helping ensure a three tiered process for remediation of students struggling in the area of English / Language Arts
- Identifying and sharing professional development resources
- Individual coaching for teachers struggling with new instructional concepts and practices
- Group coaching for grade level teams on new instructional concepts and practices
- Staff development in the area of differentiation and the three tier instructional model

As needed, committees will be developed and charged with specific tasks that support our school programs and/or our school improvement plan. These committees will be titled "Think Tanks," and will be developed to research and propose policy or practice change in specific areas of our school program.

d. Describe how the professional development system will evaluate effectiveness and implement a clearly defined evaluation process for transitioning PD content to classroom practice.

Teachers will be evaluated using the Educator's Performance Profile rubric. This is a tool to help ensure all teachers know the professional expectations administration is requiring. Teacher performance will be rated using the rubric, and the performance rating may be tied to annual salary increases and continued employment with Fall Creek Academy.

EDUCATOR'S PERFORMANCE PROFILE

Teacher Evaluation

Teacher Name: _____ School Year: _____

Growth Oriented Rating Rubric	
The following rubric will be used to rate teacher performance for each of the proficiencies within the educator's performance profile.	
1	Ineffective - This proficiency was rarely or never observed and/or is at an unsatisfactory level.

2	Improvement Necessary - This proficiency was observed but at a level that is inconsistent and/or unsatisfactory and in need of improvement.
3	Effective - This proficiency was observed, and the teacher displays competency in this area.
4	Highly Effective - This proficiency was observed with a high level of aptitude, and the teacher displays consistent ability in this area.

Purposeful Planning

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Proficiencies	1	2	3	4
1. Utilize Assessment Data to Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Set Ambitious and Measurable Achievement Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop Standards-Based Unit Plans and Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Create Objective-Driven Lesson Plans and Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Track Student Data and Analyze Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effective Instruction

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Proficiencies	1	2	3	4
1. Develop student understanding and mastery of lesson objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate and Clearly Communicate Content Knowledge to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engage students in academic content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Check for Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Modify Instruction As Needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Develop Higher Level of Understanding through Rigorous Instruction and Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Maximize Instructional Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Create Classroom Culture of Respect and Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Set High Expectations for Academic Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Proficiencies	1	2	3	4
1. Contribute to School Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collaborate with Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seek Professional Skills and Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Advocate for Student Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Engage Families in Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Core Professionalism</u>			
These indicators illustrate the minimum competencies expected in any profession. These are separate from the sections in the rubric because they have little to do with teaching and learning and more to do with basic em practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating nega			
Indicator	Does Not Meet Standard		Meets Standard
1 Attendance	<input type="checkbox"/>	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures).	<input type="checkbox"/> Individual has not demonstrated unexcused absences and has foll procedures in reporting absence:
2 On-Time Arrival	<input type="checkbox"/>	Individual demonstrates a pattern of unexcused late arrivals.	<input type="checkbox"/> Individual has not demonstrated unexcused late arrivals.
3 Policies and Procedures	<input type="checkbox"/>	Individual demonstrates a pattern of failing to follow state and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc).	<input type="checkbox"/> Individual demonstrates a patten state and school policies and pro procedures for submitting discip policies for appropriate attire, et
4 Respect	<input type="checkbox"/>	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	<input type="checkbox"/> Individual demonstrates a patten with students, colleagues, parent community members in a respec
5 Support of School Goals and Initiatives	<input type="checkbox"/>	Individual demonstrates a pattern of failing to support school goals and initiatives (e.g. enrollment efforts, family night attendance, student retention, sports programs).	<input type="checkbox"/> Individual demonstrates a patten support school goals and initiativ enrollment efforts, family night : student retention, sports program

ADMINISTRATOR'S COMMENTS/RECOMMENDATIONS:

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

*A teacher's signature on this form does not necessarily indicate agreement with the content. The signature indicates that the teacher has met with the administrator to discuss the content. Teachers may write comments that will be attached to and filed with the evaluation.

All teachers will have a December and March conference with the principal and/or principal fellow where evaluations are reviewed and signed.

All teachers will participate in the goal setting process with goals being turned into the principal in the fall of each school year. A school goal will be established. In addition each teacher should set two additional professional goals. These goals may be selected by a cohort or small group of teachers. Goals will be tied to professional development and the Educator Performance Profile.

Fall Creek Academy
Professional Goal Setting

Teacher Name: _____

School Year: _____

School: _____

Teaching Assignment: _____

Goal 1:

What I want to accomplish:

Steps I will take to accomplish this goal:

How will achievement of this goal be measured (documentation to be presented, what will be observed, what professional development will be complete...)?

Goal 2:

What I want to accomplish:

Steps I will take to accomplish this goal:

How will achievement of this goal be measured (documentation to be presented, what will be observed, what professional development will be complete...)?

Teacher's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

Formal classroom observations will be done frequently in all classrooms. Classroom Walk-Through observations will be done frequently as well.

Fall Creek Academy
Classroom Observation Report

Administrator:

Teacher Name:

Grade:

Observation Date and Time:

Instructional Strategies Notes

- Review** – What previous learning and prerequisite knowledge and skills were discussed?
- Objective-** Was the objective(s) of the lesson clearly stated?
- Activate** – Did the teacher build background knowledge? How was what was *known* connected to what was *new*?
- Model or Demonstrate** – How did the teacher model or demonstrate the new skills?
- Guided Practice** – What guided practice activities were a part of this lesson?
- Independent Practice** - What independent practice activities were a part of this lesson?
- Review / Reflect / Closure** – How did the teacher close the lesson?

Higher Level Thinking / Engagement

L e v e l o f B l o o m	Student Think	Student Think & Work
	Teacher Work	Student Work

A p p l i c a t i o n

Other Data :

_____ #or % of students attending to the task ____ Use of proximity is evident

_____ # or % of teacher questions _____ # or % of student

Evidence of Learning / Student Product / Learning Process:

Reflective Feedback:

Comments:

Conference Date: _____

Teacher Signature: _____

Administrator Signature: _____

Finally, a merit based pay structure will be implemented that is driven by academic data and student growth. The merit pay system will encourage teachers and staff members to actively support the school goals and reward those individuals how show progress in helping meet those goals. Specific metrics for each staff member will be developed. The outline below shows the initial plan for the merit based pay system.

Merit Based Pay Recommendations

Teachers are hired at a base salary –

- The initial base salary will be \$ 35,000 for a teacher with 0 years of experience.
- The principal may increase the initial base salary offering commensurate with experience and content area.
 - Principals will determine the initial base offering for teachers with experience, and for recruiting of highly effective teachers in specific content areas.

Annual or Salary Schedule Increases –

- There is no set salary schedule. All annual increases will be cost of living increases of a percentage set by budget constraints. Cost of living increases will be determined each fall in October, with these increases posted to work agreements by October 15 each school year.
 - Teachers will begin each school year at the annual base salary they completed the previous school year.
 - Cost of living increases will change the teacher's base salary, and this new salary will carry until Oct. 15 of the next school year.

Non-Merit Based Stipends –

- Master's Degree - \$3,000 paid in installments of \$1,000 annually for three years
- Additional Degree/College - (ex. Doctorate or Additional Licensure) - \$3,000 paid in installments of \$1,000 annually for three years
- Leadership Stipend - \$1,000 – paid to teacher leaders for participating on the school improvement and leadership team. This position will rotate annually or bi-annually as determined by the principal. Teacher leaders must have at least 1 year experience in the building, and have a minimal rating of Effective on the teacher rubric.

Merit-Based Pay –

- School Wide Achievement – It is our intention to adopt at the earliest possible date, the following schoolwide achievement metrix.
 - Enrollment target met for the year.
 - Student retention at 80% or higher.
 - 95% student attendance or better.
 - 96% staff attendance or better.
 - Met AYP.
 - B or higher grade in PL221.
 - 80% or more of parents report overall satisfaction with the school.
 - 97% or better parent participation in parent/teacher conferences in both fall and spring.
 - 100% of teachers participate in professional development activities.
 - 95% of students did not receive out-of-school suspension for drugs, weapons, or fighting.

- Data – Teachers will receive a stipend for meeting one of the following.

Grade Level	Metric	Stipend
K-8 and Title I Teachers	In reading, 85% of all assigned students make 1.5 years growth during the academic year, complete the year above grade level, and/or pass the ISTEP+ <ul style="list-style-type: none"> • Assessment measures as appropriate for each grade level = DRA, DIBELS, ISTEP+, I-Read 3, NWEA 	\$500.00
	In math, 85% of all assigned students mastered 90% or more of grade level appropriate standards, complete the year at or above grade level, and/or pass the ISTEP+ <ul style="list-style-type: none"> • Assessment measures as appropriate for each grade level = Curricular Assessments, ISTEP+, NWEA 	\$500.00
High School	85% or more students taking the ECA pass the ECA in Language Arts, Algebra 1, and Biology	\$500.00

	in the teacher's content area (Social Studies supports LA).	
	85% or more of students earn 100% of attempted credits in Core 40 classes.	\$500.00
Special Education	100% of students on the teacher's caseload make progress towards meeting goals established in the IEP. <ul style="list-style-type: none"> Metric defined by the IEP for each student 	\$500.00
	The teacher has fulfilled legal obligations regarding special-needs students, as indicated by conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate time frame, and files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.	\$500.00
Special Area	85% or more of high school students earn 100% of attempted credits in Core 40 elective classes.	\$500.00
	Documented support of the language arts, math, science, and social studies standards for each grade level. This documentation will be presented by the teacher in the form of lesson plans, student product/work, administrative observation, and/or documented remediation/enrichment activities.	\$500.00

- Evaluation Rating
 - Based on the rubric for teacher effectiveness the teacher meets a Highly Effective rating - \$500.00 Stipend
 - Based on the rubric for teacher effectiveness the teacher meets an Effective rating - \$250.00 Stipend

- Professional Growth

- o Teacher has made significant, documented progress towards meeting his/her approved professional goals for the school year - \$500.00

e. Explain how resources/ budgets are realistic and aligned to activities identified in the professional development plan based on needs and priorities. Include the line item in the budget and the amount of the allocation here.

In section "a" above the chart outlines the specific professional development activities that will take place over the next three years. Further, Title 1 funds will be used to hire and retain the Literacy and Math Coaches whose primary responsibility will be to support professional development in these critical curricular areas.

Funding sources are: Title 1 (\$18,000 for Professional Development), Title 1 (\$80,000 for coaches), and Title II (\$30,000 for merit pay).

15. Co-Curricular and Extracurricular

(Indicate if not applicable to your school)

a. Describe the school's plan for providing co-curricular or extracurricular programs and how they will be funded and delivered. Include the line item in the budget and the amount of the allocation.

There will be opportunities during and after school for a variety of programs including sports, music lessons, instrumental instruction, dance, science and robotic, and visual arts. The fitness program will stress lifelong health and fitness through the enjoyment of fun exercise and personal challenge. Fall Creek Academy is an IHSAA school and requires its athletes to follow IHSAA eligibility.

b. Describe the school participation fees associated with extra-curricular activities (if applicable), including the school's policy on fee waivers.

FCA students who participate in extra-curricular activities are charged a nominal fee. Support for FCA's clubs, sports, and events comes from the school's Extra-Curricular Fund, which is funded by admissions, concessions, and school-level fund-raising.

- c. Describe how your plan meets Title IX requirements.

Every sport offered at FCA is either coed, or has a matching team for each gender.

16. Transition Plan

- a. Describe the strategies and activities that will support students' transition from one grade span to the next.

Each year the school will:

- Make the planning, implementation, and evaluation of transition activities an annual focus, beginning in the intermediate grades of the elementary school.
- Begin in 6th grade to create an environment that promotes a confident transition from a self-contained classroom structure to the larger team structure of the middle school and high school.
- Encourage collaboration between elementary and middle-school teachers, and between middle- and high-school teachers.
- Provide comprehensive orientation programs for teachers, students and families at the 6th grade level and 8th grade levels ensuring all stakeholders understand the intricacies of the next level of education including: scheduling, course and curricular time-lines, graduation requirements for varying diploma tracks, opportunities for extra-curricular activities, and school climate and cultural expectations.
- Conduct surveys and review research on best practice to become knowledgeable about the needs and concerns of young adolescents in transition. Further, this will support teachers' efforts to address students' social, developmental, and academic needs.
- Create a climate that values and supports effective home/school communications.
- Keep parents informed, help them become skilled in dealing with issues related to transition, and welcome their participation in their children's education. Regular transitional parent meetings and conferences will occur.
- Provide counseling for students at both the elementary and middle levels to address transition concerns and assure students of the availability of ongoing support.
- Provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition. These will support students in developing personal educational goals and a deep understanding of the schedules and school programming that they will need to participate in to reach their personal goals.

- Use a variety of developmentally appropriate instructional practices that will enable each child to experience academic success.
- Employ strategies such as cooperative learning that provide opportunities for peer interaction.
- Consider organizational structures such as team teaching that ensure teachers have meaningful knowledge and understanding of each child.

Parents should:

- Provide young children with manageable tasks that will help them develop organizational skills and responsibility.
- Encourage children to try new things and to regard failure as a necessary part of learning and growing.
- Become knowledgeable about the needs and concerns of young adolescents in transition.
- Help children turn their anxieties into positive action by learning about school rules, schedules, locker procedures and the availability of counseling.
- Attend school functions and stay involved in children's schooling.
- Support children in their efforts to become independent.
- Maintain strong family connections with young adolescents.
- Be alert to signs of depression or anxiety in their children and seek help

b. Identify additional "transition" issues that will affect your school and describe how you will address them.

Fall Creek Academy provides a small school environment. This currently allows for collaboration between all levels of teachers and students. As the school continues to increase in enrollment, all stakeholders will need to identify transitional challenges in supporting students who are moving from the elementary (K-6) program to the middle school program (7-8). The middle and high school programs will remain smaller and focused on "All Roads Lead to College." Transitions will require a rigorous program of support for students, parents, and teachers to ensure all students are prepared for the demanding college preparatory program Fall Creek Academy provides. Students will need to understand the pathways and diploma options available, how PLTW can support their career readiness, and how they can take full advantage of the early college model.

Organization

17. Parental Involvement

- a. Describe how the school will identify the needs of students and their families to provide opportunities for effective parental involvement and benefit adult family members.

Beyond the traditional mechanisms of weekly classroom newsletters, bi-weekly reports of skill mastery, quarterly grade reports and parent teacher conferences, Fall Creek Academy continually monitors student performance through portfolios, electronic grade books, and computer assessment. Fall Creek Academy has also recently adopted the ArkNet parent portal. As the 2011-2012 academic year progresses, there will be ongoing parent training opportunities for our families to learn how to check their student's progress online at any time through this program.

The school community will respond to any need deemed urgent and will enlist the assistance of families to address needs related to academics; social and character issues; health, safety, and welfare issues; and school environment. The school community, student and family will develop an individual Corrective Action Plan and measure the student's progress in meeting the stated goals of the plan.

The school guidance counselor and assistant principal will have the primary responsibility to for connecting families to community resources. The school will seek a partnership with a local social work program to allow for an onsite provision of mental health services and social work support.

- b. Explain the school's plan for parental involvement with the goals the school will achieve and how parents can realistically assist.

On a school-wide basis, the Fall Creek Academy's School Improvement Committee monitors the school's plan and achievement goals. This committee consists of the Board of Directors, principal, teachers, community members, **and parents** to annually analyze all performance data for the school. The committee examines the following:

1. Information about how the school's curriculum supports the achievement of Indiana state standards;
2. Information about how the school's instructional strategies support the achievement of Indiana academic standards;
3. Analysis of student achievement based on ISTEP and other assessments;
4. Parental participation levels and comparison to student/parent contracted participation described in admissions contract agreement;

5. Technology goals and use as an effective curriculum learning system;
6. Safety and disciplined learning environment goals and conditions and adherence to state laws;
7. Professional development report and effectiveness;
8. Attendance rate;
9. Percentage of students meeting academic standards in all areas.

c. Describe programs and activities that will support parents' engagement in their students' academic success (i.e., assessments; standards; expectations; goal setting; feedback).

As stated earlier, the Fall Creek Academy employs the traditional mechanisms of weekly classroom newsletters, bi-weekly reports of skill mastery, quarterly grade reports and parent teacher conferences as well as a parent portal called ArkNet that allows families the ability to check their student's progress online at anytime. All of these planning and feedback activities keep parents engaged in their students' academic success and when coupled with Corrective Action Plans, allow them to participate in the process.

d. Explain how the school will make the community aware they can be involved.

The school hosts regular lunches to engage community members and to share the Fall Creek Academy story. FCA students are trained as ambassadors and present at the lunches. The lunches provide students an opportunity to practice their presentation and etiquette skills, as well as afford them an opportunity to learn about career opportunities and the importance of going to college. Annually, nearly 600 community members participate in these functions.

In addition, the school is engaged with the Near North Development Organization, the Mapleton-Fall Creek Neighborhood Association, and the Mid-North Development Corporation. All three groups distribute school messages to local neighborhoods through their communications network and do cooperative projects with FCA such as the Near North Day of Service.

The Indianapolis Neighborhood Housing Partnership, 5th/3rd Bank, and IU Health have also interacted with the school in similar ways.

- e. Describe activities that will provide parents opportunities to influence the management of the school.

Fall Creek Academy parents are encouraged to volunteer at least 10 hours per school year in support of the school. Spending time in the building is probably the best method for influencing the school community. Beyond this service, parents are encouraged to participate in the School Improvement Committee and attend the regular meetings of the Board of Directors.

Parents are also encouraged to fill out the annual family survey, to which the management pays close attention.

18. Partnerships / Contracts

- a. Identify any partnerships or contractual relationships central to the school's operations or mission. Include the amount in the budget for partnerships or contractual relationships and the line item in the budget here.

Fall Creek Academy will partner with Challenge Foundation Academy. The school budget allocates \$50,000 per year for the services of CFA to advise the board, review and support the development of the academic programs of the school.

Fall Creek Academy will receive support for an after school tutoring program for the 2012-13 and 2013-14 school years from the GEO Foundation. The value of this program is \$125,000 per year and is provided at no cost to Fall Creek Academy. The GEO Foundation has received a 4-year 21st Century Community Learning Center grant and is using it to support after school tutoring and enrichment at Fall Creek Academy at no cost to the school. This allows for an additional 12 hours of after school tutoring and enrichment at the school at no cost as well as provides for additional transportation options to the students.

Fall Creek Academy also enjoys a partnership with Ivy Tech Community College as it is situated right across the street from the school. High school students take college level classes on the Ivy Tech campus as well as on Fall Creek's campus, depending on their age and maturity. Fall Creek Academy pays for the tuition and textbooks for the high school students and provides staff support to ensure students are successful in their college classes. Cost for this program is currently approximately \$20,000 annually for classes and textbooks (see budget line item under service contracts).

Fall Creek Academy also enjoys partnerships with College Summit and Teach for America. The partnership with College Summit is paid for via GEO's 21st Century Community Learning Center grant and allows the school to work with students on all things related to college including financial aid applications, college tours, testing plans and administration, and actual college applications. Teach For America provides the school access to highly qualified teachers who make a two-year commitment to teach at the school in areas of high need including special ed, math, language arts and science. Fall Creek Academy has enjoyed its partnership with TFA since they came to Indianapolis. TFA has a successful recruiting program that engages graduates from some of the nation's best schools to teach in urban schools for two years. While the TFA corp members teach in the schools, they receive professional development on a weekly basis and earn their master's degree.

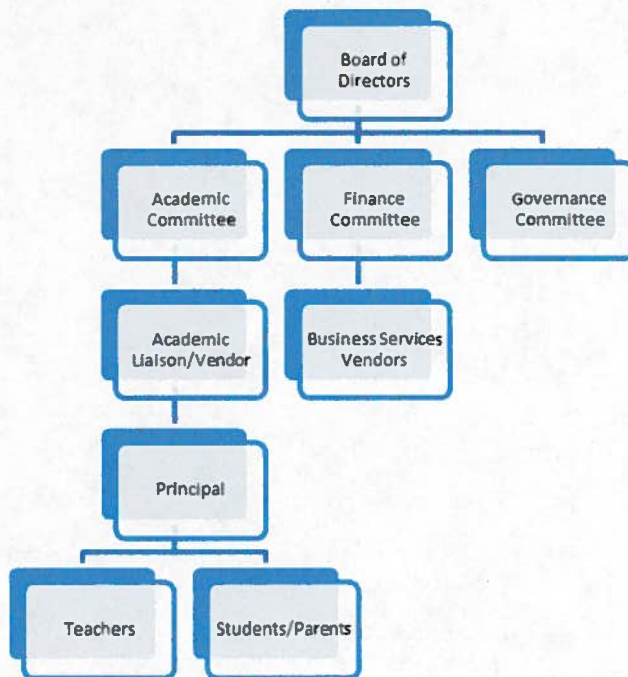
b. Explain the purpose of the partnerships or contractual relationships.

The purpose of these partnerships is to benefit the students. CFA will strengthen the educational program offered at the school and provide professional development opportunities for the board and staff to gain a better understanding of Core Knowledge, how it is implemented in successful schools across the country, and provide teachers lesson plans and support necessary to fully implement the program successfully. The after school tutoring program provides additional time for students to learn and master the skills and lessons required to graduate from high school and pass the state's standardized tests as well as SAT and other requirements. The partnership with Ivy Tech allows Fall Creek to reach its promise of college acceptance and completion to all students by providing not only the textbooks and tuition, but the staff support necessary for students to be successful in college. Without this partnership, the school's slogan "All Roads Lead to College" would be an empty promise.

19. Organizational Structure

a. Create and attach an organizational chart (19a) for the school. Support the chart with a narrative description outlining the school's organizational structure.

The organization is structured with the Board of Directors holding all responsibility for the academic, fiscal, and governance operations of the school. This responsibility is administered through the academic, finance, and governance committees. The principal will answer to the board through the academic Committee, and all business vendors will answer to the board through the finance committee. The principal, in turn, will be the supervisor and liaison with the teachers, staff, students and parents.



Attach Table 19a as a PDF (Portable Document Form) named, **Attachment 19a – Organizational Chart**

b. Provide a rationale for choosing this structure, and the roles of any management or partner organizations.

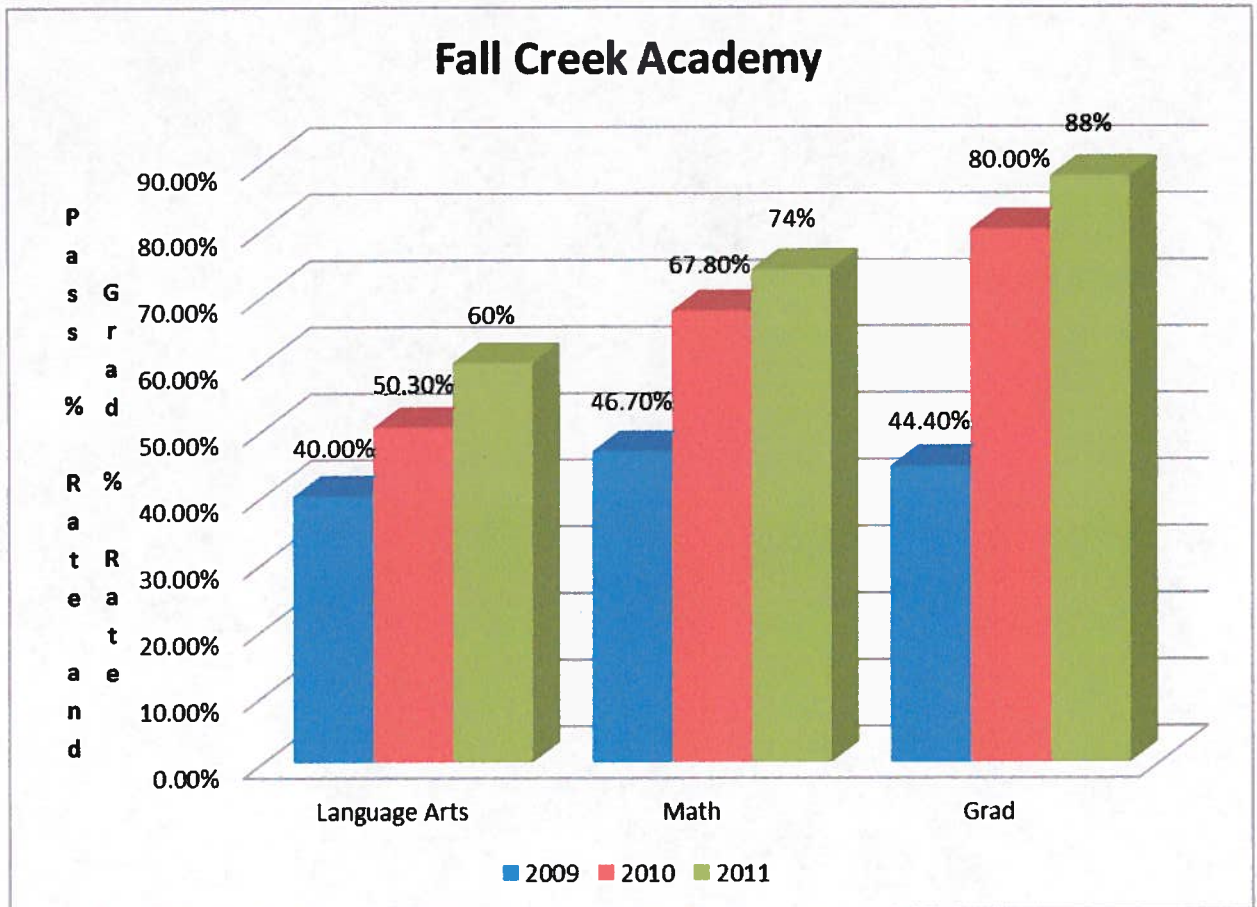
The Fall Creek Academy Board of Directors has reviewed the past history of the school and its organizational structure to inform itself on how to create an effective structure for the school going forward. The current five member board of directors plans to take full control of the school, to work directly with the principal and an academic partner, and to seek vendors and others to provide the business and service supports necessary for the school to be successful. The academic committee of the board will work directly with the principal. The principle responsibility of the finance/business committee is financial oversight including budgets, audits, and assurance that cost-effective support functions are in place for the school. The governance committee will work to ensure the board is acting in a productive manner for the school to be successful, that it grows in expertise, and that it meets all applicable laws and compliance issues.

The staff will be hired and managed by the principal, all of whom remain employees of the

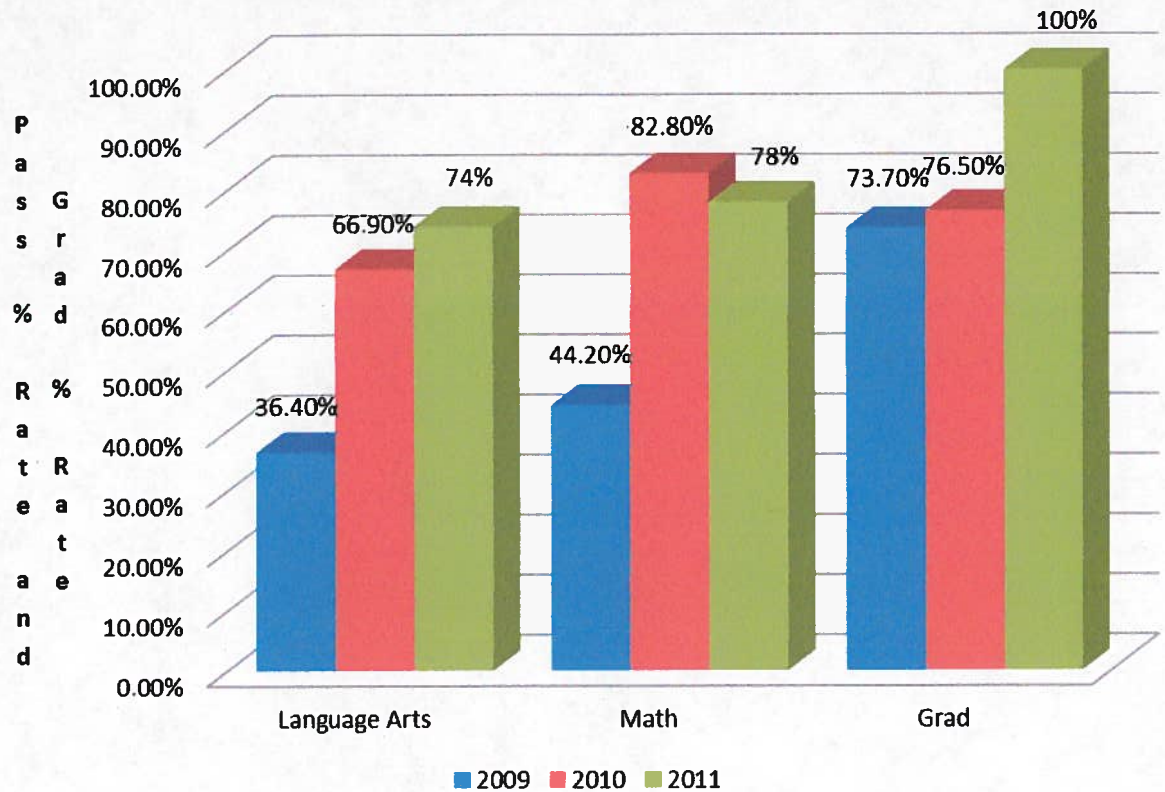
school.

The board believes this structure provides the most accountability and allows the principal to focus on academics and school culture and the finance/business committee of the board to focus on the business aspects of the school (see attachment 54 for more details).

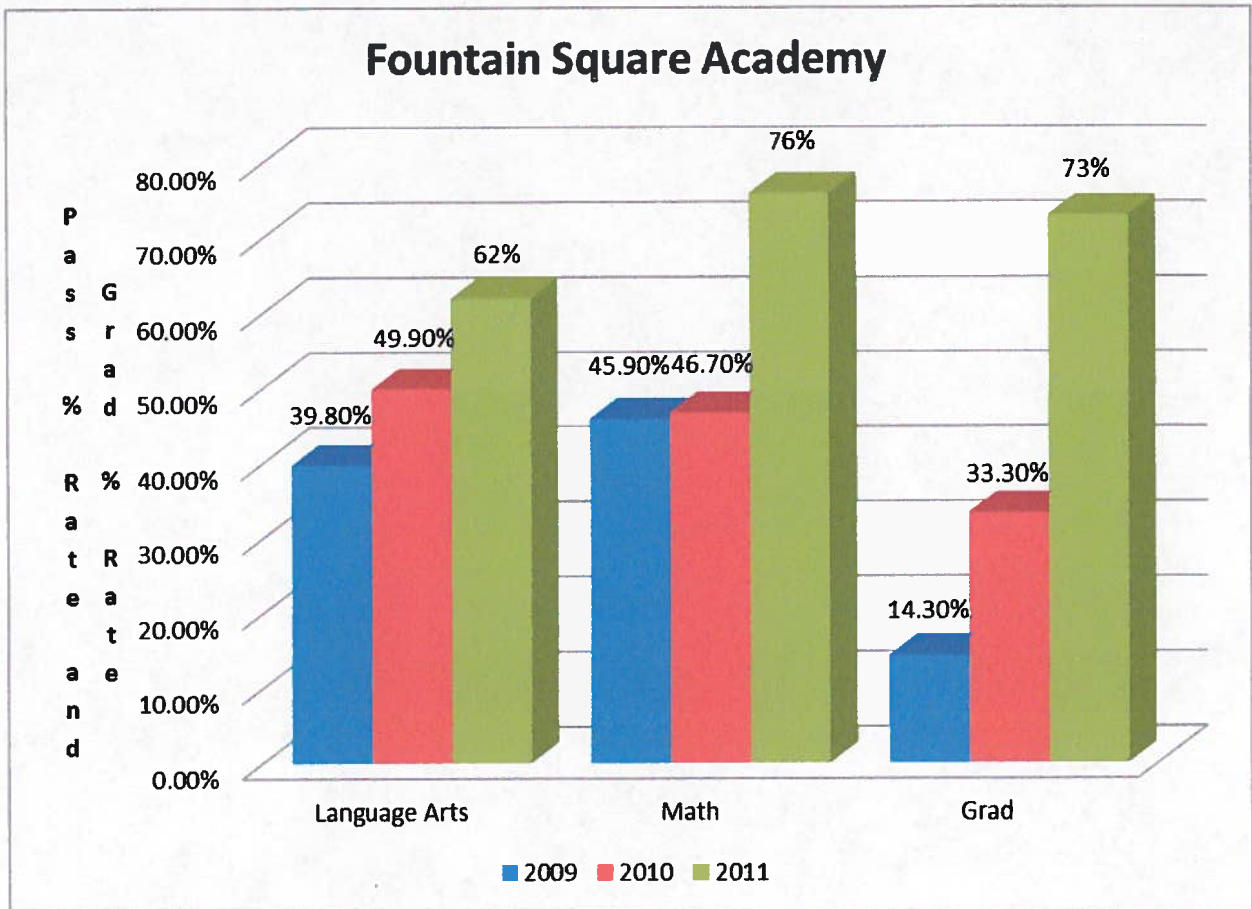
This is a modification of the school's organizational structure for the past ten years. The principal has always been the academic leader of the building and the school has seen relative success as a result. Below is evidence of Fall Creek Academy's success, as well as success of its sister schools, over time.



21st Century Charter School @ Gary



The 21st Century Charter School @ Gary is Lake County's only "A" charter school in 2011. 21st Century Charter School @ Gary has placed 4th in 2008, 1st in 2010, and 2nd in 2011 among all charter schools in the state when measured for PL221's "improvement."



Fountain Square Academy's results (shown above) also demonstrate the "improvement" that has taken place at the school over the last three years (since ISTEP+ began being administered in the Spring). Fountain Square Academy's PL221 performance rating in 2011 merits an "A" grade but was capped at "C" for not making adequate yearly progress (AYP) in 3 of 15 categories. In 2011, Fountain Square Academy is the #1 "most improved" school in math in the state and the #1 "most improved" school in language arts in Marion County.

Fall Creek Academy has demonstrated outstanding "improvement" each year as well and has been considered an "A" or "exemplary" school by the state's PL221 measurements for the past six years but has been capped at "academic progress" for five years because the state couples PL221 with AYP. The state will decouple AYP from PL221 in 2012. Fall Creek Academy placed 16th in 2008, 6th in 2010, and 10th in 2011 among all charter schools in the state when measured for PL221's "improvement."

The ISTEP gains coupled with the graduation rate improvements at all three of these sister schools over the last three years reinforces the merits of this education model and with a stronger board working in support of the principal and guiding the business practices of the schools, we believe Fall Creek Academy will continue to see improvements in its achievement results.

20. Governing Board

- a. Describe the responsibilities as a whole, individual officer responsibilities, election/selection processes and terms, and removal of board members.

The Board of Directors for Fall Creek Academy retains full responsibility for all aspects of the successful operation of the school, including, but not limited to – charter compliance, academic success, fiscal health, legal and operational issues, and governance. Terms are for three years, and individuals are appointed by a majority vote of the current board members. Upon approval of a charter, the current 5-member board anticipates recruiting additional board members who represent the neighborhood and representatives from CFA, our academic partner.

Individual officer positions are set forth in the school's Bylaws. Officers shall serve one-year terms and shall be elected by majority vote of the directors at the first meeting of each fiscal year.

Chair – Shall preside over all meetings, and be responsible for implementing all policies established by the Board.

Vice-Chair – Shall serve in place of the Chair when the Chair is unavailable.

Secretary – shall serve as the custodian, or shall delegate such duties, of all papers, books and records of the Corporation, other than the books of accounts and financial records. Shall prepare, or cause to be prepared, minutes of meetings, and shall authenticate records of the Corporation as necessary.

Treasurer – Shall prepare and maintain, or shall cause to be prepared and maintained, correct and complete records of account showing accurately the financial records of the Corporation. Shall serve as Chair of the Finance Committee.

Board members may be removed by a majority of the current board members.

- b. Create and attach a chart (Chart 20b) that reflects the flow of information to and from all stakeholders.

Attach Table 20b as a PDF (Portable Document Form) named, **Attachment 20b – Flow of Information**

c. **Attach Articles of Incorporation**

Attach Articles of Incorporation as a PDF (Portable Document Format- Acrobat®) named, **Attachment 20c – Articles of Incorporation**

21. Principal Leadership

Educational Role

- a. Describe the school leader's role in educational leadership.

The principal is primarily accountable for the development and execution of a school's programs to provide excellence in learning. He/she believes in the power of education, and strives to ensure that the talents and resources of the school are focused to create the best possible opportunity for ALL students. School leaders use their authority and influence to lead change. He/she is an advocate of best practice, and will make the bold data-based decisions that lead effective change in our schools. Excellent school leaders model life-long learning, and support the professional growth of the school staff in ensuring that programs are current, rigorous, and relevant. He/she shall seek to network with stakeholders, and utilize the resources those stakeholders can provide. He/she is a good steward of the assets provided them, and works to put the best available learning tools and resources in the classroom and in the hands of teachers and students. The school leader must understand that leadership is shared and they work collaboratively with stakeholders, staff, and other administrators to allow all students to become life learners, productive citizens, and individuals with the capacity to fulfill their dreams.

It is the school leader's responsibility to support professional development in several ways. School initiatives, new materials, and new programs can always prompt professional development, but the school leader must be responsible for a more comprehensive professional-development program. First, the school leader must review current student-achievement data. This information can yield significant information about areas of needed professional development. If students are not achieving in any specific area across the board, our team may need support in using the resources we have available or in looking at different methodology in

helping students be more successful. Next, the school leader must look at each teacher as an individual. It is important to recognize the particular bent of genius and the particular gaps in knowledge and skill of each teacher, and to reflect that in planning for professional development. This can happen by offering individualized or smaller group-learning opportunities, and by supporting each teacher in a cognitive-coaching model. Finally, it is the school leader's responsibility to model life-long learning and personal professional development. The principal must be willing to take risks and grow as a professional by consistently seeking learning opportunities reflecting best practice and current research.

Simply put, the school leader has the primary responsibility for pushing the envelope and driving necessary change by reflecting and providing a comprehensive professional development program in the school. Professional development is what will keep a staff relevant in a continuously changing and growing field.

b. Describe the qualifications required for the school leader.

The following position description was posted by Fall Creek Academy on its website in May 2011:

A qualified candidate must possess:

- Master's Degree or higher (MBA or MS in Education preferred)
- Proven leadership skills
- Proven organizational, problem solving, and written and oral communication skills
- Expertise in school and/or organizational policy, procedures, and program development
- Successful experience working with urban, at-risk youth
- Experience in planning and directing professional development opportunities
- A data-driven approach to instruction and/or institutional improvement
- Proven ability to motivate, inspire and manage a diverse staff
- Ability to meet deadlines
- Ability to collaborate with others in an entrepreneurial spirit, focused on improving student achievement and school excellence
- A commitment to personal excellence, translating into outstanding student achievement and teacher excellence
- Principal license preferred

- K-12 experience including in advanced placement classes, college placement, and high school scheduling

Additional preferred qualifications, but not required:

- Minimum of 5 years teaching and/or urban non-profit corporation experience
- School/Non-Profit Organizational Leadership experience

The position

The successful candidate for school leader will possess all of the above listed qualities, as well as a desire to work with disadvantaged youth, with the ultimate goal of preparing every child to attend college. The FCA School Leader is a positive role model for students and staff. Responsibilities include upholding the school mission and vision through leading efforts to hire, professionally develop, and communicate with staff on an ongoing basis. School leaders also serve as lead contact on curriculum development and implementation, including all student assessments. The principal creates a positive school climate by creating and enforcing behavior management policies and being accessible to and communicating with all families of students. He/she will enforce all enrollment policies and take the lead on student recruitment efforts. The principal will coordinate with the board and staff to assure that the school educational model is enforced and continuously improved. The successful candidate will also be able to position the school within the community, develop productive partnerships and after school programs. The qualified candidate will receive competitive compensation including full benefits.

- c. Explain the process that will be used to recruit this person and the criteria used to select him or her.

As an existing school, FCA has a leadership team in place which will continue in its new charter operations. Mr. Richard Hunt is principal, with Mr. Michael Bryant serving as assistant principal. Mr. Hunt was hired in June 2011 after an extensive search and interview process that included more than 60 applicants. The school was looking for a successful and creative person who had extensive leadership experience and experience in data driven instruction—specifically, the 8-Step Success program. The school posted the position in various universities, websites, and with national organizations, and then assembled an experienced team of educators to review resumes. All applicants were then asked to complete an 8-page questionnaire and the review team was looking for both

writing skills as well as compatible answers to the school's needs and philosophy. Once the questionnaires were returned, the review team considered the completed applications and invited the top candidates to an initial interview. A team of five seasoned educators participated in the initial interviews and then recommendations were made for the final candidates to be interviewed by teachers as well as all members of the board. Once the interviews were completed, the lead interview team reviewed comments and recommendations from board members and staff and the final decision was not only obvious, it was unanimous. Although the school has leadership in place, this process will be followed for all future leaders. Resumes for each of these leaders are included in Attachment 17d.

- d. Explain the process and criteria that will be used to select this person, including who will be involved and the role of the board and management organization, if any.

The board will continue to follow the process as outlined in question C. As the board does not intend to employ an EMO, there will be no role for the EMO in selecting the school principal.

If Applicable, attach the resume or biography as a PDF (Portable Document Format- Acrobat®) named, **Attachment 21d – Principal Resume**

School Management

- e. Create and attach an organizational chart (Chart 21e) that reflects the management structure consistent with the information provided within the application.

Attach an Organizational Chart, as a PDF (Portable Document Format- Acrobat®) named, **Attachment 21e – Organizational Chart**

- f. If applicable, describe how the school will work with a management organization and explain the relationship between employees of the school and that organization.

The school board does not intend to use a management company. All school staff will be

employees of the school. The board will make the final selection of the principal and the principal will make the final decisions on all teaching and school staff.

22. Staffing

Create and attach a first-year-staffing chart (Chart 22a) and a chart (Chart 22b) of staffing projections for the term of the charter. Support the information with a narrative explanation.

As Fall Creek Academy grows over the next few years, additional staff will be needed. The school plans to grow its elementary grades to allow for two classrooms per grade level. In year five, the school will reach its goal of 500 students. Currently, Fall Creek Academy serves one kindergarten, one kindergarten/first grade split, one first grade, two second grades, one third grade, two fourth grades, one fifth grade, one sixth grade, one seventh grade, one eighth grade, and all levels of high school. In year 5, the school will move to two classes each in grades kindergarten through six and then offer one class per grade level in middle to high school.

Attach Tables 22a and 22b as PDF's (Portable Document Form) named, **Attachment 22a – First Year Staffing and Attachment 22b – Staffing Projections**

23. Staff Recruitment and Retention

- a. Describe how you will recruit and retain staff, particularly high quality teachers.

In order to retain high-quality faculty, FCA will continue to ensure that:

1. All teachers are provided a full range of educational materials and technology.
2. New teachers and teachers who are early in their career development are provided mentoring and support services in selecting materials, teaching strategies, planning and classroom organization.
3. Staff members will be treated as professionals with constant feedback from the administrative staff.
4. A faculty advisory committee will be established and meet at least four (4) times a year.
5. There will be a committee structure for staff to make recommendations to the administration on various issues and situations.
6. Staff will be encouraged to attend conferences and seminars to enhance their skills.

They will be reimbursed for their expenses.

7. High performing staff will receive yearly bonuses (see merit pay plan on page xx).
8. The staff salaries will be competitive with surrounding educational environments.
9. The most important tactic for retaining key staff is to respect them as highly valued partners in the education of students.

b. If applicable, describe how staff will be involved in the governance and management of the charter school.

SCHOOL IMPROVEMENT: The Fall Creek Academy staff is responsible for the development and implementation of a school improvement/strategic plan. Although there is a leadership team, all staff members will contribute to the process of defining needs and setting goals. All goals are “works in progress” for a three-year timeline. The leadership team is responsible for making sure that progress is made on goals and that the timeline is followed or adjusted. A staff development plan is incorporated into the overall plan to ensure that the goals can be implemented effectively.

SHARED DECISION-MAKING/COMMITTEES/THINK-TANK TEAMS:

Although the principal is held accountable and has the ultimate responsibility for the building, most of the decisions about our school will be made using the “shared decision making model.” A win-win attitude will prevail and decisions made will attempt to bring together all concerns and present a solution that meets the needs of everyone as much as possible. Staff members who have suggestions or concerns are encouraged to express them openly and without fear of retribution.

Each “grade similar” cohort of teachers will have a team leader selected that will be a member of the Fall Creek Academy Leadership Team. This group will meet regularly to discuss needs and to review and update our school improvement and strategic plans. The Leadership Team will also support communication to and from school administration, support staff development, and be responsible representing the cohort in the shared decision making within the school.

As needed, committees will be developed and charged with specific tasks that support our school programs and/or our school improvement plan. These committees will be titled “Think Tanks”, and will be developed to research and propose policy or practice change in specific areas of our school program.

Finance and Facilities

24. School Financial Plan

Describe the school's financial plan and policies in compliance with requirements by the State Board of Accounts. State Board of Accounts Manual

- a. Explain the process your school will use to develop its budget.

The budget will be developed by the principal, the school treasurer, the board finance committee, academic committee, and approved by the full board of directors.

Beginning in January, the School Treasurer will provide financial estimates for all possible revenues, such as per pupil funding, federal grants, special education, textbooks grants, donations, and others for the upcoming school year. The treasurer will also provide estimates based on historical data of fixed costs such as rent and utilities.

The principal and the academic committee will then work within estimated budget parameters to develop appropriate staffing and programming expenditures to support student academic achievement. At all times, the guiding principle behind the budget will be to support student academic and personal growth, and drive as much funding as possible into the classroom.

By March, the principal, academic committee and treasurer will have a draft budget for review and approval of the finance committee. The finance committee will review closely, and after discussion and possible changes, will bring forth a recommended budget to the full board for approval.

The full board should approve the final budget by May preceding the upcoming school year.

Given that many assumptions may change between May and the start of the school year – enrollment, grant levels, expenditures, etc. – it is possible that the Board will review and approve a revised budget reflecting current information after “count day.”

Financial information – including budget to actual revenues and expenditures – shall be monitored and reviewed by the finance committee and full board on a monthly basis.

- b. School's fiscal procedures.

The process for developing the budget begins with an examination of all of the relevant financial factors: prior year expenditure history, anticipated revenues, anticipated expenditures, debt service requirements, cash reserves, etc. Further, the process will take into account any additional significant factors (expansion, changes in legislation, etc.) that might significantly impact the financial health of the school.

While the school will not use “appropriations” as legally defined in the traditional school sense, the concept of setting aside funds and not spending over those amounts is a wise fiscal policy for charters to observe. Therefore, the school will make every effort to stay within budgeted amounts for individual funds and line items approved.

Budget and financial reports will be monitored (revenues v. expenses, budget to actual, balance sheet, fund balances) by the finance committee and the board on a monthly basis. All accounts will be kept on a cash basis, as established by the Indiana State Board of Accounts.

Unexpended reserves shall remain in the school’s bank accounts, and may be distributed either through motion of the board or inclusion in a future, approved budget. Interfund transfers will be kept to a minimum and at all times will reflect relevant fund restrictions. Any emergency expenditure outside the budget must be reviewed by the board (or the finance committee, as designated by the board.)

- c. Describe the methods the school will use to complete the audit of their financial operations.

The school will follow all accounting and audit requirements of the Indiana State Board of Accounts (bi-annual audits), and it may engage a private audit firm in the off-years.

25. Cash Flow Projections for Pre-Operational (Start-up) and First Year

Present and attach pre-operational through first-year monthly cash-flow projections with clearly explained assumptions (Table 25, Budget Worksheets A-B). Provide supporting evidence in the form of a narrative that the proposed school would have sufficient start-up funds through first year available to it. Explain how the first year plan supports the school’s mission and educational goals.

- a. Explain budget priorities that are consistent with and support key parts of the plan, including the school’s mission, educational program, staffing and facility;

Finances in an educational setting must support the curriculum and the mission of the school. Every effort is made to identify areas of savings in operational costs, so that the school can drive as much funding into the classrooms as possible, in the form of highly qualified teachers, proper curriculum, and technology resources to

support instruction. Mission priorities include Core Knowledge curriculum and professional development, Project Lead the Way curriculum and professional development, and the early middle college program in cooperation with Ivy Tech.

- b. Explain realistic, evidence-based revenue and expenditure assumptions, including any plan to incur and repay debt;

It is important that the school run in a fiscally responsible manner while still supporting mission and instruction. With that in mind, the school strives to exist on recurring and stable funding from state and federal sources, with minimal reliance of fundraising and donor generosity. As an existing school, it is well-experienced in anticipating revenues, and planning for timing issues with cash flow, grant reimbursements, and timing of payments from the state. The school does carry some debt from early years, but has achieved balanced budget for the last three years. The school has developed a structured repayment plan to the GEO Foundation to retire the existing debt. The repayment plan is designed to decrease the debt levels at a slow and steady pace, so as not to interfere with the need to keep funds in the classroom for a quality education.

Revenue and expenditure assumptions are detailed in the budget in attachment 25.

- c. Present viable strategies for meeting potential budget and cash flow challenges, for the first year of operation.

Given that the school is already in existence, it does not face the significant cash flow issues that a first-year school must address. But, monthly deficits are addressed by the board via low-interest bridge loans available from various sources. In addition, the board intends to start a fundraising campaign and believes it is possible to raise between \$200,000 and \$400,000 each year.

Attach Budget Worksheets A-B - as a PDF (Portable Document Format - Adobe® named, Attachment 25 - Budget Worksheets A-B

26. Projected Five Year Budget Plans

Present and attach five-year cash-flow projections with clearly explained assumptions (Table 26, Budget Worksheet C). Provide supporting evidence in the form of a narrative that the proposed school's five-year budget plans are fiscally sound and that the proposed school would have a well thought out timetable of anticipated revenue (detail the sources) and expenditures on a month-by-month basis to support the school's mission and educational goals.

- a. Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing and facility.

Finances in an educational setting must support the curriculum and the mission of the school. In this case, every effort is made to drive as much funding into the classroom as possible, in the form of highly qualified teachers, proper curriculum, and technology resources to support instruction. Our school is structured to take advantage of cost savings through group purchases with other schools.

- b. Present realistic, evidence-based revenue and expenditure assumptions, including any plan to incur and repay debt.

It is important that the school run in a fiscally responsible manner while still supporting mission and instruction. With that in mind, the school strives to exist on recurring and stable funding from state and federal sources, with minimal reliance on fundraising and donor generosity. If needed, the school has the ability to access low-interest loans from GEO Foundation and other lenders.

- c. Present viable strategies for meeting potential budget and cash flow challenges, for the five years of operation.

Although the school, as an existing institution, does not face the same significant cash shortfalls as a first-year school would, it has the ability to access short-term, low-interest loans from GEO Foundation and other lenders to cover temporary cash short-falls incurred during the more expense-heavy opening months that occur in each school year. The school may access the Common School Loan fund where growth requires additional funding; however, the school will strive to keep borrowing to a minimum.

Fund-raising Contributions

Present evidence of anticipated fundraising contributions, or in-kind contributions if claimed in the application.

Fall Creek Academy has a history of receiving contributions and plans to seek funds in the future to support its programs. There are no contributions listed in the budget of the application but the Board believes gifts of \$200,000-\$400,000 can be raised each year.

27. Insurance

Describe the insurance coverage to be carried by the charter school, including the name of the insured and amounts of insurance for liability, property loss, and student personal injury. Detail how the insurance expenses are included in the school's budgeted expenses.

Insurance for the Fall Creek Academy is provided by WRM America and coverage is as follows:

- General liability insurance in the amount of \$1,000,000 per occurrence and \$2,000,000 aggregate.
- Vehicle insurance for any vehicles owned or leased by the charter school or by the Organizer and used for the charter school purposes in the amounts listed below:
 - Liability \$1,000,000 aggregate/occurrence
 - Medical Payments \$5,000
 - Uninsured Motorist \$1,000,000
 - Under-insured Motorist \$1,000,000
 - Physical Damage Per Schedule
 - Hired Auto Liability \$1,000,000
 - Hired Auto Physical Damage \$25,000
 - Comprehensive deductible \$500
 - Collision deductible \$100
- Educators Legal Liability (D&O and EPLI) insurance in the following amounts:
 - Per Wrongful Act \$1,000,000
 - Aggregate Limit \$1,000,000

- Umbrella/excess liability insurance follow-form to the underlying liability coverages in the amount of \$5,000,000.

These are existing coverages of FCA's on-going operations.

28. Facilities Plan

Describe the facilities needs and cost:

- a. Facilities costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements.

Fall Creek Academy will continue to lease its current 32,500 sq. ft. facility at 2540 N Capitol Ave, Indianapolis, as well as the two-classroom modular building adjacent to the school property, from the GEO Foundation. The lease will be coterminous with the charter. The board reviewed lease rates throughout the city before agreeing to the terms of the current lease which are offered at a below-market, non-profit rate. The approximate cost in annual rent is \$375,000 (inclusive of the building and the portable), with approximately \$87,000 additional in utility costs for both buildings.

FCA has the option to purchase the building and will determine the feasibility and advantages of doing so once the charter is approved.

- b. Provide evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population.

Fall Creek Academy occupies a 32,500 square foot facility that was custom-built for the school in 2005. The school has since expanded into an additional portable modular unit, adding two more classrooms. The primary facility contains 16 classrooms, a 10,000 square foot multi-purpose gymnasium complete with a cafeteria, a warming kitchen, and additional office space for administrative and special education purposes. The building has passed regular health and safety inspections, including the kitchen area, and is ADA compliant.

The Board of Directors plans to review adding additional temporary portables and/or a permanent structure to allow for growth of the school's Project Lead the Way middle school and high school program, and additional enrollment in the next

few years. The school has already received permit approval from the City of Indianapolis to place two more portable classrooms at Fall Creek, however the school is committed to eliminating portables and constructing a permanent structure once enrollment goals are reached,

By the 2014-15 school year, the school will divide the current K-12 format of the school into two separate locations, moving the high school program into the modular spaces (or permanent structure, as determined). The site is adjacent to Ivy Tech Community College where the high school students are enrolled in college-level classes.

The Board of Directors believes the additional portables and the existing facility will accommodate 500 students.

c. Provide an explanation that demonstrates the plan for acquisition of a facility is financially viable.

Fall Creek Academy has demonstrated over 6 years of occupying its Fall Creek campus that the building is financially viable. Its annual facility costs (including security, leasehold improvements, maintenance, utilities, and rent) are approximately 15% of its total budget. The increased costs of the additional modular space (currently estimated at approximately \$100,000 per year, for three years) is well off-set by the increased enrollment (100 new students, ADM of \$7,200 = \$720,000 annually).

d. Detail and attach specific aspects of the facility using Form 29d.

Attach Facility Form 29d as a PDF (Portable Document Form) named, **Attachment 29d – Facility Form**

e. If a facility has not been identified, explain your plans for securing a suitable facility and preparing it for use by the time you intend to open the school, including any contingency planning.

n/a

- f. If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility. Indicate specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Facilities-related budget assumptions.

For now, FCA will continue to lease its building, under a revised lease that has been renegotiated by the board and will go into effect July 1, 2012. The lease is aligned with the anticipated 5-year term of a Ball State University charter contract and will expire or be renewed with the expiration/renewal of the charter. The board is exploring other financing options, including purchasing the building, for the future.

29. Accountability Plan Aligned

Develop a reasonable, thorough, and conceptually sound design for measuring and reporting the performance and progress of the charter school that is aligned with the State's 10 principles from the "Indiana Department of Education Consolidated State Application Accountability Workbook for Public Law 107-110 that:

- a. Includes all students and all subgroups.

FCA expects all subgroups (black, free- and reduced-price lunch, and special-education) to participate in all measurements and reach all goals listed below:

Goals Specific to Fall Creek Academy's Performance in reaching proficiency in accordance with the Indiana System of Accountability and Federal Targets in AYP:
The 3 rd - 8 th Grade ISTEP+ scores in English/Language Arts will be maintained or improved to the 80% passing rate (and improved to a 70% passing rate for students with disabilities), in 2012-2013, and 80% of students taking the English 10 ECA will pass on the first attempt by the 2013-2014 school year.
The 3 rd -8 th Grade ISTEP+ scores in Math will be maintained or improved to the 80% passing rate and 80% of students taking the Algebra 1 ECA will pass on the first attempt by the 2013-2014 school year.
The graduation rate will be maintained or improved to 90% by the 2013-2014 school year.

Continuum of Assessments for measuring and reporting the performance and progress of the charter school.

Type of Assessment		Grade Level									
		Assessments in Mathematics					Assessments in Language Arts				
		NWEA					DRA	DIBELS			
		NWEA					DRA	DIBELS			
		NWEA					DRA	DIBELS			
		NWEA	ACUITY		ISTEP + /IMAST		DRA	DIBELS			
		NWEA	ACUITY		ISTEP + /IMAST		DRA				
		NWEA	ACUITY		ISTEP + /IMAST		DRA				
		NWEA	ACUITY		ISTEP + /IMAST		DRA				
		NWEA	ACUITY		ISTEP + /IMAST				Gates- MacGinitti		
		NWEA	ACUITY		ISTEP + /IMAST				Gates- MacGinitti		
	Compass	NWEA							Gates- MacGinitti		
PSAT	Compass	NWEA		English 10 ECA					Gates- MacGinitti		
				English 10 ECA					Gates- MacGinitti		
									Gates- MacGinitti		

Performance in English/Language Arts	Performance in Math	Participation in English	Participation in Math	Other Indicators
Overall	Overall	Overall	Overall	Graduation Rate
Black	Black	Black	Black	
F/R Meals	F/R Meals	F/R Meals	F/R Meals	
Special Education	Special Education	Special Education	Special Education	

d. High school must include graduation rate as indicator.

FCA's graduation rate, as defined in Goal 3 above, will be maintained or improved to 90% by the 2013-2014 school year.

e. Elementary and middle schools must include an additional indicator that is valid and reliable.

- See the chart above: "Continuum of Assessments for measuring and reporting the performance and progress of the charter school."
- All elementary and middle school students participate in one or more assessments providing indicators for monitoring and reporting student success.
- These assessments are research-based, valid, and reliable.
- The assessments include both standards based and nationally normed indicators.
- These assessments will support predictive measures for ensuring students pass both ISTEP+ and ECA assessments.
- FCA students taking the NWEA MAP test will demonstrate the following improvement:
 - 2012-2013: 50% will meet or exceed their RIT growth targets
 - 2013-2014: 55% will meet or exceed their RIT growth targets
 - 2014-2015: 60% will meet or exceed their RIT growth targets

f. Rate of participation and attendance will be at least 95% (school and all subgroups).

- Indiana Code 20-32-5 and the ISTEP and ECA Program Manuals provide that all students must participate in ISTEP+ in English and Mathematics at Grades 3 – 10 and in Science at Grade 5 and 7 and Biology I.
- IMAST will be used for students in accordance with IEPs as the ISTEP+ alternative assessment providing participation.
- Less than 4% of special education students will participate in ISTAR.
- In the DIBELS, DRA, ACUITY, Gate-McGinitie, NWEA, PSAT, and Compass

assessments all students in all will participate.

g. Additional Targets:

- Student recurrent enrollment

SCHOOL YEAR: DAY 1	% RETURNING FROM PREVIOUS SY
2012-2013	70%
2013-2014	75%
2014-2015	80%

- Post-secondary and career readiness and success (for high schools)

In 2010, FCA graduates earned, on average, nearly 11 college credits while in high school; in 2011, more than eight credits per graduate. In 2012, that will increase to an average of 12 credits per *college-bound* graduate; in 2013, 15 credits; and in 2014, FCA graduates will average 18 college credits upon graduation.

30. Accountability to Sponsor

- a. Demonstrate financial viability by including how annual audits and timely reports will be accomplished.

FCA has achieved balanced budgets over the past three years and has received unqualified SBOA audits. The current Board of Directors includes two experienced CFOs, one with his CPA, and one with an MBA and a finance degree, who will serve on the business/finance committee of the board. These individuals will ensure that the school is in compliance with all requirements of its charter and state law. The board has already worked with Milestone Advisors this past year to further strengthen its financial reporting and services. The school received an unqualified report from HJ Umbaugh in October (see attachment 55 with additional audit information).

- b. Demonstrate organizational viability by planning for regularly scheduled board meetings and adherence to board policy.

FCA's Board of Directors has full board meetings every other month, with committee meetings in between. Additional meetings will be scheduled as the board deems necessary. New Board members are oriented to Board policy, including the bylaws, and the Board reviews its policies annually. The Board is chaired by Mr. Rollin Dick, who has extensive experience in board leadership.

31. Accountability to Constituents

- a. Describe the system for gathering data from constituents regarding their concerns and suggestions and responding effectively.

We will employ many procedures and processes for gathering information on how constituents receive our services including online surveys, phone systems, internet emails, teacher conferences and other devices.

FCA will distribute annually a survey to its families. The following is the 2011-2012 version:

Dear Fall Creek Academy Families,

As an organization, we truly value our students and their families and for this reason, we are very interested in determining your family's opinions regarding our school. Would you please take a few minutes to answer the following questions? We will use your answers to guide us in making improvement decisions -- so your answers are critical.

Thank you so much for giving us your honest feedback. Your answers will be compiled and held in complete confidence. Your name will not be shared.

1. What is the #1 reason you chose Fall Creek Academy?
 - a. Class size
 - b. Safety
 - c. Academic program
 - d. Location
 - e. Staff
 - f. Other Please
explain: _____

2. Do you approve of the class size for your child?
 - a. Yes
 - b. No Please
explain: _____

3. Is the Principal of the School responsive to your needs?
 - a. Yes
 - b. No Can you be specific?

4. Did you receive enough information about the school guidelines and expectations prior to enrolling?
 - a. Yes
 - b. No Please
explain: _____

5. Is your child's primary teacher responsive to your needs?
 - a. Yes
 - b. No Please
explain: _____
 - c. _____

6. Does your child participate in:
 - a. Art
 - b. Music
 - c. P.E.
 - d. Spanish
 - e. All of the above
 - f. None of the above?

7. Do you value the enrichment opportunities (sports, clubs, etc.) we provide?
 - a. Yes
 - b. Not applicable
 - c. No If no, are there additional opportunities you wish to see at the school?
Please
explain: _____

8. Overall, what is the quality of the education your child receives at FCA?
- Excellent
 - Good
 - Fair
 - Poor
9. Do you believe the school adequately prepares your child for college?
- Very much so
 - Yes,
 - Not so much
 - No
10. Do you like the school's early college program?
- Yes
 - Not applicable
 - No How could it be improved? Please explain: _____
11. Is the culture/climate of the school inviting?
- Yes
 - No How could it be improved? Please explain: _____
12. Would you recommend the school to your friends?
- Yes
 - No

If you would like meet with GEO Foundation administrators regarding your questions or concerns, please provide:

Name _____ Phone
number _____

My child(ren) is (are) in:

Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
6 th grade	7 th grade	8 th grade			
9 th grade	10 th grade	11 th grade	12 grade	Middle College	

(circle those grades that apply)

Otherwise, all feedback associated with this survey will be kept confidential.

- b. Explain the process and criteria that will be used to monitor and evaluate the extent to which the school is achieving its mission throughout the charter term including frequency of gathering and analyzing data and reporting progress towards meeting its Accountability Plan goals.

All results for accountability will be monitored and evaluated as data is received. For assessments such as NWEA and Acuity, that information is gathered quarterly and/or three times a year and is received nearly instantaneously. End-of-course assessments are given during specific windows of time, and then the data is received upon compilation. A portion of ISTEP+ data comes out in the spring; the remainder in the summer.

College-specific goals, such as graduation rates and credits earned, will be tracked continuously, with necessary adjustments made to student plans.

ACCOUNTABILITY TIMELINE			
DATA	FREQUENCY	RECEIVED/ANALYZED	REPORTING
NWEA	Aug/Sept May/June	Immediately upon completion	At following board meeting
ACUITY		Immediately upon completion	At following board meeting
ECA	After completion of targeted Core 40 courses	Given during IDOE window after completion of courses; will analyze as soon as scores are returned by IDOE	Will report twice a year to BoD
ISTEP+	Two rounds given in spring semester	Results received in two segments; late spring, summer	Will report to BoD at next board meeting; link results on FCA's website
DIBELS	3 benchmark assessments per year, with progress monitoring at a minimum of every 3 weeks	Immediately upon completion	At following board meeting
College-Credit Progress	Final upon graduation	Analyzed after receipt of information from college	Reported to BoD after each semester; reviewed at end of year
College-Graduation Progress	Final upon graduation	Analyzed continually, tracking student's progress towards degree	Reported to BoD after each semester; reviewed at end of year

ACT/SAT		Analyzed as soon as all data is received from testing company	Reported to BoD at next meeting; reviewed at end of year
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- c. Describe the extent to which the school plans to communicate its progress towards meeting its Accountability Plan goals and how that information will be shared with and used by stakeholders, including parents, teachers, board members and school leaders.

Fall Creek Academy believes it is responsible to all of its stakeholders in regards to its progress towards its goals, which will be analyzed as the results for the measurements are received. The Board of Directors will review and discuss the results, which will then be submitted to Ball State University. The principal and other leadership will participate in the Board's discussion, and then will inform the staff. In addition, FCA is committed to informing its families at PTO and other meetings, along with publishing an annual report in its weekly newsletter and on its website. Fall Creek Academy will report very transparently its results, good or bad, and will work with its stakeholders to ensure that everyone is helping the school reach its goals.

School Policies and Procedures

Each of the following components of the application will be evaluated by Pass or Fail criteria. For each of the Sections under School Policies and Procedures, resources are provided in the form of web-links to model policies or school law statutes. Since these are draft policies and procedures, each applicant organization is responsible for ensuring that the board of trustees for the proposed charter school has approved the final policies and procedures at a formal board meeting after the school is approved. In addition, the school's policies and procedures, for all approved charter schools, will become a part of the contract between the charter school and Ball State University.

32. Policy Regarding Organizer Governance

Please attach a statement of assurance that the organizing group is in compliance with the BSU Policy Regarding Organizer Governance.

Attach your Policy Regarding Organizer Governance – as a PDF (Portable Document Form) named, **Attachment 33 – Policy Regarding Organizer Governance**

33. Proposed Governing Bylaws

Please attach a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of board members and the length of the terms established for each board member position.

Attach your Proposed Governing By-laws - as a PDF (Portable Document Form) named, **Attachment 34 – Proposed Governing By-laws**

34. School Admissions Policy and Criteria

Attach plans and timelines for student recruitment and enrollment, including lottery procedures.

Attach School Admission Policy – as a (Portable Document Form) named, **Attachment 35 – School Admissions Policy**

35. Discipline Policy

Attach the charter school discipline rules and procedures including: student due process and judicial review; firearms and deadly weapons; and reporting of student violations of law.

36. Health and Safety Measures

Attach the description of how the school will meet health requirements and identify the persons responsible for ensuring health and safety requirements are met.

Attach your Health and Safety Measures - as a PDF (Portable Document Form) named, **Attachment 37– Health and Safety Measures**

37. School’s Leadership and Teacher Employment Policies

Attach a copy of the proposed school's personnel policies, including at least the following information:

Attach your School’s Leadership and Teacher Employment Policies- as a PDF (Portable Document Form) named, **Attachment 38– School’s Leadership and Teacher Employment Policies**

38. Policy Regarding Criminal Histories

Please attach the charter school's policy regarding criminal history.

Attach your Policy Regarding Criminal Histories - as a PDF (Portable Document Form) named, **Attachment 39– Policy Regarding Criminal Histories**

39. Policy Regarding Conflict of Interest

Attach the conflict of interest policy. The conflict of interest policy must be written to apply not only to board members, but to administrators and employees of the school as well.

Attach your Policy Regarding Conflict of Interest - as a PDF (Portable Document Form) named, **Attachment 40 – Policy Regarding Conflict of Interest**

40. Complaint Policy

Attach the policies of the charter school's board for handling complaints from individuals or groups.

Attach your Complaint Policy - as a PDF (Portable Document Form) named, **Attachment 41 – Complaint Policy**

41. Special Education

Provide a policy and procedures manual specifying the charter school's plan for compliance with state and federal regulations.

Attach your Policy Regarding Special Education- as a PDF (Portable Document Form) named, **Attachment 42 – Policy Regarding Special Education**

42. Parental Access to Education Records

Provide the charter school's policy concerning parental access to a child's education records.

Attach your Parental Access to Education Records policy- as a PDF (Portable Document Form) named, **Attachment 43– Parental Access to Education Records**

43. Dissolution Procedures

Attach the procedures that the school would follow in the event of the closure and dissolution of the charter school, including for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets.

Attach your Dissolution Procedures Policy- as a PDF (Portable Document Form) named, **Attachment 44 – Dissolution Procedures Policy**

44. Patriotic Commemorative Observances

Submit your policy regarding the observance of holidays.

Attach your Policy Regarding Patriotic Commemorative Observances - as a PDF (Portable Document Form) named, **Attachment 45– Policy Patriotic Commemorative Observances**

45. Personal Financial Responsibility Instruction

Submit your policy regarding personal financial responsibility instruction.

Attach your Policy Regarding Personal Financial Responsibility Instruction - as a PDF (Portable Document Form) named, **Attachment 46– Policy Personal Financial Responsibility Instruction**

46. School Safety Plan

Submit your school safety plan.

Attach your Policy Regarding School Safety Plan as a PDF (Portable Document Form) named, **Attachment 47– School Safety Plan Policy**

47. Dress Code Policy (if applicable)

If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be subsidized for parents unable to afford them.

Attach your Dress Code Policy as a PDF (Portable Document Form) named, **Attachment 48 – Dress Code Policy**

48. Student and Parent Handbook

Submit a copy of your student and parent handbook.

Attach your Student and Parent Handbook as a PDF (Portable Document Form) named, **Attachment 49 – Student and Parent Handbook**

49. Transportation Plan and Policy

Describe the transportation policy for students, including arrangements made for students whose IEP's specify transportation as a related service.

Attach your Transportation Plan and Policy as a PDF (Portable Document Form) named, **Attachment 50– Transportation Plan and Policy**

50. Food Services Plan and Policy

Describe the plans for food services to be provided by the charter school. Include the Board's food services policy.

Attach your Food Services Plan and Policy as a PDF (Portable Document Form) named, **Attachment 51– Food Services Plan and Policy**

51. School Promotion Policy

Explain the policy and criteria your school will use for promoting students from grade to grade.

Attach your School Promotion Policy as a PDF (Portable Document Form) named, **Attachment 52 – School Promotion Policy**

52. Detailed School Start-up Plan:

Provide a Pre-Opening Plan that documents key tasks to be completed between approval of the application and opening of the school. Include a schedule for initiation, development and completion of those tasks, identify primary responsibility by individual or position, and document anticipated resource needs.

Attach your Detailed School Start-up Plan as a PDF (Portable Document Form) named, **Attachment 53 – Detailed School Start-up Plan**

**ATTACHMENT B:
EXPANDED CRIMINAL
HISTORY CHECKS**

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Friday, May 27, 2011 10:32 AM
To: Karen Gordon
Subject: HUNT, RICHARD (born 12/12/71) - National Criminal Records Report

SentryLink

Get the answers you need at a price you'll love.

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National Criminal Records Report

Report dated: 5/27/11
NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.

Search results for: SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

First name =
Richard
Last name =
Hunt
Date of birth
= 12/12/71
Jurisdiction =
ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

California law requires the following notices when obtaining a pre-employment screening report. This report is only provided on the condition that an employer subject to California law agrees to abide by these conditions. Furthermore, by requesting a screening report, an employer certifies compliance with California Civil Code Section 1786.16.

1. The report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. Evidence of identity theft may or may not be identified from this report.
2. The recipient of this report shall give a copy of this report to the subject of the report.
3. Failure to provide a copy of the report as required by law may expose you to liability as specified in Section 1786.50. Section 1786.50 provides for fines and damages in the event a consumer is harmed by an employer not complying with this section. Section 1786.16 refers to certain requirements already in existence, such as obtaining releases.

PRef: 7

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Tuesday, June 28, 2011 9:34 AM
To: Karen Gordon
Subject: SMITH, MICHAEL (born 7/9/48) - National Criminal Records Report

SentryLink

Get the answers you need at a price you'll love.

National Criminal Records Report

**Report
dated:
6/28/11**

NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.

**Search
results for:**

SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

**First name =
Michael
Last name =
Smith
Date of birth
= 7/9/48
Jurisdiction =
ALL**

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

California law requires the following notices when obtaining a pre-employment screening report. This report is only provided on the condition that an employer subject to California law agrees to abide by these conditions. Furthermore, by requesting a screening report, an employer certifies compliance with California Civil Code Section 1786.16.

1. The report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. Evidence of identity theft may or may not be identified from this report.
2. The recipient of this report shall give a copy of this report to the subject of the report.
3. Failure to provide a copy of the report as required by law may expose you to liability as specified in Section 1786.50. Section 1786.50 provides for fines and damages in the event a consumer is harmed by an employer not complying with this section. Section 1786.16 refers to certain requirements already in existence, such as obtaining releases.

PRef: 7

GEO
Feldhaus

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Thursday, September 22, 2011 9:52 AM
To: Karen Gordon
Subject: FELDHAUS, CHARLES (born 10/7/57) - National Criminal Records Report

SentryLink

Get the answers you need at a price you'll love.

National Criminal Records Report

Report dated: 9/22/11
NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.

Search results for: SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

First name =
Charles
Last name =
Feldhaus
Date of birth
= 10/7/57
Jurisdiction =
ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

California law requires the following notices when obtaining a pre-employment screening report. This report is only provided on the condition that an employer subject to California law agrees to abide by these conditions. Furthermore, by requesting a screening report, an employer certifies compliance with California Civil Code Section 1786.16.

1. The report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. Evidence of identity theft may or may not be identified from this report.

2. The recipient of this report shall give a copy of this report to the subject of the report.

3. Failure to provide a copy of the report as required by law may expose you to liability as specified in Section 1786.50. Section 1786.50 provides for fines and damages in the event a consumer is harmed by an employer not complying with this section. Section 1786.16 refers to certain requirements already in existence, such as obtaining releases.

PRef: 7

GEO
Parker

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Thursday, September 22, 2011 12:24 PM
To: Karen Gordon
Subject: PARKER, JAMES (born 4/18/59) - National Criminal Records Report



Get the answers you need at a price you'll love.

National Criminal Records Report

Report dated: 9/22/11
NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.

Search results for: SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

First name = James
Last name = Parker
Date of birth = 4/18/59
Jurisdiction = ALL

PARKER, JAMES T

Clark County - Municipal Court
Offender ID: PARKJAME0013419-1
Address 5766 N PENNSYLVANIA ST
INDIANAPOLIS
County, Case No: N/A
Charge MM/SPEED EXCESS 65 MPH ON
Filed 9/14/00
Disposition GUILTY BY WAIVER
Fine Amount 100
Case Number Count 0013419-1
Issuing Agency OHIO HIGHWAY PATROL
Case Type TRAFFIC
Closed Date 9/21/00
Statute Jurisdiction 10/ STATE OF OHIO
Statute Number 4511.21D2
Division Or Type D
Bond Status NO BONDS
Citation Number M 257729
Accident N
Mandatory Court N

Sequence Number 1
Prior Number of Conviction 0

PARKER, JAMES

Madison County - Municipal Court
Offender ID: PARKJAME-TRD0906433
Address 4802 N MERIDIAN ST
INDIANAPOLIS

County, Case No: TRD0906433

Charge	85/65 SPEED 1
Type	MINOR MISDEMEANOR
Filed	7/10/09
Disposed	7/28/09
Disposition	Guilty
Statute Code	4511.21D2
Case Status	WAIVED
Case Type	TRAFFIC
Hearing Type	ARR
Ticket Number	Y850100
Fine Amount	30.00
Fine Amount Suspended	.00
Disposition Details	CASE WAS WAIVED BY DEFENDANT
Hearing Date	7/15/09
Court Costs Suspended	.00
Status Location Date	7/28/09

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

California law requires the following notices when obtaining a pre-employment screening report. This report is only provided on the condition that an employer subject to California law agrees to abide by these conditions. Furthermore, by requesting a screening report, an employer certifies compliance with California Civil Code Section 1786.16.

1. The report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. Evidence of identity theft may or may not be identified from this report.
2. The recipient of this report shall give a copy of this report to the subject of the report.
3. Failure to provide a copy of the report as required by law may expose you to liability as specified in Section 1786.50. Section 1786.50 provides for fines and damages in the event a consumer is harmed by an employer not complying with this section. Section 1786.16 refers to certain requirements already in existence, such as obtaining releases.

PRef: 7

Dana Johnson

From: SentryLink Web Reporting [webreports@sentrylink.com]
Sent: Friday, November 14, 2008 10:35 AM
To: Dana Johnson
Subject: DICK, ROLLIN (born 8/9/31) - National Criminal Records Report



Get the answers you need at a price

National Criminal Records Report

Report dated:
11/14/08

NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.

Search results for:

SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

First name = Rollin
Last name = Dick
Date of birth = 8/9/31
Jurisdiction = ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse actions as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

California law requires the following notices when obtaining a pre-employment screening report. This report is only provided on the condition that an employer subject to California law agrees to abide by these conditions. Furthermore, by requesting a screening report, an employer certifies compliance with California Civil Code Section 1786.16.

1. The report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. Evidence of identity theft may or may not be identified from this report.
2. The recipient of this report shall give a copy of this report to the subject of the report.
3. Failure to provide a copy of the report as required by law may expose you to liability as specified in Section 1786.50. Section 1786.50 provides for fines and damages in the event a consumer is harmed by an employer not complying with this section. Section 1786.16 refers to certain requirements already in existence, such as obtaining releases.

Pref: 7

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Wednesday, August 31, 2011 8:18 AM
To: Karen Gordon
Subject: MANION, LORA (born 7/21/63) - National Criminal Records Report

SentryLink

Get the answers you need at a price you'll love.

National Criminal Records Report

Report dated: 8/31/11
NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.

Search results for: SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

First name =
Lora
Last name =
Manion
Date of birth =
7/21/63
Jurisdiction =
ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

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PRef: 7

**ATTACHMENT 2:
ATTITUDES TOWARD
THE CHARTER**

**Fall Creek Academy
76 Respondents
132 Students**

2010-11 Mayor Survey

	Very Dissatisfied		Dissatisfied		Neutral		Satisfied		Very Satisfied	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Individual attention teachers give your student?	2	3%	4	5%	17	23%	34	45%	18	24%
Curriculum/Academic Program?	1	1%	3	4%	13	17%	40	53%	18	24%
Class Size?	2	3%	9	12%	11	15%	39	52%	14	19%
School Size?	1	1%	10	13%	14	19%	33	44%	17	23%
Accessibility and openness to parents?	1	1%	3	4%	3	4%	37	50%	30	41%
Academic standards for students?	1	1%	1	1%	7	10%	44	60%	20	27%
Quality of teaching and instruction?	4	5%	2	3%	13	17%	38	51%	18	24%
Curriculum materials and support?	1	1%	5	7%	15	20%	34	45%	20	27%
Discipline in the classroom?	7	9%	7	9%	18	24%	27	36%	15	20%
Extracurricular activities?	5	7%	9	12%	13	17%	32	43%	16	21%
School facilities?	1	1%	4	5%	16	21%	38	51%	16	21%
Safety?	2	3%	7	9%	13	17%	38	51%	15	20%
Length of school day?	1	1%	0	0%	6	8%	47	64%	20	27%
Length of school year?	1	1%	0	0%	6	8%	49	65%	19	25%
School administration?	6	8%	7	9%	13	17%	32	43%	17	23%
Enrollment process?	0	0%	1	1%	11	15%	45	60%	18	24%
Communications received from school?	4	5%	4	5%	14	19%	33	44%	20	27%
Overall, how satisfied are you with this school?	1	1%	5	7%	13	18%	40	54%	15	20%
Services provided for students with disabilities?	2	8%	1	4%	11	44%	9	36%	2	8%

-740

8/10

2010-11

Fall Creek Academy

	Count	Percent
If your student is not graduating this year, how likely is it that your student will return to this school?	7	9%
Definitely\returning	35	47%
Not likely\to return	2	3%
Not returning	6	8%
Probably\returning	25	33%

	Count	Percent
Please indicate the type of school your child attended before coming to this school.	10	13%
Charter School	13	17%
Private School\(\non-religious)	5	7%
Private School\(\religious affiliation)	9	12%
Traditional\Public School	38	51%

	Count	Percent
How is your child doing academically?	1	1%
Above Grade Level	23	31%
At Grade Level	43	57%
Below Grade Level	8	11%

	Count
How many children do you have in this school?	28
1	34
2	12
3	

**Fall Creek Academy
Parent Comments**

2018-11

What do you think this school does well?

- Communication with parents
- Focus on education
- Strong elementary curriculum
- Family/student activities
- Caring teaching staff
- No fighting policy

What about this school do you think needs improvement?

- Drop off and pick up/need for buses
- Opportunities for parent involvement
- Sports teams
- Discipline and classroom management (frequently cited)
- Outdated facility
- Security guards needed in school
- Outdated teaching methods
- School administration is not responsive to parents
- School increased in size so students are not getting one on one attention
- Not enough support for special needs students

2009-10 Maya Survey

Parent Survey (English Version) - Fall Creek Academy

Satisfaction Questions

Q1. Features of the charter school	Very Satisfied	Somewhat Satisfied	Uncertain	Somewhat Dissatisfied	Very Dissatisfied	No response	Total	Somewhat Satisfied		
a. Individual attention teachers give your student	67%	11%	11%	11%	0%	0%	100%	78%		
b. Curriculum/academic program	67%	22%	0%	0%	11%	0%	100%	89%		
c. Class size	67%	22%	0%	0%	11%	0%	100%	89%		
d. School size	78%	11%	11%	0%	0%	0%	100%	89%		
e. Accessibility and openness to parents	78%	11%	0%	0%	11%	0%	100%	89%		
f. Academic standards for students	67%	22%	0%	0%	11%	0%	100%	89%		
g. Resources available for instruction	89%	0%	0%	0%	11%	0%	100%	89%		
h. Quality of teaching/instruction	67%	11%	0%	0%	11%	11%	100%	78%		
i. Access to/use of computers and other technology	67%	11%	0%	11%	11%	0%	100%	78%		
j. Information about student learning that parents receive	56%	33%	0%	0%	11%	0%	100%	89%		
k. Classroom management	78%	0%	0%	11%	11%	0%	100%	78%		
l. Sense of pride that students have in the school	78%	0%	11%	0%	11%	0%	100%	78%		
m. Opportunities for parent involvement	89%	0%	0%	11%	0%	0%	100%	89%		
n. Extent to which the school is fulfilling its mission	78%	11%	0%	0%	11%	0%	100%	89%		
o. Relation with local community	78%	0%	11%	0%	11%	0%	100%	78%		
p. Length of school day	78%	11%	11%	0%	0%	0%	100%	89%		
q. Length of school year	78%	22%	0%	0%	0%	0%	100%	100%		
r. Extracurricular activities	67%	0%	11%	11%	11%	0%	100%	67%		
s. Curriculum material and supplies	67%	22%	0%	0%	11%	0%	100%	89%		
t. School administration	78%	11%	0%	0%	11%	0%	100%	89%		
u. Teachers	67%	11%	11%	0%	11%	0%	100%	78%		
School Operations/Environment	Very Satisfied	Somewhat Satisfied	Uncertain	Somewhat Dissatisfied	Very Dissatisfied	No response	Total	Somewhat Satisfied		
v. School facilities	67%	22%	0%	0%	11%	0%	100%	89%		
w. Transportation	44%	11%	22%	11%	11%	0%	100%	56%		
x. School finances	33%	11%	44%	0%	11%	0%	100%	44%		
y. Enrollment process	67%	22%	0%	0%	11%	0%	100%	89%		
z. Safety	44%	33%	11%	0%	11%	0%	100%	78%		
Q2. If you are the parent of a student with a disability at the school, how satisfied are you with services provided to students with a disability?*	25%	25%	50%	0%	0%	N/A	100%	50%		
Q6. Overall, how satisfied are you with this school?	67%	22%	0%	0%	11%	0%	100%	89%		
Q5. How would you rate the overall quality of education at this charter school?	No Response	Excellent	Very Good	Good	Fair	Poor	Don't Know	No Response	Total	% Excellent or Very
	0	78%	11%	0%	0%	11%	0%	0%	100%	89%

Likelihood Questions

Q3. How likely are you to recommend this school to friends and colleagues?	Extremely Likely	Very Likely	Somewhat Likely	Not Very Likely	Not at all Likely	No response	Total	% Likely		
	56%	22%	11%	0%	11%	0%	100%	78%		
Q4. If your student is not graduating from the school this year, how likely is it that your student will return to this school next year?	No Response	Extremely Likely	Very Likely	Somewhat Likely	Not Very Likely	Not at all Likely	Student Graduating	No Response	Total	% Likely
	1	56%	11%	11%	0%	0%	11%	11%	100%	67%
Q7. Please indicate the type of school your child went to immediately before this school.	No Response	Pre-K/Preschool	A different charter school	Traditional public school (non-charter)	Private/Parochial school	Home school	THIS IS ONE only school my child has attended			
	0	11%	33%	44%	11%	0%	0%	No Response	0%	0%
Q8. If the charter school your child attends did not exist, what type of school would your child likely attend? (Multiple answers permitted)	No Response	A different charter school	Traditional public school	Magnet public school program	Private/Parochial school	Home school	Other	No Response	N/A	
	N/A	30%	20%	30%	0%	10%	10%	No Response	N/A	

Background Questions

Q9. What is your relationship to the student?	No Response	Mother	Father	Grand-parent	Other family member	Legal Guardian	Other	No response	Total	
	1	56%	22%	11%	0%	0%	0%	11%	100%	
Q10. What is the highest level of education you have completed?	No Response	No Response	Did not complete High School	GED	High School	Associate's	Bachelor's	Master's	Doctorate	No Response
	1	0	0%	0%	11%	44%	22%	11%	11%	0%
Q11. What is your ethnicity? (Multiple answers permitted)	Multi-ethnic	No Response	American Indian or Alaska Native	Black or African American	Asian	Native Hawaiian or Pacific Islander	White	Hispanic or Latino	Multi-ethnic	No Response
	1	N/A	0%	55%	0%	18%	18%	0%	9%	N/A

Q13. Additional Comments about the strengths of the charter school

Q14. Additional Comments about the weaknesses of the charter school

Please provide additional comments about the strengths of the school

I Love everything about FCA in general. In my opinion this school has no strengths. The test scores & Graduation rate proves it

Mr. Spencer-He has been an excellent teacher & I would definitely recommend him. He has been wonderful.

Similar class size Ivy Tech opportunity Teachers care about it

Staff is much more open and positive toward parents than the traditional public school.

Transportation System is very efficient. Behavior incidents are reported to me promptly for Parental interventions; I love the teacher for this.

Please provide additional comments about ways the charter school could improve.

Communication-I wish we would get flyers, or something sent home like newsletters ie; days off, events, etc. Overall I do like Fall Creek Academy a lot !

Educational instruction needs to be presented more positively. (Applies to every school, not just here) I would like more transportation options for walkers and a longer school year. Also, turnover rate for teachers too high.

Get rid if Anita Silverman

Not at this time.

Transportation to northside

2008-9 Mayor's Survey

21st Century Fall Creek Satisfaction Questions

Q1 How satisfied are you with the following features of your charter school?	Very Satisfied	Somewhat Satisfied	Uncertain	Somewhat Dissatisfied	Very Dissatisfied	No response	Total	% Very or Somewhat Satisfied
a Individual attention teachers give your student	49%	21%	7%	7%	14%	2%	100%	70%
b Curriculum/academic program	40%	40%	7%	12%	2%	0%	100%	79%
c Class size	49%	23%	2%	12%	14%	0%	100%	72%
d School size	58%	28%	2%	5%	7%	0%	100%	86%
e Accessibility and openness to parents	56%	30%	9%	0%	5%	0%	100%	86%
f Academic standards for students	53%	35%	0%	7%	5%	0%	100%	88%
g Resources available for instruction	40%	33%	14%	7%	5%	2%	100%	72%
h Quality of teaching/instruction	49%	40%	2%	7%	2%	0%	100%	88%
i Access to/use of computers and other technology	63%	23%	5%	2%	5%	2%	100%	86%
j Information about student learning that parents receive	47%	28%	2%	12%	7%	5%	100%	74%
k Classroom management	33%	33%	14%	14%	7%	0%	100%	65%
l Sense of pride that students have in the school	40%	30%	14%	7%	9%	0%	100%	70%
m Opportunities for parent involvement	60%	26%	5%	7%	2%	0%	100%	86%
n Extent to which the school is fulfilling its mission	40%	23%	21%	7%	5%	5%	100%	63%
o Relation with local community	33%	33%	33%	2%	0%	0%	100%	65%
p Length of school day	67%	30%	2%	0%	0%	0%	100%	98%
q Length of school year	67%	26%	2%	2%	0%	2%	100%	93%
r Extracurricular activities	23%	40%	19%	9%	7%	2%	100%	63%
s Curriculum material and supplies	40%	28%	12%	12%	7%	2%	100%	67%
t School administration	47%	19%	5%	19%	12%	0%	100%	65%
u Teachers	49%	30%	5%	12%	5%	0%	100%	79%
Q7 How satisfied are you with the following school operations/environment?								
a School facilities	47%	30%	9%	5%	9%	0%	100%	77%
b Transportation	33%	21%	21%	9%	16%	0%	100%	53%
c School finances	28%	14%	40%	9%	7%	2%	100%	42%
d Enrollment process	51%	30%	16%	2%	0%	0%	100%	81%
e Safety	58%	21%	9%	7%	5%	0%	100%	79%
Q2 If you are the parent of a student with a disability at the school, how satisfied are you with services provided to students with a disability?	12%	9%	14%	5%	2%	58%	100%	21%
Q3 Overall, how satisfied are you with this school?	42%	37%	7%	9%	5%	0%	100%	79%
Q4 How would you rate the overall quality of education at this charter school?								
	No Response	Excellent	Very Good	Good	Fair	Poor	Don't know	No Response
	0	21%	42%	14%	19%	5%	0%	0%
	Extremely Likely	Very Likely	Somewhat Likely	Not Very Likely	Not at all Likely	No response	Total	% Likely
	26%	33%	30%	7%	5%	0%	100%	58%

Likelihood Questions

Q5 How likely are you to recommend this school to friends and colleagues?

2008-9 Mayo's Survey

Q6	If your student is not graduating from the school this year, how likely is it that your student will return to this school next year?	49%	19%	19%	0%	9%	5%	100%	67%	
Q8	Please indicate the type of school your child went to immediately before this school.									
		No Response	Pre-K/Preschool	A different charter school	Traditional public school (non-charter)	Private/Parochial school	Home school	the only school my child has attended	No Response	
		0	16%	12%	53%	9%	0%	9%	0%	
Q9	If the charter school your child attends did not exist, what type of school would your child likely attend?									
		No Response	A different charter school	Traditional public school	Magnet public school program	Private/Parochial school	Home school	Other	No Response	
		4	30%	23%	16%	19%	0%	2%	9%	
Background Questions										
Q10	What is your relationship to the student?									
		No Response	Mother	Father	Grand-parent	Other family member	Legal Guardian	Other	No response	
		0	84%	9%	2%	2%	2%	0%	0%	
Q11	What is the highest level of education you have completed?									
		Doctorate	No Response	High School	GED	High School	Associate's	Bachelor's	Master's	
		0	1	0%	5%	37%	30%	23%	2%	
Q12	What is your ethnicity?									
		Multiethnic	No Response	Black or African American	Native Hawaiian or Pacific Islander	Asian	White	Hispanic or Latino		
		0	1	0%	81%	2%	12%	0%		
Q14	Additional Comments about the strengths of the charter school									
Q15	Additional Comments about the weaknesses of the charter school									

Strengths

While the charter schools don't have crowded classrooms the attention for individuals is good but can be better with fewer students per classroom.

N/A

The school is kinda like a second family. Everyone (teachers & students & parents) all help each other. During school and also after school hours. Everyone knows each other.

None

My Son has achieved so much better than other family members. He's had many more educational opportunities than I ever did.

Smaller class & school size. Another alternative than public school

Some teacher needs to returned any message on the voicemail within 24 hrs so that this could keep parent & teacher in touch

This charter school is a family oriented school. The students are pleasant & it rubs off on the new students.

2008-9 Mayor

hands on criteria children must meet the high standards of learning
I have witness positive changes at Fall Creek. The staff is working towards Great things.

No comments at this time.

Classroom size and teacher commitment to excellence

1. Principal is easy to approach. 2. Teachers respond to emails. 3. Instant feedback on student progress. 4. Dual college program. 5. Excellent High School Math teacher.

The commitment of the teacher to help their students succeed. They truly make a difference !

Awesome staff.

The strength of this charter school is the family love that the students and parents have towards one another.

I love the way charter school's work and the teacher's alway's go that extra mile and everyone is so nice.

Very happy with the charter school.

I love the fact that Dr. Silverman is involved with her students, most principals are not involved in their progress whild in school. Most principals just stay in their office. I love it that Dr. Silverman is very interactive with all of her students.

It is small enough to feel like a small community . The administration and resourt teachers care about the students.

Learning @ your own pace is an excellent process. My child has excelled in various subjects & continues to do well.

Quality of discipline is declining.

Improvements

if the grading scale does not inciude C's then the scale needs to be lower. We have children who just miss the B mark by 1 or 2 points. That's crazy. I also don't like the fact that while children are made to wear uniforms they are asked to pay \$1 if they

Safety for children and staff. Smaller classes. More one on one. Letter grading instead of percentages. If child has learning disability. More tutoring for learning. Better equipped teachers. More control over classes and students. Less students in halls.

Transportation to and from school !!!!!

Better Administration would help. Also, teachers could be more patient.

Extra curricular activities Because my son loves sports However things have really imporved since my son became enrolled at FCA !
My particular charter school the staff doesn't involve parents enough as far as high school students, if they do it's the same parents they ask rather than asking all parents to volunteer.

More grease to your elbow, keep it up

More funding for charter schools As to help build on it already excellent qualities. To help pay for assistant to teachers on elementary side.

When a child is failing in a certain subject help should be provided so a child can excell in all subject

No Comments at this time.

2008-9 Mengar Summary

Expand the bus routes

Providing transportation to all students no matter where they live.

1. Need science lab. 2. After school activities (educational)

Bigger classroom space with less students. Assistant to assist the classroom. A Dean for Boys and Girls.

Special Ed. Better extracurricular events & programs for all ages.

The ways this charter school could improve is to hire more african-American teacher and learning guides. Also this school could improve by providing textbooks. A dean would improve the success and safety of this school.

Kids take no pride in school extra curricular activities is needed that's affordable for age 10 thru senior high give the kids something to look forward to.

Please change the way you do the application.

African American Teachers.

Smaller classes.

Change teachers & administration

More parent's helping out at school and making sure there kids are being good at school.

Some of the teachers need more control of their classrooms/students.

Encourage township and public school principals to be as enthusiastic and interactive with all of their students and be more involved.

- find a way to get more control in the classroom.

Utter special education classes for students w/learning or behavior issues & if it doesn't work out transfer/remove the student to a facility that best suits their needs. This will keep classroom disruptions to a minimum & other students will not suffer.

Teachers should be encouraged and motivated towards enforcing discipline.

ATTACHMENT 6b - Achievement

SCHOOL	Fall Creek Academy	Elder W. Diggs IPS #42	Emma Donnan IPS #572	Arsenal Tech High School IPS
GRADES	KG-12th	KG-6th	7th/8th	9th-12th
ENROLLMENT (6-12)	328	393	534	2,374
DEMOGRAPHICS				
MINORITY #	98%	97%	40%	80%
FREE/RED #	67%	88%	84%	83%
SP ED #	16%	22%	25%	20%
ELL #	0%	1%	9%	60%
ISTEP/ECA	ISTEP	ISTEP	ISTEP	ECA
ISTEP OVERALL	53%	43%	32%	32%
3rd	55%	47%	n/a	n/a
4th	62%	20%	n/a	n/a
5th	48%	60%	n/a	n/a
6th	52%	46%	n/a	n/a
7th	42%	n/a	27%	n/a
8th	58%	n/a	38%	n/a
White	41%	-	34%	46%
Black	53%	42%	27%	28%
Hispanic	-	-	36%	32%
Multi-racial	-	-	38%	59%
Free/Red	53%	44%	33%	31%
Sp Ed	22%	30%	6%	13%
ECA**	65%	-	18%	32%
** ECA data broken down only for Manual HS due to small sample sizes				

ATTACHMENT 8: Calendar and Daily Schedule

Number of school days/ length of school year	180 days
Length of instructional day (minutes)	420 minutes (7:30 to 2:30)
Number of minutes for core academic areas/ subjects	90 minutes for Language Arts/Reading 60 minutes for Math 60 minutes for Science 60 minutes for Social Studies 40 minutes for Writing
Uninterrupted time for academic instruction	90 minutes for Language Arts/Reading 60 minutes for Math
Extended learning time provisions	3 hours after-school, Monday-Thursday, data-driven tutoring with enrichment opportunities, funded by a GEO Foundation grant. Students are selected to participate in the tutoring according to curricular and standardized assessments. The enrichment opportunities are open to all students.

Attachment 8, School Calendar

The school board is considering two options for the calendar year 2012-13. One is a traditional calendar and the other is a blended year-round calendar. Both options are submitted with this proposal. The board will make a decision upon authorizer approval of this application.

FALL CREEK ACADEMY

2012-2013 School Calendar

Traditional

July 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2012

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012

S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

October 2012

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012

S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April 2013

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July 2012
30-31: Teacher Week

August 2012
1-3: Teacher Week cont'd.
6: First Day of School

31: Teacher Professional Day, No School
September 2012
3: Labor Day

October 2012
9: End 1st Quarter
16-17: Parent/Teacher Conference, No School
18-21: Fall Break, No School

November 2012
9: Teacher Professional Day, No School
21-23: Thanksgiving Break, No School

December 2012
20: End 2nd Quarter
21-31: Winter Break, No School

January 2013
1-6: Winter Break, No School
7: Students Return

21: Dr. Martin Luther King Jr. Day, No School
February 2013

15: Teacher Professional Day, No Students
18: President's Day, No School

March 2013
4-13: ISTEP
6: End 3rd Quarter
18-20: IREAD

April 2013
1-7: Spring Break
29-30: ISTEP

May 2013
1-3: ISTEP
22: Last Day of School
27: Memorial Day, No School



FALL CREEK ACADEMY

2012-2013 School Calendar

Year Round

July 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2012

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012

S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

October 2012

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012

S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013

S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April 2013

S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July 2012

- 23-27: Teacher Week
- 30: First Day of School

August 2012

31: Teacher Professional Day, No School

September 2012

3: Labor Day

October 2012

2: End 1st Quarter

4-5: Parent/Teacher Conference, No School
8-19: Fall Int.

November 2012

21-23: Thanksgiving Break, No School

December 2012

24-31: Winter Break, No School

January 2013

1-6: Winter Break, No School

7: Students Return

21: Dr. Martin Luther King Jr. Day, No School

February 2013

15: Teacher Professional Day, No Students

18: President's Day, No School

March 2013

4-13: ISTEP

6: End 3rd Quarter

18-20: IREAD

25-31: Spring Int.

April 2013

1-7: Spring Int.

29-30: ISTEP

May 2013

1-8: ISTEP

27: Memorial Day, No School

30: Last Day of School

ATTACHMENT 10b: Assessment System

NAME	SCHEDULE	STRATEGY
ISTEP+	Each spring (K-8)	Data will support planning for school-wide professional development for teachers, and will allow for the identification of students needing remediation in Language Arts and Math.
ECA (English 10; Algebra I)	As needed (9-10)	Graduation requirements
ACUITY	3 times (K-8) throughout the year	Predictive standards based assessment used for planning and implementing timely instruction that will help all students succeed on the ISTEP+
IMAST	Each spring (K-8) as indicated by a student's IEP	Data will allow for the identification of students with IEPs needing remediation in Language Arts and Math.
ISTAR	Each spring (K-8) as indicated by a student's IEP	Data used to support goal setting for special education students.
NWEA	3 times (K-10)	Normed assessment supporting identification of student achievement in LA and Math. Data will be used in planning for differentiated instruction supporting all students' academic growth.
PSAT	Once a year (9-10)	Predictor of college enrollment; identify remediation needs
COMPASS	Once a year (9-10)	Ivy Tech test for admission to dual-credit courses; identify remediation needs
SAT	TBD	College admissions
ACT	TBD	College admissions
Curricular Assessments Aligned with Core Knowledge	Every three weeks – all grades	Formative assessments used to determine next steps in classroom instruction and in the identification of students for skill remediation and enrichment.
DRA	3 times (K-8)	DRA data will be used to group students in Tier 2 and Tier 3 remedial reading groups. The data will also be used for Tier 1 grouping and differentiated instruction in within the core literacy program.
DIBELS	3 times (K-3)	DIBELS data will be used to group students in Tier 2 and Tier 3 remedial reading groups. The data will also be used for Tier 1 grouping and differentiated instruction in within the core literacy program.

**ATTACHMENT 12f:
PERSONNEL FOR SPECIAL
POPULATIONS**

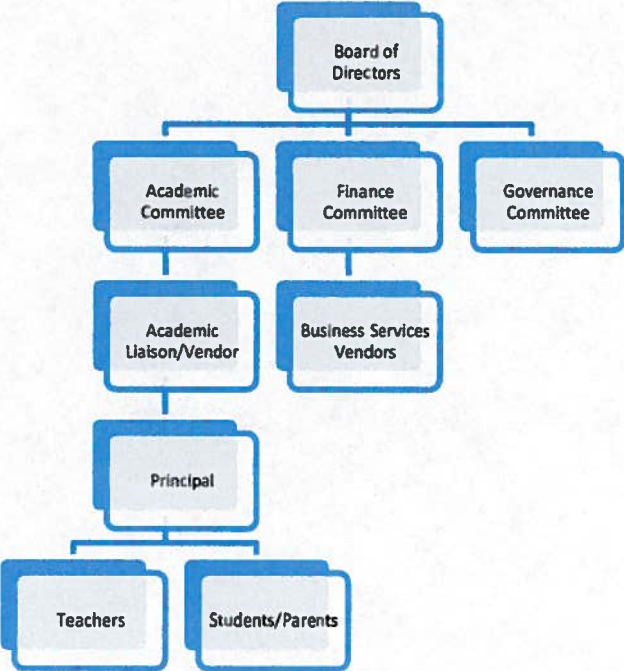
Table 12f: Personnel for Special Populations

Position	Responsibilities	Approx. Salary	Budget Line
Special Education Teacher(s)	Evaluating, teaching, creating and supporting IEP's, parent liaison, consult with gen ed staff, assist with RTI process; compliance with state and federal law	\$40,000 avg	Expenditures; Salaries; Teachers (Gen Ed Funds)
Special Education Director	Hiring, training, oversight of programming, IEP development; compliance with state and federal law	\$75/hour	Contract Services; Related Services (IDEA Funds)

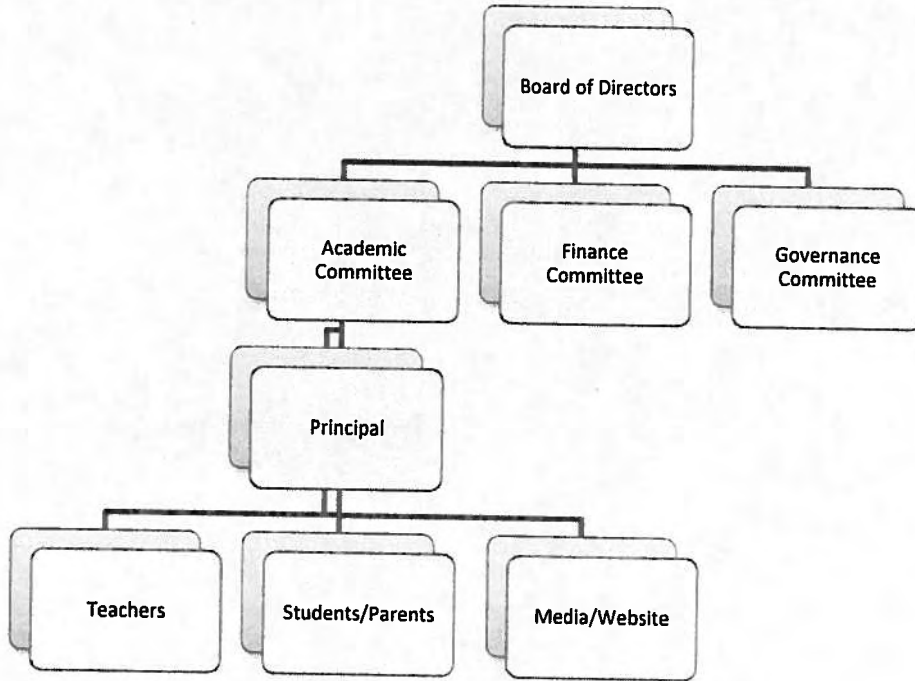
Additional Contract Services as needed:

- School Psychologist
- Speech Therapists
- Occupational Therapists
- Physical Therapist
- Hearing/Vision Services

ATTACHMENT 19a: Organizational Chart



ATTACHMENT 20b: Flow of Information



ARTICLES OF INCORPORATION
OF
FALL CREEK ACADEMY, INC.

Revised and Amended July 1, 2012

Fall Creek Academy, Inc. (the "Corporation") organized pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby amends its Articles of Incorporation as follows:

ARTICLE I: Name

The name of the Corporation is Fall Creek Academy, Inc..

ARTICLE II: Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III: Purposes and Powers

Section 3.1. Purposes. The Corporation is formed to organize and operate a charter school in the state of Indiana in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code 20-5.5, et. seq., as amended. 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 educational 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.

(b) In any event, the foregoing power or powers shall not be exercised or exercisable in a manner inconsistent with the Corporation's status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws; and

(c) 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 Revocation/Dissolution

If the Sponsor revokes the charter before the end of the term for which it is granted, or does not renew the charter with another Sponsor, or the charter is otherwise terminated before the end of the terms for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed to the charter school shall apply.

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 as follows:

First, all remaining funds received by the Corporation from the Indiana Department of Education ("Department") shall be returned to the Department not more than thirty (30) days after dissolution;

Second, all remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable 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; and

Third, 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 registered office and agent are as follows:

Dana L. Johnson
333 N. Pennsylvania Ave, Suite 1000
Indianapolis, IN 46204

Section 6.2: Principal Office: The post office address of the principal office of the Corporation is as follows:

2540 North Capitol Avenue
Indianapolis, IN 46208

ARTICLE VII: No Members

The Corporation shall have no members.

ARTICLE VIII: Board of Directors

Section 8.1 Number and Term of Office. The number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation. 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 are elected by majority vote of the current Board members, and 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.

ARTICLE IX: Name and Address of Incorporator

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

Dana L. Johnson
333 North Pennsylvania, Suite 1000
Indianapolis, IN 46204

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 1st Day of July, 2012.

(written signature)

Dana L. Johnson
(printed signature)

**ATTACHMENT 21d:
PRINCIPAL RESUME**

RICHARD HUNT

6756 WIMBLEDON DRIVE
ZIONSVILLE, INDIANA 46077
317-698-7597
R.HUNT46052@GMAIL.COM

I commend Mr. Hunt for his leadership, knowledge, and skills in decision-making, planning, development, and staff development. His commitment to public education, his vision of schools, his courage in the face of adversity, and his skill in bringing out the best in others, make him an outstanding candidate for a school leadership position.

~David Randall

Mr. Hunt has many strengths. His knowledge of instructional best practice is one of his strengths, as well as his skills in managing student behaviors. He is an excellent facilitator of groups and also has many leadership qualities that help make him a very effective principal. Mr. Hunt has a passion for what he does, and with that passion comes a drive to do everything in his power to make things be the best they can be.

~Mary Rehlander

It is with great pleasure and to my professional advantage to have worked with Mr. Richard Hunt for approximately fourteen years. Mr. Hunt demonstrates strong leadership skills, and has the ability to relate to parents, his colleagues, and the administrative staff. He has always been a strong believer in educating all students. He was an outstanding member of our inclusion program. I would recommend your attention to the unique skills and ambitions of Mr. Richard Hunt.

~ Leon Carter

Principal,

Grassy Creek Elementary

CAREER OBJECTIVE:

To obtain employment in an administrative position that will allow me to utilize, to their fullest extent, my leadership abilities, creativity, knowledge of educational and instructional programs, and passion for education.

ADMINISTRATIVE EXPERIENCE:

• Principal

Heather Hills Elementary School, MSD Warren Township,
Indianapolis, Indiana ~ 2006-2009

• Dean of Student Services

Heather Hills Elementary School, MSD Warren Township,
Indianapolis, Indiana ~ 2004-2006

• Assistant to the Principal at New Market Elementary &

• Title I Coordinator for South Montgomery Community Corporation
South Montgomery Community School Corporation, New
Market, Indiana ~ 1999-2000

SPECIFIC ADMINISTRATIVE SKILLS:

- Seven years experience in using the 8-Step Process for Continuous Improvement
- RTI programming for the success of all students
- Establish effective building goals & programs by analyzing school data
- Continuous improvement of school wide policy and climate
- Support professional growth through effective professional development and growth oriented evaluative practice
- Use of technology to support effective management, teaching, and learning
- Collaborative coordination of all resources and stakeholder support
- Special education programming and inclusive practice
- Dedication to providing an environment that motivates all students to achieve academic success, become responsible citizens, and develop as life long learners.

FORMAL EDUCATION:

Indiana Wesleyan University, Graduate Studies in Education

- K-12 Administrative Licensure Program

Indiana Wesleyan University, Graduate Studies in Education

- Masters Degree in Education

Butler University, College of Education, Indianapolis, Indiana

- Bachelor of Science Degree in Elementary Education
- Kindergarten Endorsement
- Honors Diploma

RICHARD HUNT

TEACHING EXPERIENCE:

Renaissance School, MSD Warren Township, Indianapolis Indiana

- Teacher
- Support of administrative initiatives

Grassy Creek Elementary, MSD Warren Township, Indianapolis, Indiana

- Third and fourth grade teacher
- Summer School
- Summer Enrichment Programs

Kang Ning English School, Chutung, Taiwan

- English as a Second Language instructor for students in grades preK-12 and adult

HONORS:

- 2010-2011 Renaissance School Teacher of the Year
- Recognized for leading Heather Hills Elementary out of NCLB School Improvement
- 2006 National School Change Award
- 2005 IPLA Aspiring Principal Award
- 2005 Indiana Wesleyan University Outstanding Professional Award
- 2003-2004 Grassy Creek Elementary Teacher of the Year
- Eliza Blaker Memorial Scholarship
- 3 time IPALCO Golden Apple Teacher of the Year Nominee

PROFESSIONAL AND SCHOOL ACTIVITIES AND RESPONSIBILITIES:

- Structuring a program that supports NCLB adequate yearly progress and PL221 requirements
- Implementation of effective schools research
- Development of a response to intervention (RTI) and three-tier intervention program for at-risk students
- Special Education & Inclusion Team Leader
- GEI Facilitator and Chair of Creative Problem Solving for GEI Team
- Staff Development Leader
- Effective teacher evaluation including regular informal classroom observations using the classroom walk-through with reflective feedback method, formal observation, goal setting, and individualized professional development plans
- Grant writing experience: Title 1 grants and various other successful grant applications
- Chair School Improvement Committee
- Development and implementation of a standards based reporting system and student recognition program
- Key Communicators Program
- Blue Ribbon Committee for Improved Literacy Skills in Grades 4-8
- MSD Warren Township Interdisciplinary Curriculum and Curriculum Mapping Committee
- MSD Warren Township Redistricting Committee
- MSD Warren Township Staff Development Committee
- IPLA+ Aspiring Principal Academy
- South Montgomery School Corporation Web Master
- Technology and Audio/Visual Coordinator
- Looping Implementation Team
- MSD Warren Township Technology Chair for Leadership Team

COMMUNITY ACTIVITIES:

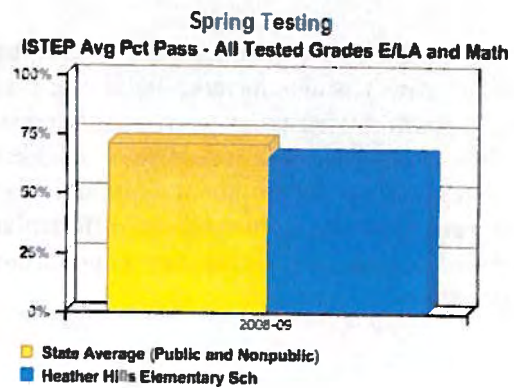
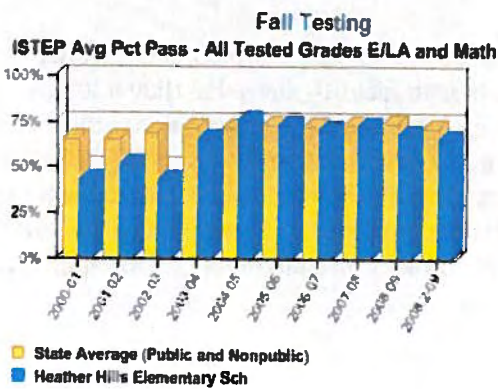
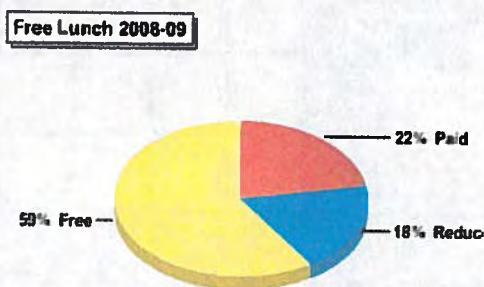
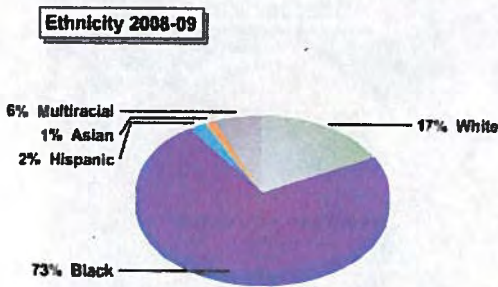
- Heather Hills Thanksgiving Dinner
- Heather Hills Parent and Community Center
- Heather Hills DoDads Club Leadership Team
- Boone County Foster Parent
- Fellowship of Christian Outdoorsmen – Leadership Team
- Legacy Summer Arts Camps for Native American Children – Standing Rock Reservation

REFERENCES:

- Thomas Peeler, Principal, Renaissance School , MSD Warren Township, Indianapolis, IN – 317-532-2972
email: tpeeler@warren.k12.in.us
- Steve Foster, Principal, Lakeside Elementary, MSD Warren Township, Indianapolis, IN – 317-532-2853
email: sfoster@warren.k12.in.us
- Dr. Peggy Hinckley, Superintendent, MSD Warren Township, Indianapolis, IN – 317-869-4300
email: phinckle@warren.k12.in.us
- Mary Rehlander, Personnel Director, MSD Warren Township, Indianapolis, IN – 317-869-4300
email: mrehland@warren.k12.in.us

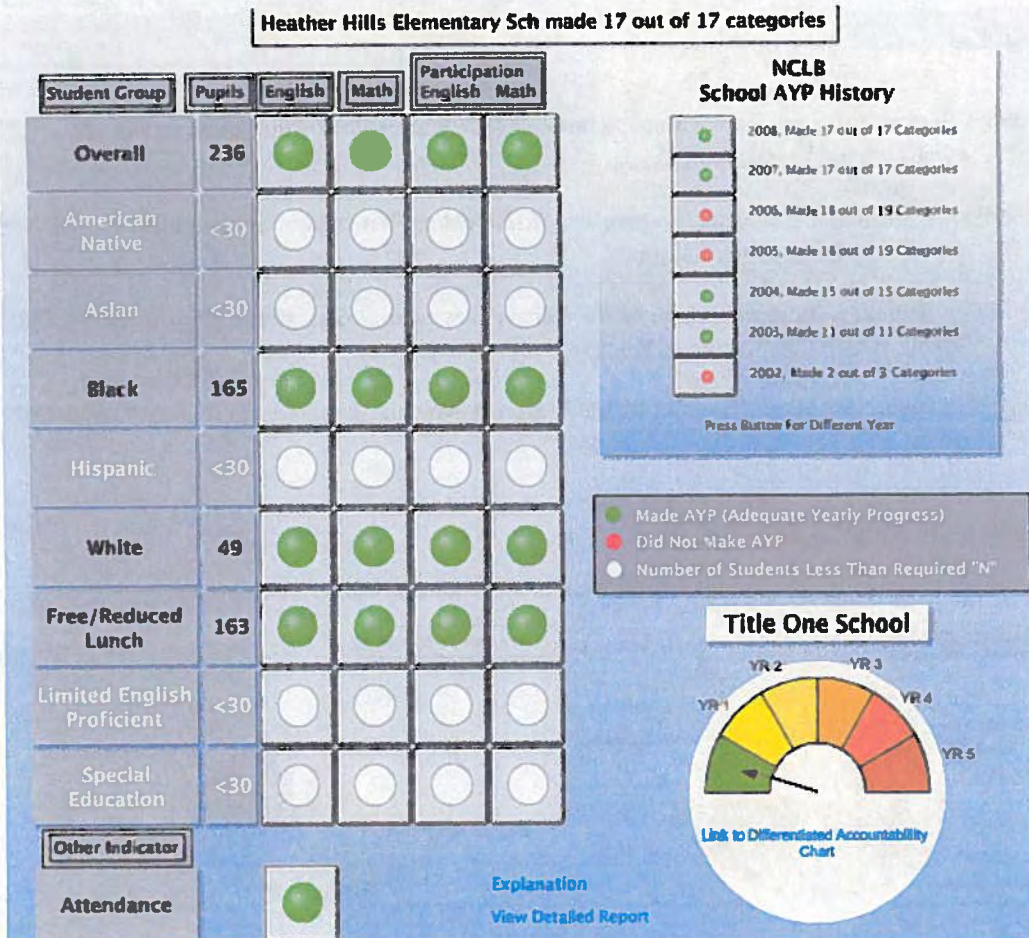
STUDENT ACHIEVEMENT RESULTS:

Below are the demographic and achievement results for Heather Hills Elementary.



SIGNIFICANT ACCOMPLISHMENTS:

First, Heather Hills was identified for school improvement status in the spring of 2006. The following year I took over as principal. I worked with the staff to improve our best instructional practice in Language Arts and Math. Further, I redefined our Response to Intervention practice and used the concepts of data analysis and total quality management systems to improve student achievement. Heather Hills met all of its 17 AYP categories, and within two years was removed from school improvement status.

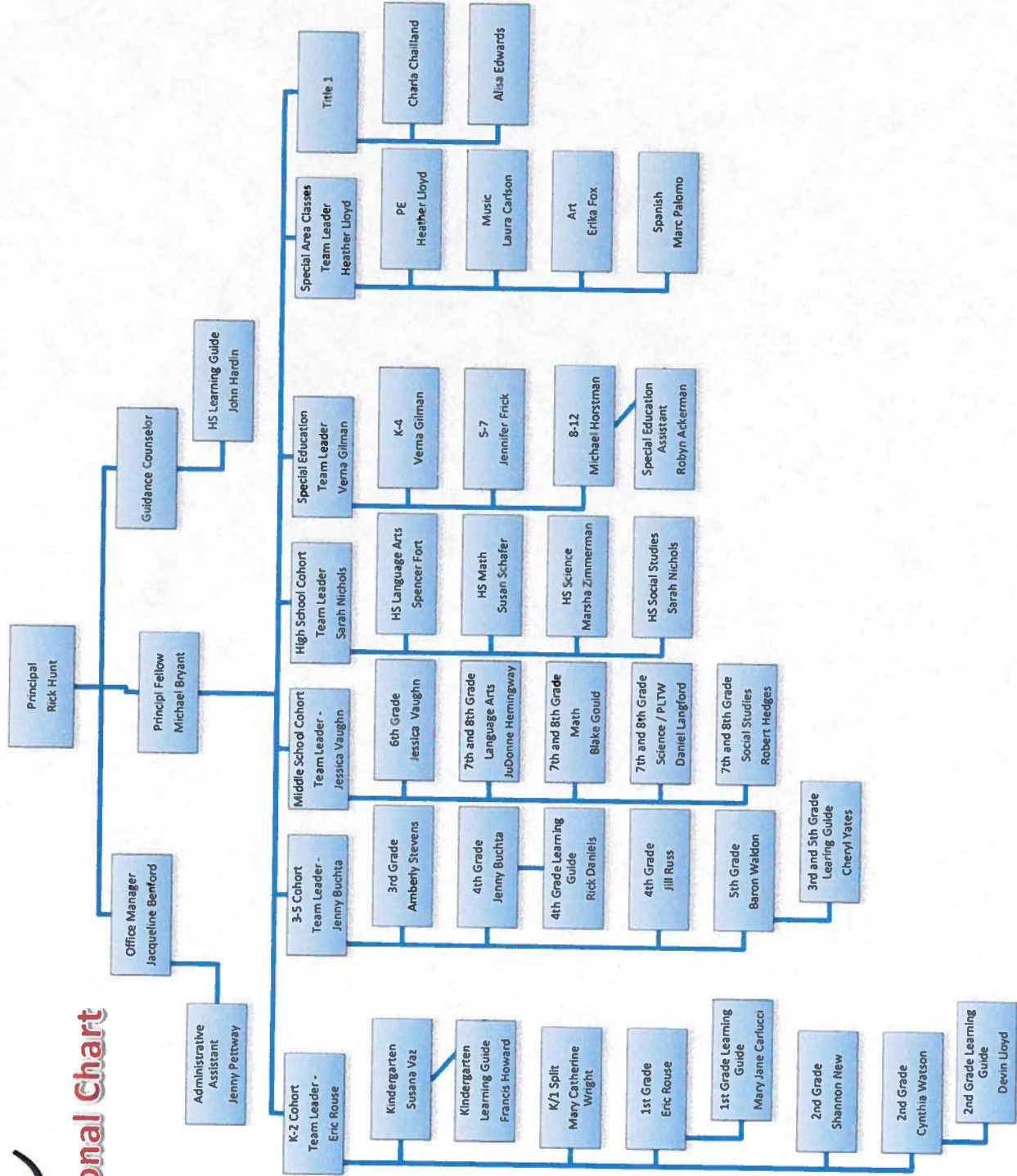


Second, I used an individualized staff development and goal setting model to support each teacher's individual growth as an educator. Each year I met with teachers to identify areas that they felt they needed support or where they were most interested in growing professionally. Each teacher then wrote an individual goal for the next school year. By identifying common trends for small group book studies, outside professional development opportunities, or arranging for independent study time, teachers were able to work towards meaningful and differentiated staff development goals. Teachers reported that they appreciated this model and that they gained from having time to focus on individual growth in their area of greatest need or interest.



Organizational Chart

Attachment 21E: Organizational Chart (current)



Attachment 22a: First Year Staffing

Year 1

Grade	Students	Teachers	Learning Guides
K	25	1	1
K	25	1	1
1	25	1	1
1	25	1	
2	25	1	1
2	25	1	
3	25	1	1
3	25	1	
4	25	1	1
5	25	1	1
5	25	1	
6	25	1	
7	25	2	
8	25	2	
9	25	1	1
10	25	1	
11	25	1	
12	25	1	
Related		4	
Spec. Ed		3	1
Admin		2	
Office		2	
Title		2	
Counselor		1	
Totals	450	34	9
Student / Teacher Ratio		1 to 11.8	

Attachment 22b: Staffing Projections

	Year 2				Year 3				Year 4				Year 5			
	Grade	Students	Teachers	Learning Guides	Grade	Students	Teachers	Learning Guides	Grade	Students	Teachers	Learning Guides	Grade	Students	Teachers	Learning Guides
	K	25	1	1	K	25	1	1	K	25	1	1	K	25	1	1
	K	25	1	1	K	25	1	1	K	25	1	1	K	25	1	1
	1	25	1	1	1	25	1	1	1	25	1	1	1	25	1	1
	1	25	1	1	1	25	1	1	1	25	1	1	1	25	1	1
	2	25	1	1	2	25	1	1	2	25	1	1	2	25	1	1
	2	25	1	1	2	25	1	1	2	25	1	1	2	25	1	1
	3	25	1	1	3	25	1	1	3	25	1	1	3	25	1	1
	3	25	1	1	3	25	1	1	3	25	1	1	3	25	1	1
	4	25	1	1	4	25	1	1	4	25	1	1	4	25	1	1
	4	25	1	1	4	25	1	1	4	25	1	1	4	25	1	1
	5	25	1	1	5	25	1	1	5	25	1	1	5	25	1	1
	6	25	1	1	6	25	1	1	6	25	1	1	6	25	1	1
	7	25	2		7	25	2		7	25	2		7	25	2	
	8	25	2		8	25	2		8	25	2		8	25	2	
	9	25	1	1	9	25	1	1	9	25	1	1	9	25	1	1
	10	25	1		10	25	1		10	25	1		10	25	1	
	11	25	1		11	25	1		11	25	1		11	25	1	
	12	25	1		12	25	1		12	25	1		12	25	1	
	Related		4	1	Related		4	1	Related		4	1	Related		4	1
	Spec. Ed		3		Spec. Ed		3		Spec. Ed		3		Spec. Ed		3	
	Admin		2		Admin		2		Admin		2		Admin		2	
	Office		2		Office		2		Office		2		Office		2	
	Title		2		Title		2		Title		2		Title		2	
	Counselor		1		Counselor		1		Counselor		1		Counselor		1	
Totals		450	34	9	Totals	475	35	9	Totals	475	35	9	Totals	500	38	9
	Student / Teacher Ratio		1 to 11.8		Student / Teacher Ratio		1 to 12.1		Student / Teacher Ratio		1 to 12.1		Student / Teacher Ratio		1 to 11.6	

C. Rental of Facilities & Utilities												
Electricity	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Gas, Oil, or Steam Heat	667	667	667	667	667	667	667	667	667	667	667	8,000
Grass and Tree Services	417	417	417	417	417	417	417	417	417	417	417	5,000
Internet Access	833	833	833	833	833	833	833	833	833	833	833	10,000
Mortgage												
Rent	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	31,250	375,000
Repair & Maintenance Services	8,000											10,000
Telephone Long Distance	833	833	833	833	833	833	833	833	833	833	833	10,000
Trash Removal	500	500	500	500	500	500	500	500	500	500	500	6,000
Utilities												
Water & Sewer	833.3	833	833	833	833	833	833	833	833	833	833	10,000
Other Facilities & Utilities Expense	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Total Rent and Utilities	54,167	46,167	46,167	46,167	46,167	46,167	46,167	46,167	46,167	46,167	46,167	564,000
D. Insurance												
Board Errors and Omissions												
General Liability Insurance												
Health Insurance												
Property & Casualty Insurance												
Property & Inland Marine												
Theft Insurance												
Treasurer Bonds												
Umbrella/Excess Liability												
Vehicle Insurance												
Worker's Compensation Insurance												
Other Insurance Expense (Please Describe)												
Total Insurance	22,000											22,000
E. Service Contracts												
Accounting & Payroll Services												
Consulting Services												
Data Processing Services												
Equipment Rental & Leases	833	833	833	833	833	833	833	833	833	833	833	10,000
Food Service Contract	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
Legal Services												
Professional & Technical Services												
Security Services	417	417	417	417	417	417	417	417	417	417	417	5,000
Staff Development (Title I)	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Other Service Contracts	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Other Service Contracts	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Other Service Contracts												20,000
Other Service Contracts												50,000
Other Service Contracts	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	250,000
Other Service Contracts	50,417	50,417	50,417	50,417	50,417	50,417	50,417	50,417	50,417	50,417	50,417	675,000
Total Service Contracts												
F. Supplies & Materials												
Advertising	10,000											10,000
Computer Software	20,000											20,000
Custodial Supplies	2,500										2,500	10,000
Instructional Supplies	15,000											15,000
Office Supplies & Expense	9,000										4,000	21,000
Postage	2,000										2,000	4,000
Printing												
Testing & Evaluation Supplies	5,000											5,000
Textbooks	50,000											50,000
includes Core Knowledge, PLTW												

	Fall Creek Academy				
	First Fiscal Year (From Schedule B)	Second Fiscal Year (From Schedule C)	Third Fiscal Year	Fourth Fiscal Year	Fifth Fiscal Year
Dates Covered	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Projected Enrollment	450	450	475	475	500
Minimum enrollment for financial viability					
CARRY OVER	-	168,966	191,844	169,245	105,086
I. CASH IN (INCOME):					
Donations/Gifts					
Food Service	200,000	204,000	237,500	242,250	275,000
Investment Earnings					
Loan From Common School Loan	264,000				
Other Grants	300,000	300,000	325,000	325,000	330,000
State Grants	180,000	180,000	200,000	200,000	225,000
Textbook Reimbursement	10,000	10,000	15,000	15,000	15,000
State Tuition Support	2,725,946	2,991,888	3,075,013	3,136,513	3,230,263
IDEA Special Ed	50,000	50,000	60,000	60,000	70,000
Other (Please Describe)	70,000	70,000	75,000	75,000	80,000
Other (Please Describe)	20,000	20,000	25,000	25,000	30,000
Temporary Cash Flow Loan	50,000	50,000	50,000	50,000	50,000
TOTAL CASH IN (INCOME):	3,869,946	3,875,888	4,062,513	4,128,763	4,305,263
II. EXPENDITURES:					
<i>A. Employee Salaries</i>					
Administration	150,000	154,500	159,135	163,909	168,826
Office Support	65,000	66,950	68,959	71,027	73,158
Other Administration - Guidance Counselor	40,000	41,200	42,436	43,709	45,020
Classroom Assistants	162,000	166,860	171,866	177,022	182,332
Clerical					
Consultants					
Internship Coordinator					
Overtime Expense					
Social Workers					
Substitute Teachers	9,600	9,600	10,000	10,000	11,000
Teachers	1,160,000	1,194,800	1,230,000	1,266,900	1,308,900
Technicians	18,000	18,540	19,096	19,669	20,259
Temporary Salaries					
Other Human Resource Expense	30,000	30,900	35,000	35,000	40,000
Total Employee Salaries	1,634,600	1,683,350	1,736,492	1,787,236	1,849,496
<i>B. Employee Benefits</i>					
Group Dental Insurance					
Group Health Insurance	163,460	202,002	208,379	214,468	221,940
Group Life Insurance					
Long-Term Disability Insurance					
PERF/Teacher's Retirement	122,595	126,250	138,919	142,979	147,960
Social Security & Medicare	81,730	84,168	104,189	107,234	110,970
Unemployment Compensation	16,346	16,834	19,101	19,660	20,344
Workers Compensation	16,346	16,834	19,101	19,660	20,344
Other Employee Benefits					
Total Employee Benefits	400,477	446,088	489,691	504,001	521,558
<i>C. Rental of Facilities & Utilities</i>					
Electricity	70,000	77,250	81,568	84,015	86,535
Gas, Oil, or Steam Heat	8,000	8,240	9,487	10,000	11,500
Grass and Tree Services	5,000	5,500	6,000	6,200	6,500
Internet Access	10,000	10,000	12,250	12,250	12,250
Mortgage					
Rent	375,000	375,000	375,000	375,000	375,000
Repair & Maintenance Services	10,000	10,000	10,000	10,000	10,000
Telephone Long Distance	10,000	10,000	12,250	12,250	12,250
Trash Removal	6,000	6,200	6,500	6,500	6,600
Utilities					
Water & Sewer	10,000	10,500	12,000	13,000	14,000
Other Facilities & Utilities Expense	60,000	62,000	75,000	78,000	80,000
Total Rent and Utilities	564,000	574,690	600,055	607,215	614,635
<i>D. Insurance</i>					
Board Errors and Omissions					

General Liability Insurance					
Health Insurance					
Property & Casualty Insurance					
Property & Inland Marine					
Theft Insurance					
Treasurer Bonds					
Umbrella/excess Liability					
Vehicle Insurance					
Worker's Compensation Insurance					
Other Insurance Expense					
Total Insurance	22,000	27,000	35,000	38,000	40,000
<i>E. Service Contracts</i>					
Accounting & Payroll Services					
Consulting Services					
Data Processing Services					
Equipment Rental & Lease	10,000	11,000	13,000	14,000	14,000
Food Service Contract	200,000	204,000	237,500	242,250	275,000
Legal Services					
Professional & Technical Services					
Pupil Transportation Contract					
Security Services	5,000	5,000	6,000	6,000	7,000
Staff Development	20,000	20,000	25,000	25,000	25,000
Other Service Contracts	70,000	70,000	75,000	75,000	80,000
Other Service Contracts	50,000	50,000	60,000	60,000	70,000
Other Service Contracts	20,000	25,000	30,000	30,000	35,000
Other Service Contracts	50,000	50,000	60,000	60,000	60,000
Other Service Contracts	250,000	250,000	250,000	250,000	275,000
Total Service Contracts	675,000	685,000	756,500	762,250	841,000
<i>F. Supplies & Materials</i>					
Advertising	10,000	10,000	10,000	10,000	10,000
Computer Software	20,000	25,000	25,000	25,000	25,000
Custodial Supplies	10,000	10,000	13,000	14,000	15,000
Instructional Supplies	15,000	20,000	20,000	20,000	25,000
Library Books					
Office Supplies & Expense	21,000	21,000	22,000	22,000	22,000
Postage	4,000	4,000	5,000	5,500	5,500
Printing					
Subscriptions					
Testing & Evaluation Supplies	5,000	5,000	6,000	6,000	6,500
Textbooks	50,000	50,000	50,000	50,000	50,000
Other Supplies & Materials					
Total Supplies & Materials	135,000	145,000	151,000	152,500	159,000
<i>G. Capital Outlay</i>					
Computer Hardware	20,000	30,000	40,000	30,000	30,000
Computer Software					
Office Furniture & Equipment	5,000	5,000	5,000	5,000	5,000
Instructional Furniture & Equipment	10,000	10,000	10,000	10,000	10,000
Vehicles					
Land Purchases					
Improvements & Alterations					
Other Capital Outlay					
Total Capital Outlay	35,000	45,000	55,000	45,000	45,000
<i>H. Other Expenditures</i>					
Audit Expense	5,000	5,000	5,500	6,000	6,000
Dues & Fees					
Judgements					
Debt Services	75,000	75,000	75,000	100,000	100,000
Travel Expense/Mileage	2,500	2,500	3,000	3,000	3,000
Temp Cash Flow Loan Repay w/Int	50,625	50,625	50,625	50,625	50,625
Athletic Program	10,000	14,000	20,000	25,000	30,000
Field Trips	10,000	10,000	15,000	18,000	20,000
Payment to an EMO					
BSU Administrative Fee	81,778	89,757	92,250	94,095	96,908
Total Other Expenditures	234,903	246,882	261,375	296,720	306,533
TOTAL EXPENDITURES	3,700,980	3,853,010	4,085,112	4,192,922	4,377,222
REMAINING CASH BALANCE (DEFICIT)	168,966	191,844	169,245	105,086	33,127

ATTACHMENT 29d – Facilities Form

A. School district in which the school will locate:

Indianapolis Public Schools district.

B. Geographic preference within the district:

Mid-north.

C. Address (if a site has been secured):

2540 North Capitol Street, Indianapolis, IN 46208-3771

D. Does the school plan a stand-alone facility or will the school co-locate with another organization?

It is a stand-alone facility.

Space (Use blanks for additional needs)	Year One		Year Two		Year Three	
	Number	Average Size	Number	Average Size	Number	Average Size
Classrooms	22	900 sq.ft.	22	900 sq.ft.	22	900 sq.ft.
Offices	3	250 sq.ft.	3	250 sq.ft.	3	250 sq.ft.
Meeting/Counseling	1	250 sq.ft.	1	250 sq.ft.	1	250 sq.ft.
*Gym/Physical Fitness	1	10,000 sq. ft.	1	10,000 sq. ft.	1	10,000 sq. ft.
Kitchen	1	400 sq.ft.	1	400 sq.ft.	1	400 sq.ft.
*Dining	1		1		1	
*Performance/Auditorium	1	10,000 sq. ft.	1	10,000 sq. ft.	1	10,000 sq. ft.
Library		10,000 sq. ft.		10,000 sq. ft.		10,000 sq. ft.
Media	1	900 sq.ft.	1	900 sq.ft.	1	900 sq.ft.
Hallways	2	250 sq. ft.	2	250 sq. ft.	2	250 sq. ft.
Locker Space						
Restrooms	15	200 sq. ft.	15	200 sq. ft.	15	200 sq. ft.

The spaces below are often shared in one way or another. Please note if the school plans to use such shared space; i.e. cafeteria and auditorium as a single space.

*Gym, Dining , and Performance/Auditorium are semi-shared. The actual gym and cafeteria spaces are separate, but they share common location in the building and are not separated by walls. The serving line for food service is located in the gym area.

	Year One	Year Two	Year Three
Total Estimate Square Foot Requirements	41,500	41,500	41,500
% of Budget dedicated to Facility Rental, Mortgage, and Construction/Renovation	9.87%	9.73%	9.18%
\$ per child devoted to Facility Rental, Mortgage, and Construction/Renovation	\$ 833.33	\$ 833.33	\$ 789.47
Anticipated Annual Utility Budget	\$ 78,000	\$ 85,490	\$ 90,975

ATTACHMENT 33: Policy Regarding Organizer Governance

The Board of Directors for Fall Creek Academy hereby assures the Office of Charter Schools at Ball State University that it has read, understands, and will comply with all stated policies regarding Organizer Governance.

BYLAWS
OF
FALL CREEK ACADEMY, INC.

Revised and Adopted July 1, 2012

ARTICLE I: General

Section 1: Name

The name of the corporation is Fall Creek Academy, Inc. (the "Corporation").

Section 2: Registered Office and Registered Agent

The registered agent and post office address of the Corporation are Rollin Dick, 9085 E. State Rd. 334, Zionsville, IN 46077.

Section 3: Fiscal Year

The Fiscal Year of the Corporation shall begin on the first day of July, and shall end on the last day of June in the following year.

ARTICLE II: Board of Directors

Section 1: Directors

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have no less than five members, and no more than eleven. At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.

Members of the Board of Directors will serve a three-year term. Terms of the founding members may be staggered as deemed necessary. At the first meeting of each fiscal year, the Board of Directors shall elect all officer positions for the year.

Section 2: Quorum and Approval of Actions

A majority of the Directors must be in attendance at the beginning of a meeting to constitute a quorum for the transaction of any business properly to come before the Board of Directors. The approval of a majority of the Directors present at a meeting in which a quorum is present shall be considered the act of the Board of Directors. Any Director participating in a meeting by telephone may not vote or make motions, and shall not be counted towards a quorum.

Section 3: Regular Meetings

The Board of Directors shall hold a minimum of six (6) regular meetings on an annual basis, for the purpose of transacting such business as properly may come before the Board.

Section 4: Additional Meetings

The Board of Directors may hold additional meetings for any lawful purpose upon no less than (2) business days' notice, in compliance with Indiana Open Door Law, (currently codified at IC 5-14-1.5-1).

Section 5: Compliance with Indiana Open Door Law

Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law, and any corresponding provision of subsequent Indiana law, in connection with all regular or additional meetings of the Board.

Section 6: Action by Written Consent

No action of the Board shall be taken by Written Consent; all action shall be properly taken and recorded in public board meetings, in accordance with Indiana Open Door Laws.

Section 7: Resignation, Removal, and Vacancies:

Any director may resign at any time by giving written notice of such resignation to the Board of Directors. Such resignation shall take effect at the time specified, or, if no time is specified, at the time of receipt by the Board. The acceptance of a resignation shall not be necessary to make it effective.

A Director may be removed by a majority of the Directors then in office.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 8: Educational Management Organizations

Should the Board of Directors elect to engage an educational management corporation ("EMO") to manage the operations of the charter school for which the Corporation is responsible, (the "School"), no member of the Corporation's Board of Directors nor an immediate relative of such may have any pecuniary interest in such EMO, nor shall the EMO at any time have appointment or removal authority over members of the Board.

ARTICLE III: Officers

Section 1: In General

The Officers of the Corporation shall consist of a Chair, a Vice-Chair, a Secretary, and a Treasurer. An officer may hold more than one office. Each officer shall be

elected by the Board of Directors and shall serve for one year, or until the officer's successor is duly elected.

Officers do not need to be members of the Board of Directors. Any officer may be removed by the Board of Directors by a majority vote of the Directors then in office. Any vacancy in any office shall be filled by the Board of Directors by a majority vote of the Directors then in office, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected.

Section 2: Chair

The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing the policies established by the Board of Directors, as well as other duties as prescribed by the Board.

Section 3: Vice-Chair

The Vice-Chair shall serve in place of the Chair during times in which the Chair is otherwise unavailable.

Section 4: Secretary

The Secretary shall serve as the custodian, or shall delegate such duties as deemed necessary and expedient, of all papers, books, and records of the Corporation, other than books of account and financial records. The Secretary shall prepare, or shall cause to be prepared, and enter in the minute book the minutes of all meetings of the Board. The Secretary shall authenticate records of the Corporation as necessary, and shall perform other duties usual to such position as the Board of Directors or Chair may prescribe.

Section 5: Treasurer

The Treasurer shall prepare and maintain, or shall cause to be prepared and maintained, correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping according to proper audit and accounting principles. The Treasurer shall furnish, or shall cause to be furnished, a statement of the financial condition of the Corporation when requested by the Board of Directors or the Chair, and shall perform other duties usual to such position as the Board of Directors or Chair may prescribe.

ARTICLE IV: Conflicts of Interest

Section 1: General Policy

It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, seeking to transact business with the Corporation, in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves of any of their relatives, including spouses, ancestors, and descendants, from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except by where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as prescribed by the Board, and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board shall be responsible for oversight of all disclosures or failures to disclose, and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2: Effect of Conflict Provisions

The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that is otherwise valid and enforceable under applicable law.

ARTICLE V: Indemnification

Section 1: Indemnification by Corporation

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article V) to have acted in good faith, in what her or she reasonably believed to be the best interests of the Corporation, and with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful. The termination of any claim, action, suit, or proceeding by judgment, settlement, (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere, or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article V.

Section 2: Definitions

- (a) As used in this Article V, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or
 - (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
 - (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not her or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article V, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

- (c) As used in this Article V, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article V, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same without any payment or promise made to induce a settlement.

Section 3: Entitlement to Indemnification

Every person claiming indemnification under this Article V (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article V and (b) the Board of Directors, appear before the referee and answer questions that the referee deems relevant and shall be giving ample opportunity to present to the referee evidence upon which her or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4: Relationship to Other Rights

The right of indemnification provided in this Article V shall be in addition to any rights to which any person may otherwise be entitled.

Section 5: Extent of Indemnification

Irrespective of the provisions of this Article V, the Board of Directors may, at any time, and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6: Purchase of Insurance

The Board of Directors is authorized and empowered to purchase insurance covering the Corporation’s liabilities and obligations under this Article V and insurance protecting the Corporation’s directors, officers, employees, agents or other persons.

ARTICLE VI: Contracts, Checks, Loans, Deposits and Gifts

Section 1: Contracts

The Board of Directors may authorize one or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its

behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2: Checks

All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3: Loans

Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4: Deposits

All funds of the Corporation shall be designated to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5: Gifts

The Board of Director may accept on behalf of the Corporation any gift, grant, bequest, devise or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VII: Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration amendment, or repeal of these Bylaws must be approved in writing by the Sponsor of the School (as the term "Sponsor" is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

These Bylaws are hereby formally adopted by proper motion by the Board of Directors at their meeting on _____.

Attest,

Secretary

Attachment 35, School Admissions Policy

The school's planned lottery is subject to change pending action by authorizer in response to this application. Attached is the proposed plan.

ATTACHMENT 35: School Admissions Policy

Fall Creek Academy organizes an annual enrollment lottery. The lottery is to be held on location at Fall Creek Academy when enrollment for a grade level reaches or exceeds capacity for the upcoming school year. The results of the lottery are announced the week after the lottery and parents are notified by mail of their child's enrollment status. The proposed schedule for the enrollment and lottery is as follows:

Launch lottery advertising ("save the date") begins	November 7, 2011
Lottery forms to the schools	December 5, 2011
Lottery opens online	January 9, 2012
Applications close	March 15, 2012
Lottery Event	March 22, 2012

The Lottery Process:

1. The Lottery Process Policy & Procedures will be reviewed annually.
2. A third-party representative will be recruited to administer the lottery.
(EM Hughes & Associates for the 2011-12 school years)
3. The lottery application will be made available in hard copy and electronically via email and the internet on the Fall Creek Academy website.
4. The parent/guardian will complete a lottery application and submit the application via mail, internet, fax, email or in person by the posted deadline.
5. Each Fall Creek Academy student applying will be assigned a lottery number, following the format below: **11F05010**
 - 11 = school year in the fall
 - F = Fall Creek
 - 05 = grade level of student
 - 010 = sequential order of applications received, starting with 001...
6. For each student, a lottery card with their assigned number will be created for submission to the lottery board. The siblings of that student will have their lottery numbers written below the student's personal lottery number.
7. The lottery cards will be kept in numerical order prior to the lottery and banded together for security. The lottery cards will be separated by grade level.
8. The third party representative will verify that there is a card for each applicant and that each sibling's number also matches those on their respective applications.

9. A lottery board with available spots will be displayed in the room on location where the lottery will be held.
10. The rules of the lottery will be read to the audience clearly.
11. After reading the rules, the audience will be given a chance to ask any final questions. Once questions have been addressed, the third party representative will begin the lottery.
12. If there are available spaces, sibling cards currently enrolled students (indicated by using a colored card for each sibling) will be placed on the board for enrollment. If there are not enough spaces available, a sibling lottery is held first.

STEPS:

- a. The cards will be folded and placed in the jars in front of the audience, assuring that all cards are included, one grade level at a time.
 - b. The oldest grade level will be drawn first by the third party representative.
 - c. The number will be announced and the card placed on the board in the first available space for that grade level.
 - d. If a drawn card has sibling numbers attached, the siblings' lottery cards will be removed from their grade level(s) packets and will be placed on the appropriate grade level space on the lottery board, if available. If space is not available for that sibling, then the child is entered onto the waitlist in the order in which his/her sibling was selected.
 - e. A person will be recording on a separate sheet the minutes of the proceedings and will have a paper chart (or computer spreadsheet) where they will write the numbers as drawn, as a back-up of the proceedings.
 - f. The procedure will continue as described until all spaces for oldest grade level are filled and will continue until all lottery cards have been drawn to establish a wait list that will be recorded in the order drawn.
 - g. When finished, the lottery cards will stay on the lottery board as drawn. The excel worksheet (or paper copy) being kept separately, will be compared to the board for accuracy by the third party representative.
 - h. The third party representative will then declare the proceedings closed.
13. Parents of students that were selected will be notified of the lottery results.
 14. Families that turn in applications after the lottery will be placed on the wait list after the lottery candidates on a first come, first served basis.
 15. Even though a student enrolls in a grade level, Fall Creek Academy will assess the student and place them at the appropriate instructional level in each subject.

Nondiscrimination Policy

The Fall Creek Academy, Inc. shall not discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, and disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

ATTACHMENT 36: Discipline Policy

DISCIPLINE AND SCHOOL BEHAVIOR

The primary objective of requiring appropriate student behavior is to produce a safe learning atmosphere in which there will be no interruption of the teaching-learning environment. All students will assume personal responsibility for their behavior and actions, develop appropriate self-control, exhibit self-discipline, and accept the responsibility, and consequences of any inappropriate behavior. To accomplish this objective requires a cooperative effort from students, staff, and parents.

Fall Creek Academy uses the Positive Behavior Supports (Our TRACKS program) plan to encourage all students to follow our school procedures. This plan provides a sequence of interactions that allow staff to guide students in making good choices and consequences for making poor choices.

At Fall Creek Academy Elementary all students shall...

- T** - be a **team** player by honoring the rights of other students and displaying a good attitude.
- R** - **respect** school-wide and classroom procedures, school staff, and other students.
- A** - be **accountable** by maintaining satisfactory attendance, accepting responsibility for one's actions, and giving best effort on all assigned work.
- C** - have the **courage** stand up for what is right, and lead by a positive example.
- K** - show **kindness** to others
- S** - ensure a **safe** and orderly educational environment through the use of appropriate language, appropriate physical behavior, and by helping maintain a learning environment free of intimidation or harassment.

The entire foundation and success of public school education depends upon the theme of the Golden Rule: "Do unto others as you would have them do unto you." It includes the basic concepts of self-discipline – a self-discipline that will allow all individuals to exist in a world of change and with the individual rights afforded them by our federal and state constitutions. Certain standards of student conduct are necessary to assure that students seeking to express their own individual rights do not infringe upon the rights of others. The responsibility for the development and maintenance of self-discipline falls to the cooperative efforts of students, parents, teachers, administrators, and the community.

Discipline is one of the most important lessons of education. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people

An environment that provides equal opportunity for all and permits the teaching-learning process to proceed in an orderly manner is the objective of all school personnel. School staff members will make every effort, individually and cooperatively, with appropriate available community resources, to help each student gain acceptable self-discipline standards.

DISCIPLINE PLAN / FALL CREEK ACADEMY PROCEDURES

Children come to school to learn and no child has the right to infringe upon any other student's right to learn. To promote a learning atmosphere, we will expect the children to observe the following guidelines:

The Rotundas and Hallways:

- Out of respect for other learners, rotundas and hallways are always a: **Quiet Zone**
- No talking unless responding to an adult
- Always walk
- Keep hands, feet and objects to yourself.
- Students are asked to walk, "Eyes front, hands to your side, no talking."

Restroom:

- Enter quietly
- Talking is not permitted unless someone needs help.
- Do not use more than one paper towel and always throw it in the trashcan (not in the toilet).
- Leave the restroom clean by throwing all paper towels and any other trash in the trashcan.
- Do not use restroom area as a play area. This could result in someone getting hurt.
- Take turns respectfully.
- Always flush toilets.
- Wash hands before leaving restrooms.

Breakfast and Morning Procedures:

- All students enter and will sit on the bleachers in the gym, cafeteria or in their assigned area.
- Breakfast service will follow Lunch Procedures.
- All students will line up and move to classrooms at 7:20.
- Announcements, Pledge and a moment of silence will be given on the PA at 7:30.
- Students are to be quiet and stop moving in the building during this time.

School Assemblies:

- Be on time for school-wide assemblies.
- Enter gymnasium quietly and follow the directions of the adults.
- Sit on the floor or bleachers (on pockets) with hands in laps. Students may not sit up on knees since this will block the view of students in rows further back.
- When the person in charge of the assembly gives the "five" signal, all voices will be quiet and active listening will begin.
- No talking during performances.
- No screaming or yelling is allowed (unless it is a part of the program) and polite applause is expected at appropriate times.
- Follow directions of adults when being dismissed.

Dismissal:

- Actively listen for any afternoon announcements.
- Leave the building in a quiet line directed by your teacher.
- Leave with all of the things you need to take home, including your homework.
- Walk directly to your bus or parent pick-up door.

Clinic/Office Area:

- Students must have a clinic pass before coming to the clinic.
- Upon entering the clinic (unless it is an emergency) find a seat and sit quietly until the nurse can give you attention.
- Students coming to the clinic for daily medication should wait quietly by the sink until the nurse/office personnel can attend to them.
- Students are prohibited from “adult only” areas (staff dining area, staff meetings, staff workroom, and all custodial/storage areas)

Active Listening:

- Get quiet immediately when the teacher says, “Give me five.”
- Return the Five Sign by raising your hand indicating that you are ready to listen.
- Show courteous and respectful behavior by giving eye contact to the speaker, sitting calmly, and not talking.
- Listen for information and details.
- Raise your hand for recognition when it is time to give a response.

Recess:

- Students will go out to recess unless they have a note from home. Extended periods of non-participation require a medical excuse from a doctor. Students will go outside unless it is raining or the temperature (wind chill) is below 20 degrees
- Teachers will escort children to recess. Once students reach the playground area, they may not return to the building without permission.
- Adults will circulate the playground area during recess and one person will always have a radio. Students are expected to listen and follow the directions of the adult on duty.
- No tackle games, tag, chasing games or “piling on” games are allowed.
- “Play-fighting” or martial arts moves are not allowed. Inappropriate physical gestures (i.e. hand gestures or inappropriate dancing) are not allowed.
- Fighting, throwing objects, snowballing or any rough play will result in a loss of recess privileges. (i.e. stand on fence, walk the square, recess detention)
- Solve conflicts positively or ask for the help of an adult on the playground.
- Jump ropes are to be used for jumping only.
- Balls that go into the parking lot may not be retrieved by a student without adult supervision.
- Non-participants should not run through games being played by other students. When deciding to play a game with others, rules should be clear before playing. Arguing will result in a player or players being required to leave the game.
- Students should not touch or move towards animals that appear on the playground. An adult will use a radio to call for assistance.
- Upon hearing the whistle or observing the given signal, students are to quit playing and line up for an orderly return to class.

Cafeteria:

- Students should enter the cafeteria quietly and in a single file line.
- Follow all adult directions quickly and respectfully.
- Listen to café workers and quickly give lunch choices.
- Students should “Eat first and talk last.”
- When finished eating, students may talk quietly using “Restaurant voices”. QUIETLY talk only to those students on either side of you. Always use polite, appropriate language.

- Do not leave seat without adult permission.
- Observe the “Give me five” signal when given, and obey the “No talking” rule when in effect.
- Dismissal from the café will be a “No talking” time.
- Students must ensure tables and floors are clean and trays are ready to go. Pick up anything dropped on the floor. Tables will only be “Excused to line up” when they are quiet, their area is clean, and their trays are ready to go.
- Students may not “charge” a lunch. They must have funds on account or in hand to pay for lunch.

Bus Conduct Procedures

YOUR CHILD AND EVERY CHILD DESERVES A SAFE, PLEASANT RIDE TO SCHOOL!

Please go over these rules with your children and stress the importance of obeying the rules.

- The bus driver has the same relationship to the child, as does the school teacher. It is his/her duty to maintain order on the bus at all times.
- Obey the driver promptly and respectfully. He/She is working for your safety; realize that he/she has a big responsibility and that it is your job to help him/her.
- Be careful in approaching bus stops; walk on left facing oncoming traffic where there are no sidewalks.
- Do not stand or play on the road while waiting for the bus.
- Do not destroy or damage surrounding property in any way while waiting for the bus.
- Help keep the bus on schedule—**BE ON TIME!** (5 min. before scheduled pick-up time)
- No student will enter or leave the bus until it has come to a full stop and the driver has opened the door.
- Take your turn and avoid pushing when entering or leaving the bus.
- Be seated promptly and be careful not to block the aisle.
- No one is permitted to leave his/her seat while the bus is in motion.
- Pupils shall not be allowed to tease or scuffle with each other. Treat others with respect and keep hands to yourself.
- Use no loud or profane language.
- No windows or doors will be opened or closed except by permission of the driver.
- **REMEMBER:** Loud talking, laughing, or unnecessary confusion diverts the driver’s attention and may result in a serious accident. Classroom conduct is expected except for conversation in normal tones. Improper or abusive language will not be allowed.
- Help keep the bus clean, sanitary, and orderly. Deposit trash in the container at the front of the bus. No food shall be eaten on the bus.
- Treat bus equipment with care. Replacements are expensive to parents.
- Failure to comply with the bus rules or failure to follow instructions of the bus driver may result in the loss of the bus riding privilege.
- For the safety of your child, please make sure that any papers, envelopes, or loose items are brought to school in a book bag. When children drop items or have papers fly away, they may run in front of the bus or approaching cars to retrieve the lost item.

If a student is misusing his/her privilege to ride the bus, he/she may have a phone call home, a written notice home, or a suspension from the bus. Extreme situations will be dealt with by the Principal Fellow and/or the Principal.

CONSEQUENCES FOR NONCOMPLIANCE

Consequences for noncompliance of the procedures and expectations stated above shall include, but not be limited to the list below.

- Warning
- Assignment of "Think About It" sheet
- Removal to another classroom
- Loss of recess or lunch detention
- Denial of school privileges or participation in school activities
- In-school office timeout
- Intervention by professional school staff
- Parent contact or conference
- Referral to the school office

The severity or repetitive nature of a student's behavior will be given consideration when determining appropriate consequences. The following behaviors will be considered unacceptable at Fall Creek Academy and can result in suspension/expulsion. The behaviors listed below apply to actions on school property, including bus stops, and at school-sponsored activities.

- Any purposeful action that results in great bodily harm to another human being.
- Use, possession, or unreported knowledge of a weapon, explosive, look-alike weapon, or anything that is used as a weapon. (Possession means on self, given to another individual, in personal belongings, or on school property)
- Use, possession, or unreported knowledge of any drugs or look-alike drugs (Including alcohol and tobacco).
- Acts of lying, cheating or stealing.
- Acts of vandalism or arson.
- Acts of harassment or bullying (repeated behaviors, physical or verbal, toward another individual that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, or generally unsafe.)
- Disruption of the orderly educational process.

DISCIPLINE: DUE PROCESS AND SUSPENSION / EXPULSION PROCEDURES

When a student has committed a disciplinary infraction, the school official will conduct a due process investigation. Guidelines for due process are as follows: A student will be given: a. an oral or written statement of the charges, b. if charges are denied, an oral summary of the evidence, c. an opportunity to explain his/her conduct.

School personnel have the right to exercise the disciplinary options. Authorized disciplinary actions may include detention, in-school detention, Saturday school, out-of-school suspension, expulsion, and/or parent/guardian shadowing.

The Indiana General Assembly guarantees due process for pupils suspended or expelled from classes for more than (10) days and outlines in detail the procedures to be followed when a student is disciplined by suspension or expulsion. In cases of suspension for more than five

days the President of the Board of Directors appoints a hearing officer. The hearing officer will notify the student of “due process.”

The types of disciplinary action taken by the school administration may include but will not be limited to the following:

- Conferences
- Detention / Saturday School / In-School Timeout
- Suspension
- Expulsion
- Other Courses of Action

Parents/Guardians will be notified by mail, phone, or in person if their child is violating school expectations and negatively impacting the learning environment for all students. A meeting will be scheduled between parents/guardians and a school administrator to review the student's choices and develop a contract between the school, parent, and student that specifically addresses misbehavior. If a student chooses to not follow the contract, then that student will be expelled from Fall Creek Academy at Fall Creek in accordance with state-mandated hearing guidelines.

Conferences – May include counseling with a teacher, social worker or administrator concerning the behavioral problem and recommendation for improvement. Parents may be asked to participate in the conference.

Detention / Saturday School / In-School Timeout– A student may be assigned to an in-school timeout separate from the general classroom, but provided work and assistance for academics. Further a student may be assigned additional time at school, either before or after regular school hours, during lunch (student will receive lunch), or on Saturday. Students who have detention time to serve are responsible for arranging their own transportation. The detention will be served on the day or days assigned by the Principal or his designee.

Parent Shadowing- The parent will need to come in to the school for an entire day and attend classes with their child.

Suspension – Disciplinary action whereby a student is separated from school attendance for a period of ten (10) days or less and which does not constitute an expulsion. When expulsion is recommended, the student may be suspended by the school until the date of the expulsion or exclusion hearing.

The Principal may suspend students for no more than ten (10) school days for conduct that constitutes grounds for expulsion or suspension. Suspension shall be made only after the Principal has made investigation thereof and has determined that such suspension is necessary to help any student or to prevent interferences with an educational function or school purpose.

No suspension may be made without affording the student an opportunity for an informal hearing. At the informal hearing the student is entitled to:

1. A written or oral statement of the charges against him:
2. And, if he denies the charges, a summary of the evidence against him; and

3. An opportunity to explain his conduct; with a parent(s) or guardian(s) present unless waived.

Notice of the informal hearing shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such a situation, the notice and informal hearing shall follow as soon as reasonably possible after the suspension.

Within 24 hours or such additional time as is reasonably necessary, following suspension, the Principal Teacher shall send a written statement to the student's parents describing the student's misconduct. The Principal Teacher shall make a reasonable effort to hold a conference with the parent, before or at the time the student returns to school.

Special education students may be suspended using the same procedure with Article 7 compliance.

Expulsion – Disciplinary action whereby a student:

1. Is separated from school attendance for a period in excess of ten (10) days;
2. Is separated from school attendance for the balance of the current semester year unless a student is permitted to complete required examinations in order to receive credit for the courses taken in the then current semester or current year; or
3. Suffers a penalty that automatically prevents his completing within normal time his overall course study in the School.

When a request for expulsion or exclusion of a student is filed with the Superintendent, the student may be suspended by the Principal Teacher for no more than five (10) days, in accordance with IC 20-8.1-5-6. However, the student may be suspended by the hearing officer appointed by the Superintendent while he or she makes the report and recommendation of his finding to the Superintendent. The hearing officer may find that the student must be suspended immediately to prevent or substantially reduce the risk of:

1. Interference with an educational function or school purposes; or
2. A physical injury or illness to himself, other students, school employees, or visitors to the school.

When the expulsion proceedings are initiated, the student and his parents will be sent forms which state the charges of misconduct, explain the procedure for requesting a hearing, and describe the hearing procedures.

Special education students may be expelled or excluded from school in accordance with Article 7 Requirements.

Violations for which a student may be suspended or recommended for expulsion from school include (but are not limited to):

A. Suspension

1. Insubordination (failure to follow teacher instructions, defiant attitude, disrupting class, misbehavior, not reporting to office)
2. Using tobacco on school grounds at any time; includes school activities and functions
3. Possession of smoking materials
4. Fighting, threat, general harassment, sexual harassment
5. Obscenity, profanity
6. Leaving the building without permission
7. Cafeteria disruption
8. Cutting classes
9. Reckless driving

10. Other violations which are detrimental to school purposes. (See separate technology section.)

B. Expulsion

1. Any violation listed under suspension which is violated excessively or more severely.
2. Possession of a weapon
3. Use of a weapon or threat with a weapon
4. Firecrackers and other explosives
5. Throwing water balloons, snowballs or other missiles while in the school building or on a bus
6. Vandalism
7. Physical attack on staff member
8. Theft
9. Knowingly possessing, using or transmitting alcohol, drugs, or look-a-like drugs while at school or while attending a school activity
10. Attending school or a school activity while knowingly under the influence of drugs or alcohol
11. Possession of drug paraphernalia
12. Other violations that are detrimental to school purposes.

Other Courses of Action – The Principal, Principal Fellow, any teacher or staff member, bus driver or any other person authorized to take such action in connection with student behavior as is reasonably desirable or necessary. Such action shall be taken to help any student, to further school purposes or to prevent an interference therewith, including, but not limited to counseling, parent conferences, assignment of additional work, arrangement of class schedules, requiring the student to remain in school after regular school hours, or restriction of extra-curricular activity.

DISCIPLINE STEPS AND PROCEDURES

Routine discipline infractions will be followed by a series of steps to produce more appropriate behavior. Fall Creek Academy believes that consistency is important for students to understand that there are consequences for their actions. The Discipline Steps are utilized by administration in order to support our discipline policy in a fair and consistent manner:

VIOLATION	PROCEDURE FOR CORRECTION
Dress Code violation: Not in complete uniform for school/classes	1) Student is sent to the Principal Fellow 2) Student calls home 3) Parent must bring appropriate clothing for student in order for student to return to class * 5 dress code violations (and each occurrence thereafter) will result in suspension from school <i>If parent cannot bring clothing, then student remains in ISS with the Principal Fellow</i>
Insubordination: Failure to follow directives from staff members causing a major disruption of the orderly educational process.	1) Assign to ISS. If warranted, suspension could be for 1 st offense 2) Suspension- 1-3 days 3) Continued failure to comply, additional suspension up to 10 days- possible recommendation for expulsion
Habitual classroom disruption:	1) Assign to ISS for the day 2) Suspension- 1-3 days 3) Continued failure to comply, additional suspension up to 10 days- possible recommendation for expulsion
Vandalism: Damage of school property	1) Suspension, possible recommendation for expulsion 2) Reimbursement or repair of damages
Technology misuse: Tampering with servers, files, pornography, adult sites)	1) Suspension, possible recommendation for expulsion 2) Reimbursement or repair of damages
Electronic devices during school hours: (including, but not limited to: cell phones, mp3 players, game systems, etc.)	1) The parent must collect from the Principal Fellow on behalf of the student
Skipping class: Not in class and accounted for when class time begins	1) 1x Referral to Principal Fellow and parent is called to discuss the matter 2) 2x Student will be placed in one day ISS 3) 3x Suspension from school 4) 4x Attendance contract, pending possible expulsion

Cafeteria disruption: Causing a disturbance in the cafeteria and not following the directives of staff members	1) 1x Contact is made to parents 2) 2x Loss of privilege to eat in the cafeteria and will eat with Principal Fellow 3) 3x Parent must eat lunch with student from 1-5 days
Obscenity/ profanity: Using language that is offensive and profane in conversation	1) 1x Referral to Principal Fellow and parent is notified 2) 2x Assigned ISS 3) 3x Suspension from 1-5 days
Fighting: Any confrontation in which both parties have contributed in a conflict by words, actions, or deeds	1) 1x Suspension 1-5 days, possible recommendation for expulsion 2) 2x Suspension 1-10 days, pending expulsion <i>Each incident could result in a possible arrest</i>
Leaving school grounds, without permission	1) 1x Contact is made to parents 2) 2x Assigned Saturday School 3) 3x Suspension from 1-5 days
Horse playing: Running, hitting another student, "playing" outside of recess time	1) 1x Referral to Principal Fellow 2) 2x Assigned Saturday School 3) 3x Suspended for 1-5 days
SEVERE VIOLATIONS, not limited to	DISCIPLINARY ACTIONS TO BE FOLLOWED
Use of or threat with a weapon, or any item that can be construed as a weapon: An act or action where the use of a weapon is implied or the verbal threat of the use of a weapon	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Using tobacco on school grounds at any time; including school activities/functions	Possible suspension/expulsion after the completion of the investigation
Gambling or possessing/using gambling paraphernalia	Possible suspension/expulsion after the completion of the investigation
Possession of smoking materials	Possible suspension/expulsion after the completion of the investigation
Sexual harassment: Unwelcome sexual advances, requests for sexual favors and/or inappropriate verbal/nonverbal conduct of a sexual nature	Possible suspension/expulsion after the completion of the investigation
Firecrackers and other explosives devices	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest

Possessing, using or transmitting alcohol, drugs, look-a-like drugs while on school property or attending a school function	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Attending a school function while under the influence of a controlled substance, drugs or alcohol	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Possession of drug paraphernalia	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Physical attack of a staff member	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Bomb Threats	Possible suspension/expulsion after completion of the investigation Possible arrest
Guns on school property	Expulsion/arrest
BUS CONDUCT	DISCIPLINARY ACTIONS TO BE FOLLOWED
Violations of bus conduct procedures (outlined above) When a student causes severe disruption or creates a situation in which he/she puts him/herself or other students in danger, bus riding privileges may be immediately suspended circumventing the actions outlined to the right.	1) 1x Referral to Principal Fellow and parent is called to discuss the matter 2) 2x Student will be suspended from riding the bus for 1 day. 3) 3x Student will be suspended from riding the bus for up to 5 days. 4) 4x Student will be suspended from riding the bus for the remainder of the semester/school year.

In addition (IC 20-33-8-15), a student may be suspended or expelled in unlawful activity on or off school grounds if:

- (1) the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
- (2) the student's removal is necessary to restore order or protect persons on school property; including unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

* The Principal and/or Principal Fellow reserve the right to adjust the consequences on a case by case basis depending on the severity to which actions were committed.

** If a student has been suspended from school at least ten (10) days, the student and parent will participate in an expulsion meeting and could lead to expulsion through due process.

** Any student suspended from school is not allowed on school property until their suspension period is over. Any violation could lead to arrest for trespassing on school property.

TRACKS SYSTEM / SCHOOL-WIDE POSITIVE BEHAVIORAL EXPECTATIONS



At Fall Creek Academy we will strive to support positive student behavior. We will do this through School-Wide Positive Behavior Support. School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving
- Increasing positive interactions between staff and students

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.

- Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, and strategies for acknowledgement.

School Goal:

Students at Fall Creek Academy Elementary will demonstrate TRACKS traits throughout the school day by following the four behavioral expectations.

Fall Creek Academy Behavioral Expectations:

- T Teamwork**
- R Respect**
- A Accountability**
- C Courage**
- K Kindness**
- S Safety**

Teacher & Staff Responsibilities:

- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet the TRACKS expectations.
- Individual classroom management plans will incorporate the TRACKS components into their everyday language.

Acknowledgment System

- The acknowledgement system is a feature of the TRACKS behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate TRACKS behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Specific verbal feedback

- When you observe students practicing, safety, accountability, teamwork, and/or respect, acknowledge them by giving specific positive verbal feedback such as:
 - “You were a team player in the way you held the door open for your classmates.”
 - “Thank you for being safe by following rotunda procedures.”
 - “I saw you being courageous today when you stopped a student from bullying another.”

“TRACKS Buck”

- Each student has the ability to earn a TRACKS Buck daily. If a student displays appropriate behavior in conjunction with the teachers classroom management plan.

- Students can earn additional TRACKS Bucks by displaying TRACKS behaviors. Students can be acknowledged by all any adult staff members. (Teachers, Instructional Assistants, Secretaries, Custodians, Bus Drivers, Administrators etc...)

TRACKS Reward System / Prizes

- A TRACKS “shop” will be set up for students to purchase prizes with their TRACKS Bucks. Students will have time to purchase prizes during various time throughout the year.
- Spirit wear – Students may purchase spirit wear coupons with TRACKS Bucks.
- Grade levels may opt to organize their own monthly celebration to recognize “On Track” students.

Monthly “On Track Students”

- One to four students from each grade level will be recognized each month as On Track Students of the Month. On Track Students will be recognized with in a certificate and having their name on a recognition wall in the school. Other recognition may be provided as well.

Quarterly Celebrations

- 4 celebrations will be held throughout the school year. Students will use “TRACKS BUCKS” to purchase “extras” (activities, prizes, food) at these celebrations.

ATTACHMENT 37: Health and Safety Measures

FCA enjoys a long-standing relationship with Learning Well, an Indianapolis based nonprofit, that funds a clinic within the school building, including a full-time nurse.

The Learning Well nurse, working with the principal, ensures that health requirements are met. The nurse works with the school to schedule examinations, to institute health policies, and to make certain that staff members are equipped with the knowledge and equipment to handle their immediate needs. (The agreement with Learning Well is available upon request.)

The Safety Plan included in Section 47 enumerates the responsibilities of staff members when it comes to the safety of FCA's students. The ultimate accountability for implementation resides with the school principal.

ATTACHMENT 38 – School’s Leadership and Teacher Employment Policies

Attach a copy of the proposed school’s personnel policies including at least the following information:

**Fall Creek Academy
Teacher/Paraprofessional Agreement
2011-2012 School Year**

Employee:

(Name)

(Address)

Position:

Teaching Staff Classifications (check one):

Certified: _____

Non-Certified: _____

Base Salary Rate:

\$_____ Annual Rate

A. Teaching Staff Classifications:

Certified Staff: Will be responsible for implementing the curriculum, maintaining positive learning environment, coordinating with learning guides, maintaining current attainment level information, analyzing data, assigning additional studies to students not meeting or exceeding attainment, informing parents when there is academic or behavioral concern, keeping accurate and concise records, establishing personal classroom procedures, ordering teaching materials, and adjusting students upwards or downwards in various subjects. Teachers will also be responsible for recruiting students, ordering supplementary education materials, requesting parent volunteers, and reporting all education-related activities to the Principal. Licensed Teachers will also participate in the Mentor Teaching program, according to their academic level. Specifics for job performance are set forth in Attachment B.

Non-Certified Staff: This specialized educator will perform teaching duties as directed by Principal. Learning Guides are exempt from the licensing requirement, but must meet the standards of being “Highly Qualified” if the position requires.

B. Job Duties for all Teaching Staff:

All teaching staff will be required to work approximately a 40-hour week. Occasionally, after hours work may be required, with no additional reimbursement. Teaching staff may be assigned additional job-related duties, from time to time. Such additional duties shall not be the basis for additional compensation beyond the annual sum specified below, unless agreed upon by separate agreement. Teaching staff will also be required to assist with extra-curricular programs on a rotating basis.

All teaching staff will be responsible for student recruitment and retention. In addition to all duties outlined above, teaching staff will be responsible for an additional 20 hours per year devoted to student recruitment. (This requirement is reduced to 10 hours for teachers sponsoring and operating active clubs, sports, and other extra-curricular activities.) Responsibilities could include, but are not limited to, working in committees and teams to devise recruiting strategies, marketing, writing, attending community events, and any other activity that supports student recruitment. All hours shall be verified and signed off on by the principal, and shall be part of the basis of an employees’ evaluation.

Initials:_____

C. COMPENSATION:

1. Wages are based on the annual salary rate as noted above and payable from the first day of work, in accordance with the Employee Handbook. Teaching Staff are paid earned wages based on 24 pay cycles per year. Summer wages will be prorated based on actual days worked. Teaching Staff are **not** paid a daily rate nor on a calendar day basis.

2. Additional compensation: Additional compensation may be offered for additional job duties outside of this agreement. Such additional duties and compensation must be documented in writing - including job duties, performance evaluation rubric, and additional salary – and signed by the employee, the principal, and the School Treasurer.
3. Additional Benefits are as outlined in Attachment A. Such benefits may be amended from time to time, upon the agreement of the parties. Such amendments shall be agreed to in writing, attached hereto, and incorporated by reference into this agreement.

D. OTHER PROVISIONS:

1. Conditional Employment

1. Employee understands that their employment is conditional upon a successful criminal background check, including all applicable sex offender registries, but not including credit histories.
2. By signature of this agreement, Employee gives his/her permission to the Employer to conduct a background check as described above.
3. All required licensure and/or required documentation has been provided to the HR Manager.

2. Termination –

1. At all times, if required in the descriptions above, Teacher is to hold a valid license issued by the Indiana Professional Standards Board, as appropriate. Revocation or loss of this license shall be considered grounds for immediate termination of this Agreement.
2. This Agreement is valid for the 2011-2012 school year only, and may be reviewed and renewed with the agreement of the parties for the following year.
3. Employee acknowledges and understands that notwithstanding any other provision of this Agreement, Employee's employment by Employer shall be "at will" and no guarantee of employment, either express or implied, is provided by this agreement or any other verbal or written commitment.

1. While legally the Employer may terminate Teacher's employment at any time, without notice, without cause, and without further recourse by Employee, it is the Employer's policy that, in the event of failure of job performance, Employer will work with Employee to develop a Progressive Improvement Plan to help Employee, prior to any steps towards termination.
2. Other grounds for termination may include, but are not limited to, revocation or other failure of licensure, unprofessional

behavior, behavior that endangers students or staff, continual failure to meet job expectations and/or any violation of the Employee Handbook.

4. Employee further understands that charter schools, by law, are exempt from the state requirement that employees must be notified by April 1 of the intentions of the Employer for retention and dismissal.
5. If the Employee intends to resign for any reason prior to the expiration of this Agreement, a two-week notice is preferred, but not required under this agreement.
3. No other conditions of employment, express or implied, shall be construed as part of this Agreement. Employee's signature represents his/her acknowledgment that this Agreement does not provide a right or guarantee to future employment.
4. Employee's signature represents that he/she has read, understands, and agrees to abide by all policies, rules, and directives in the Employee Handbook. Nothing herein shall be construed as limiting Employer's ability to amend or modify its policies, rules and directives at any time. In the event of a conflict between this Agreement and the Employee Handbook, this Agreement shall control.
5. Should any provision of this Agreement be struck by a court of competent jurisdiction, the remaining provisions shall be fully enforceable. This Agreement shall supersede and replace any prior Agreements, either oral or written, that may have existed between the parties hereto.
6. Terms of this Agreement (including Attachments) may be modified as agreed to in writing by the parties, as attached to this document, and incorporated by reference herein. Any contradictions in terms shall be construed to give effect to the most recent term.
7. No employee shall start work until all new hire paperwork is received and approved by the HR Manager.
8. This Agreement is executed in duplicate this _____ day of _____, 2011, and each party has a copy thereof.

Signed _____
(Employee)

Approved: _____
(Principal)

**ATTACHMENT A: Schedule of Benefits
Teacher/Paraprofessional**

1. Salary: Salary is as negotiated in the original Agreement, as attached.
2. Insurance –
 - a. Life, Health, Dental, and Disability – Fall Creek Academy (“Employer”) provide Life, Health, Dental and Disability insurance plans for the benefit of its full-time, employees. Employer pays 80% of an employee/only premium for Health and Dental. Employer pays 100% for a basic \$20,000.00 Life Insurance Plan. Any premiums due above this amount will be the responsibility of the employee. Disability and additional Life Insurance is offered on a voluntary and employee/paid basis. All insurance premiums will be set up as a deduction from the employee’s payroll.
 - b. Insurance paperwork shall be completed by the employee and returned to the Human Resource Manger within 10 work days from the first day of employment.
 - c. Benefits begin as of 30-days after the first day of employment.
 - d. Employee is also eligible to participate in employer’s Section 125 plan regarding pre-tax salary for medical expenses.
 - e. Liability – Per Indiana state law, the Employer will carry liability insurance on the employee at no charge to the employee.
3. Retirement –
 - a. While performing duties a teacher or paraprofessional for Employer, Employee shall be eligible to participate in Indiana’s Teacher Retirement Fund Plan, Indiana’s Public Employee’s Retirement Fund Plan, as applicable.
 - b. Employer will contribute matching funds in accordance with relevant state law.
 - c. Notwithstanding any other provision in this agreement, Employer will comply with all provisions of the state retirement funds, as applicable, as required by law.
4. Sick/Personal Days
 - a. Employees shall accrue sick and personal days in accordance with the school’s policies as stated in the Employee Handbook.

PROFESSIONAL TEACHER – JOB DUTIES AND RESPONSIBILITIES

At Fall Creek Academy we strive for excellence in education at all levels. Our students deserve the very best that we can give them, and to that end, we have established job duties and responsibilities for Teachers that, when adhered to, will continue to foster excellence in education, create a positive and dynamic environment for both students and staff, and develop students who will excel in all levels of their formal education and beyond.

The following job duties and responsibilities for teachers form the foundation of our schools, and as such, shall be used in teacher evaluations, promotions, compensation determinations, and retention. We hope you will view them as a guide to excellence!

I. ACADEMICS

- a. Teach to state standards.
- b. Prepare students to pass appropriate grade level assessments on time (ISTEP, End of Course Assessments, etc.).
- c. Strong use of individual student data to drive instruction, identify gaps in teaching or learning, and close those gaps as needed.
- d. Develop student understanding and mastery of lesson objectives.
- e. Analyze student data on at least a weekly basis to watch for students in academic danger, report to Principal immediately to formulate a plan of action for the student.
- f. Create Objective-Driven Lesson Plans and Assessments including daily lesson plans in accordance with Principal's requirements.
- g. Set Ambitious and Measurable Achievement Goals.
- h. Develop Standards-Based Unit Plans and Assessments
- i. Monitor student homework completion rates, providing additional assistance as necessary (meeting with parents, staying after school, promoting the student's attendance in all additional tutoring opportunities).
- j. Coordination of relevant field trips.
- k. Providing at least one additional enrichment opportunity for students at some time during the year (lead a club, additional project work, athletics, academic super bowl teams, etc.) as approved by Principal.
- l. Especially for students not working on grade level, growing each child's educational abilities by 1.5 years in one year's time.
- m. Think creatively on how to take your students to the next academic level with additional resources, programs, etc. Ask for help!
- n. Engage students in academic content and check for understanding.
- o. Identifies, selects, modifies instructional resources to meet the needs of students with varying background, learning styles, and special needs.

- p. Is aware of students with IEPs, and the requirements of their educational plan. Works with special education team to meet IEP and academic goals.
- q. Establish clear objectives for all lessons, units, and projects – communicates those objectives to students.
- r. Teachers who lead “specials” such as art, music, or physical education should work with classroom teachers to support classroom topics.
- s. For further clarification see:
http://doe.in.gov/puttingstudentsfirst/documents/2011-03-15TeacherEffectivenessRubricDRAFT_000.pdf

II. DISCIPLINE

- a. Maintain classroom culture of discipline, attentiveness, and respect.
- b. Manage student behavior in the classroom by establishing and enforcing rules and procedures.
- c. Enforce calm, professional student demeanor in hallways, passing periods, lunch and recess, and school events.
- d. Minimize the amount of referrals to Principal or Dean.

III. CULTURE

- a. Maintain a school and classroom environment where students feel safe, supported, and inspired.
- b. Showing support for school and school family outside of traditional academic hours by attendance at school events, including athletics, club or academic events, open houses, etc.
- c. Promote the mission of the school – college, college, college – at all grade levels by showing college pride, displaying college flags, discussing, promoting, and encouraging college for all students. Promote college with both students and parents.
- d. Maintain strong and cooperative relationships with parents by monthly phone or in-person conversations, letters home, monthly classroom newsletters to be posted on the website, contact with parents when attendance or academics are falling behind. (Teachers should keep a log of these contacts.)
- e. Recruit and encourage parental volunteers.
- f. Meet 100% of parent participation in parent/teacher conferences. Be available to meet during non-traditional times (weekends, evenings) if needed to meet this goal.
- g. Return parent phone calls within 24 hours.
- h. Learn about your school leadership – attend at least two board meetings per year.

- i. Display pride in your school by maintaining a professional classroom, monitoring for trash in common areas and encouraging others to do the same.
- j. Display pride in your students by displaying authentic student work on the walls and in school hallways. Update frequently.

IV. ENROLLMENT AND RETENTION

- a. Support recruitment efforts of school by attending school open houses, personally recruiting students, speaking positively and enthusiastically about your school to others.
- b. Retention rate in your classroom of 90% of your students (students who leave for personal reasons outside of your control such as moving do not count against this rate), as measured from official Count Day to the last day of state testing.

V. PROFESSIONALISM

- a. Hold current licensure for subject/grade level hired.
- b. Ensure safety and supervision of students at all time.
- c. Professional dress – minimum of “business casual” at all times, no jeans or shorts. Dress shirts and/or ties recommended for men. Women’s clothing should be of appropriate length and coverage (skirts worn no less than two inches above the knee; shirts high enough to the neck to prevent gaps or over-exposure).
- d. Professional and supportive demeanor at all times – including staff meetings, meetings or contact with parents, student interactions.
- e. Ask for help as needed in any area (professional development, analysis of data, classroom management), recognizing we are all here to support our students and that they deserve the best we can be.

ADDITIONAL COMPENSATED DUTIES

_____ (Employee Name) shall also have the following duties, which shall be in addition to the regular duties as assigned in the Work Agreement, with additional compensation as follows:

Position/Responsibility: _____

Dates/Times of Responsibility: _____

Additional Compensation: \$ _____ per hour stipend other _____
(circle one)

Funding Source: _____ General Fund _____ Title I _____ Title II
_____ Other: _____

Notes:

- 1) Employee acknowledges that this compensation shall NOT be distributed automatically. Employee shall be required to turn in properly approved time sheets, or provide other written directive from the Principal before funds will be distributed.
- 2) Employee acknowledges that this compensation is separate from the annual compensation outlined in the Work Agreement, and as such, is paid separately. Payment for duties performed may take up to 30 days to process.
- 3) This Attachment C may be executed and added to the Employee's Work Agreement at any time, it does not need to be executed at the same time.
- 4) This Attachment MUST be properly signed BEFORE the additional duties take place, or Employee acknowledges that they may not receive compensation.
- 5) Employee may have more than one Additional Duties agreement.

This Attachment must be signed by all parties below to be valid.

Employee

Principal

Grants Manager or School Treasurer

**BALL STATE UNIVERSITY
OFFICE OF CHARTER SCHOOLS'
POLICY REGARDING
CRIMINAL HISTORIES**

July 24, 2009

A. INTRODUCTION

By August 1 of the year in which the Charter School is scheduled to commence operations, the Organizer shall submit its proposed policy regarding criminal history checks for members of the Organizer's governing body, and for the Charter School's administrators, teachers, other staff, volunteers, contractors and employees of contractors providing services to the Charter School. The proposed policy shall be consistent with applicable law, the Charter, and with this Ball State University (the "University") Charter School Policy Regarding Criminal Histories. The proposed policy submitted by the Organizer shall contain the following provisions:

B. PROVISIONS REGARDING GOVERNING BODY OF ORGANIZER

1. The proposed policy shall provide that no member of the Organizer's governing body shall have been convicted of any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing.
2. The proposed policy shall provide that the Organizer will obtain, within sixty (60) days of the effective date of the execution of the Charter, an expanded criminal history check, as defined in I.C. 20-26-2-1.5, on each current member of the Organizer's governing body, after obtaining any necessary consent from the individual member. Any individual that has been convicted of any of the following acts shall be prohibited from serving on the Organizer's governing body, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing:
 - a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction; or
 - b. The offense of theft, misappropriation of funds, embezzlement, misrepresentation, or fraud in any jurisdiction.
3. The proposed policy shall provide that the Organizer will obtain, at least fourteen (14) days prior to the approval of any prospective new member of the Organizer's

governing body, an expanded criminal history check on the prospective new member, after obtaining any necessary consents from the prospective member. Any individual that has been convicted of any of the following acts shall be prohibited from serving on the Organizer's governing body, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing:

- a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction; or
- b. The offense of theft, misappropriation of funds, embezzlement, misrepresentation, or fraud in any jurisdiction.

**C. PROVISIONS REGARDING CHARTER SCHOOL ADMINISTRATORS,
TEACHERS, OTHER STAFF, VOLUNTEERS, CONTRACTORS AND
EMPLOYEES OF CONTRACTORS**

1. The Organizer's proposed policy must also apply to each of the following individuals and entities:

- a. any person employed or seeking employment with the Charter School;
- b. any person employed or seeking employment with an entity with which the Charter School contracts for services;
- c. any individual that is contracted, or who seeks to enter a contract, to provide services to the Charter School; and
- d. any individual volunteering or seeking to volunteer with the Charter School,

if the individual is likely to have direct, ongoing contact with children within the scope of the individual's employment, or within the scope of performing under a contract providing services to the Charter School.

2. The Organizer's proposed policy shall be consistent with I.C. 20-26-5-10 which is made applicable to charter schools by I.C. 20-24-8-5, and shall provide for the obtaining of an expanded criminal history check, as defined in I.C. 20-26-2-1.5, of the individuals identified in Section C.1 of this Policy in the manner and to the full extent provided for by I.C. 20-26-5-10. In this regard, consistent with I.C. 20-26-5-10, the proposed policy should provide for obtaining the expanded criminal history checks on individuals identified in Section C.1 of this Policy before or not later than three (3) months after the individual's association with the Charter School as either an employee, an employee of a contractor, an individual contractor, or a volunteer who is likely to have direct, ongoing contact with children within the scope of the individual's employment, or within the scope of performing under a contract providing services to the Charter School.

3. The Organizer's proposed policy must provide that any individual subject to the proposed policy that has been convicted of any of the following acts shall be prohibited from employment with the Charter School or with an entity contracting with the Charter School to provide services, or from contracting individually with the Charter School to provide services, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing:

- a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction.

4. The Organizer's proposed policy must provide that any individual subject to the proposed policy may be required at the time the individual applies for employment or seeks to contract with the Charter School to answer questions concerning the individual's criminal history. The proposed policy must further provide that the failure to answer honestly questions asked about the individual's expanded criminal history will constitute grounds for the termination of the individual's employment or contract.

5. Consistent with I.C. 20-26-5-11(c), the Organizer's proposed policy must provide that any individual subject to the proposed policy shall notify a designated position with the Charter School in the event the individual is, during the course of the individual's employment or performance of a contract, convicted of any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction.

6. The Organizer's proposed policy must provide that any individual subject to the proposed policy may not be required by the Charter School to obtain an expanded criminal history check more than one (1) time during a (5) year period.

D. PROVISIONS REGARDING RESULTS OF CRIMINAL HISTORY CHECKS

1. The Organizer's proposed policy must provide that the results of criminal history checks must be submitted to the Office of Charter Schools upon written request of the Director of the Office of Charter Schools. In this regard, the Ball State University Office of Charter Schools shall be identified in the consent provided by the individual subject to the proposed policy as an authorized party to receive a copy of the results of the expanded criminal history check, or of any subsequently reported conviction as required by I.C. 20-26-5-11(c).

2. The Organizer's proposed policy must provide that the results of the expanded criminal history checks will be used in accordance with I.C. 10-13-3-29.

ATTACHMENT 40: Policy Regarding Conflict of Interest

FCA CONFLICTS OF INTEREST POLICY **(Article IV of Corporate Bylaws)**

Section 1: General Policy

It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- a. Directors, officers and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transaction or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- b. Directors, officers, and employees of the Corporation shall not seek or accept for themselves of any of their relatives, including spouses, ancestors, and descendants, from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- c. If a director, or director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- d. Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except by where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- e. The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as prescribed by the Board, and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board shall be

responsible for oversight of all disclosures or failures to disclose, and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2: Effect of Conflict Provisions

The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that is otherwise valid and enforceable under applicable law.

ATTACHMENT 41: Complaint Policy

Overview

Conflicts and disagreements between charter school stakeholders happen. The objective of the school's policy regarding complaints from individuals or groups is to resolve conflicts quickly at the appropriate level of responsibility before they become something larger.

Informal Resolution Process

Individual student or classroom issues should always first be addressed to the classroom teacher. If resolution is not met satisfactorily or if the issue is a school wide problem, the issue can be raised with the school's administrators. If the issue is still not met satisfactorily, the Board of Directors may be contacted individually or during a regular Board of Directors meeting. Note that the best practice for bringing a complaint to the Board of Directors is to provide information in advance of their meeting so that they can properly prepare for addressing the issue. The form below may be used for this purpose. Finally, the school's authorizer has a process for receiving complaints once the issue has been heard and unsatisfactorily addressed by the school.

Formal Process for Potential Violations of the School's Charter or Applicable Law

Parents (as well as any other individual) who believe that a charter school has violated a term of its charter or applicable law may complain formally to the school's Board of Directors and seek relief. Before using this formal complaint process, it is very important to determine positively that the complaint involves a violation of the charter or law. If it does not, this formal process is not the appropriate avenue to seek a solution to the problem, instead the school would recommend using the informal process described above.

The form below may be used to file a formal complaint with the Board of Directors of the school. It is provided for convenience only and need not be used; however, the information requested in this form should be provided to the school board in some coherent format.

Attachment 42: Policy Regarding Special Education

The Special Education department does not have a formal manual, but rather uses Indiana's Article 7 as the foundation of service delivery and legal compliance, supported by numerous resources that the team can pull from as needed.

The school will also follow Ball State's Office of Charter Schools; "Guidance for Special Education Programs".

Resources include, but not limited to:

1. Article 7 (Revised)- Indiana's special education laws and guidelines
2. Navigating the Course: Finding your way through Indiana's Special Education Rules, July 2009- a simplified version of Article 7 to share with parents and staff
3. Indiana "Response to Instruction" manual
4. Indiana Center for Accessible Resources
5. Indiana Department of Education: Learning Connection
6. http://www.doe.in.gov/assessment/iread_resources.html
7. <http://glossary.plasmalink.com/glossary.html> (strategies)

IEP resources/forms/guidelines

1. Special Education Timelines
2. Special Ed.- most commonly used rules
3. Acronyms
4. Inclusion guidelines
5. Functional Behavioral Analysis
6. ABC chart
7. Behavioral Observation forms
8. SLD Observation forms
9. Behavior Intervention Plan
10. RTI process and forms
11. Disability identification guidelines, for each disability
12. Inclusion Policy
13. Goal Writing Policy
14. Evaluation Policy
15. Transition Policy
16. Transition Survey

Guidance for Special Education Programs

A charter school must assure that:

1. FREE APPROPRIATE PUBLIC EDUCATION

A free appropriate public education shall be available to all children with exceptionalities attending this school, including children with disabilities who have been suspended or expelled from school.

A free appropriate public education be available to any child with an exceptionality who needs special education and related services, even though the child is advancing from grade to grade.

2. PROCEDURAL SAFEGAURDS

Any child with an exceptionality and his/her parent(s) [or guardian(s)] be provided with safeguards, as required by law, at least one time per year, and upon referral for an evaluation, first request for due process hearing, disciplinary removal which is a change in placement or upon parent request.

3. EVALUATION/REEVALUATION

An evaluation and/or reevaluation for each child with an exceptionality shall be provided in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. This includes a review of existing data, evaluations and information provided by the parents and current classroom-based, local, or state assessments, and classroom observations. These assessments must be used for their validated purposes. This charter school must assure that an evaluation/reevaluation is multidisciplinary; and 1) assessment materials and procedures are not racially or culturally discriminatory; 2) assessments are administered by trained personnel qualified in accordance with all federal regulations and state standards; and 3) assessments are administered in conformance [[compliance]] with the instructions provided by the producer.

4. INDIVIDUALIZED EDUCATION PROGRAM

An individualized education program (IEP) shall be developed for each child with an exceptionality who needs special education. The IEP shall be designed to meet the unique needs of the child and shall be developed in a meeting of the Case Conference Committee (CCC), as set forth in state special education rules. The IEP shall be reviewed and revised as often as necessary, but at least annually.

5. REQUIREMENTS THAT PROGRAMS BE IN EFFECT

For students who transfer into the school from another Indiana district during the school year, the charter school shall provide a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents until such time as the school adopts or develops an IEP that is consistent with state and federal law. Students transferring from districts outside the state will be afforded comparable IEP services until the school conducts an evaluation and, if determined necessary by the school, develops a new IEP.

6. LEAST RESTRICTIVE ENVIRONMENT

Children with disabilities shall be educated in the least restrictive environment; special education services shall be appropriate and designed to meet the unique needs of each child with a disability; to the maximum extent appropriate, children with disabilities, shall be educated with children who do not have disabilities; and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

7. CONFIDENTIALITY

The confidentiality of personally identifiable data relating to children with exceptionalities and their families shall be protected during collection, storage, disclosure, and destruction; and that one official of this charter school shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. This school must follow all federal regulations and state standards related to the confidentiality of student records.

8. DUE PROCESS

It utilizes procedures that allow for differences of opinion between parents and this school or between agencies and this school, to be aired and resolved. These procedures shall provide for utilization of mediation; filing of a formal complaint with the State; initiation of impartial due process hearings, including resolution meetings as required; and state-level appeals and appeals to the courts that involve any proposal or refusal by this school to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to a child.

9. EDUCATIONAL SURROGATE PARENT

Whenever the parents or guardian(s) of a child with an exceptionality are not known or cannot be located, the school shall be responsible for identifying, training, and appointing an educational surrogate parent, so that the child's rights are protected. This individual shall not be an employee of the Indiana Department of Education (IDOE) or the charter school.

10. STATEWIDE AND DISTRICTWIDE ASSESSMENTS

Students with disabilities shall participate in district-wide and statewide assessment programs or be provided an alternate assessment. The CCC of the student shall make the determination of which assessments are appropriate. The school shall make available to the public and report to the public with the same frequency and in the same detail as it reports on the district-wide assessments of non-disabled children.

11. PERSONNEL STANDARDS

All personnel providing special education and related services to children with exceptionalities, including paraeducators, meet the standards set by the Indiana Department of Education.

12. PROHIBITION OF MANDATORY MEDICATION

Parents will not be required to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C.812 (c)) for a child as a condition of attending school, receiving an evaluation, or receiving services under IDEA.

13. USE OF FUNDS

Federal special education funds must be expended in accordance with Individuals with Disabilities Education Improvement Act (IDEA). Funds must be used only to pay the excess costs of providing special education and related services to children with disabilities, and must be used to supplement state, local, and other federal funds and not to supplant those funds.

14. INFORMATION REPORTING

It will provide IDOE with information necessary to enable IDOE to carry out its duties under Part B of IDEA. All information provided to IDOE shall be accurate.

15. CLASS SIZE AND CASELOAD

It will have a procedure in place for determining an appropriate class size and caseload that will ensure the provision of a free appropriate public education for each child with an exceptionality.

16. PUBLIC REVIEW

All federal grant applications shall be available to the public for review upon request.

17. HEARING PROCEDURES FOR NON-COMPLIANCE

It has the opportunity to request a hearing if the State educational agency finds areas of noncompliance and consequently disapproves a federal grant application and receipt of federal funds. The hearing procedures will be conducted according to Education Department General Administrative Regulations (EDGAR), 34 CFR 76.401 which are available at <http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part76a.html>.

18. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARD – NIMAS

It shall adopt the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities.

19. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY CENTER – NIMA

It shall coordinate with the National Instructional Materials Access Center. As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, each charter school shall:

1) require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or

2) purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats, 20 U.S.C. 1412(a)(23)(C).

ATTACHMENT 43: Parental Access to Educational Records

Overview

During a student's school career, the school is required by law to collect and record data concerning the student. The school recognizes that the collection, maintenance, and limited dissemination of such data is essential for accomplishing student purposes. However, the school system desires to preserve to the extent possible the rights of privacy to the students and parents and to afford students and their parents the right to correct inaccurate information contained in the records. Therefore, this policy is designed to protect the students and their parents and the school and also to comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (known as "FERPA") and the Individuals with Disabilities Education Act (known as "IDEA"). Both FERPA and IDEA apply to charter schools and district public schools as well. FERPA covers all education records of students enrolled in a charter school; the confidentiality provisions of IDEA mainly concern a subset of education records of students with disabilities.

Custodian of Records and Standard Procedures

The principal (or designee) is designated the Custodian of Records to oversee compliance with FERPA and the confidentiality provisions of the IDEA and granted exclusive authority to handle requests and to consult as needed with the school's attorney. Access to student records will be controlled by requiring a written request to review records by everyone (Parent, Student, Staff Member, third parties). The written requests are not meant to hinder the timely review of documents, but act as an accounting mechanism for tracking access. Parental review may be immediate but must occur within 45 days or in time for a due process hearing whichever is shorter. The Custodian of Records must check that individuals who identify themselves as parents or guardians in fact carry such status by verifying current enrollment data. Indiana Code IC 20-33-7 provides that custodial and noncustodial parents have equal access to a child's educational records unless a court has issued an order that limits the noncustodial parent's access to the child's education records; and the school has received a copy of the court order or has actual knowledge of the court order.

Review by Parents and Eligible Students

Parents and eligible students (18 years of age) may review their present and past school records. Upon request to the principal, arrangements will be made for parents or eligible students to review and discuss their educational records. The principal (or designee) will be present during the review to answer questions and interpret data. If a parent or eligible student questions the validity of any educational record, the person may ask for a meeting with the principal (or designee) to discuss the correction. If the conference with the principal (or designee) does not meet with the satisfaction of the parent or eligible student, the person may request a further hearing into the matter.

Review by Staff

In the course of conducting school business, certain school employees may need to review confidential records. All staff members who may review such records must first sign a confidentiality agreement and log their written request to review records with the school's Custodian of Records.

Review by others

In some cases, individuals who are not parents, students or staff members may request access to a student's records. In most cases, these are representatives hired by the parents for a specific purpose. Prior to granting access to the records, the Custodian of Records will require parental consent to release records to the individual. Indiana Code IC 20-33-7 also provides exceptions to this consent rule by certain members of the juvenile justice system but requests under this code will still be in writing as well as controlled and logged by the Custodian of Records.

FORM 1
REQUEST TO REVIEW RECORDS

Please note that unless otherwise provided by law, access to student education records will only be granted upon receipt of the written permission of a student's parent or legal guardian.

To be completed by requestor

Date of request: _____

Name of student and/or ID number: _____

Name of requestor: _____

Requestor's affiliation or relationship to student: _____

Reason for request: _____

Description of records requested to be reviewed: _____

I hereby agree to keep the information disclosed to me confidential according to all applicable laws and regulations.

Signature: _____ Date: _____

Print Name: _____

To be completed by school personnel

Status of request: Approved Denied

Reason for approval or denial: _____

School official approving/denying request: _____ (Print Name)

_____ (Signature)

_____ (Date)

Materials reviewed: _____

Were copies of materials provided? Yes No

Is this a request by a parent/legal guardian? Yes No

If yes, records must be provided within 45 days of the request.

Are these records being requested by a parent/legal guardian or authorized representative in connection with a pending Committee on Special Education meeting or Due Process Hearing?

Yes No

If yes, please indicate the date of the meeting/hearing [_____] and note that the records must be provided prior to the meeting/hearing.

FORM 2
CONFIDENTIALITY POLICY
FOR SCHOOL EMPLOYEES

School Employees are required to preserve the confidentiality of any and all records containing personally identifiable information. Student (and Staff) records may be confidential by virtue of the Family Educational Rights and Privacy Act, the Individuals with Disabilities in Education Act, state privacy laws and other laws and regulations. School Employees may not disclose personally identifiable information about school students or employees unless they are certain that such disclosure is permitted by law.

If in doubt about either the confidentiality of any record or the legality of disclosing information (including to other personnel within the school), School Employees should consult with their supervisor (who in turn may consult with the school's counsel) before disclosing any student or employee information.

I HAVE RECEIVED AND READ A COPY OF THE ABOVE POLICY

Print Name: _____

Signature: _____

Position: _____

Date: _____

FORM 3

[School Letterhead]

[Date]

Inside Address

Re: Consent For Release of Student Information

Dear *[Name]*:

Pursuant to the Family Educational Rights and Privacy Act, a school cannot release the education records of a student without the prior written consent of the adult student or the minor student's parent/legal guardian (except in certain very specific circumstances not applicable here).

We are therefore writing to let you know that a request was made by [name of requestor] on [date request was made] to view the following records of [name of student]: [List of records requested]. The [name of requestor] has stated that the reason for this request is [reason for request to review records].

If you consent to the release of these records, please so indicate by filling out the permission slip below and returning it to the school. Please note that you are under no obligation to provide your permission. If you have any questions about this matter, please contact [name of contact person] at [phone number of school].

Thank you for your attention to this matter.

Sincerely,

[Name and title of school official]

I hereby grant permission for the release of the records indicated above to the person/ organization indicated above.

Print Name: _____ Date: _____

Signature: _____

____ I request copies of the released records also be sent to me.

FORM 4

[School Letterhead]

TO: Parents/Guardians of children enrolled in *[name of charter school]*

FROM: *[Staff member in charge of student records]*

DATE: *[Date of Memo]*

RE: Notice of Intent to Disclose Student Directory Information

Pursuant to the Family Educational Rights and Privacy Act and/or Part B of the Individuals with Disabilities Education Act, adult students and the parents/legal guardians of minor students may request that a school refrain from publishing directory information regarding the student. Directory information, includes but is not limited to name, class, date of birth and home address. If a school provides notice that it intends to publish directory information, it may do so if no written objection is filed with the school after a reasonable period of time after notice is provided.

You are hereby notified that the school intends to publish the directory information indicated on the attached form. If you object to the publication of some or all of this information, please use the attached form to indicate your objection. For those items that you object to being published, please put a checkmark in the space to the right of those items and then return the form to the school office no later than *[date on which form is due]*. Please also be sure to fill out the information at the bottom of the attached form (student's name, your name, the date and your signature). Please note that if you do not return the attached form to the school by *[date on which form is due]*, we will assume that you have no objection to the publication of this information.

Thank you for your attention to this matter. If you have any questions, please contact *[name of designated staff member]* at *[school's phone number]*. Directory information to be published by *[name of school]*- *[school year]*

Name _____
Date of Birth/Age _____
Address _____
Telephone Number _____
E-Mail Address _____
Photograph _____
Grade _____
Height and/or Weight: _____
Academic Honors _____
Participation in Extra-Curricular Activities _____
Previous school attended _____
Dates of attendance _____
Student's Name: _____
Print Your Name: _____
Signature: _____
Date: _____

• If you have no objection to the publication of the below information regarding your child, you need not complete this form. • This information will be published for members of athletic teams only.

FORM 5

Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.] *This page last modified April 14, 2000 by sf*

ATTACHMENT 44: Dissolution Procedures Policy

DISTRIBUTION OF ASSETS ON DISSOLUTION (Article IV: FCA Articles of Incorporation)

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 as follows:

First, all remaining funds received by the Corporation from the Indiana Department of Education ("Department") shall be returned to the Department not more than thirty (30) days after dissolution;

Second, all remaining assets should be distributed to the Supported Organization for nonprofit educational purposes, so long as the Supported Organization is in existence and is an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws;

Third, in the event that the Supported Organization is not as described in the previous sentence, then all remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable 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; and

Fourth, 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.

ATTACHMENT 45: Policy Patriotic Commemorative Observances

Pursuant to IC 20-30-3, the school shall appropriately observe the commemorations designated in IC 1-1-9 through IC 1-1-11 which include:

- New Year's Day, January 1.
- Martin Luther King, Jr.'s Birthday, the third Monday in January.
- Abraham Lincoln's Birthday, February 12.
- George Washington's Birthday, the third Monday in February.
- Good Friday, a movable feast day.
- Primary Election Day, the first Tuesday following the first Monday in May
- Memorial Day, the last Monday in May.
- Flag Day, June 14
- Independence Day, July 4.
- Labor Day, the first Monday in September.
- Columbus Day, the second Monday in October.
- General Election Day, the first Tuesday following the first Monday in November.
- Veterans Day, November 11.
- Thanksgiving Day, the fourth Thursday in November.
- Indiana Day, December 11
- Christmas Day, December 25.

ATTACHMENT 46: Policy Personal Financial Responsibility Instruction

Personal financial literacy instruction for grades 6-12 is imbedded within the mathematics, social studies, and literacy curriculum and instruction at Fall Creek Academy. In each of these subject areas students participate in activities and discussion lending itself to student mastery of Indiana's academic standards for financial literacy education. Activities and discussions are organized around the six areas of study outlined in the Financial Literacy Education Standards Framework (<http://www.doe.in.gov/octe/facs/IndianaFinLitEd-Framework.html>).

In addition to these imbedded learning opportunities, Fall Creek Academy utilizes curriculum from Dave Ramsey's "Foundations in Personal Finance" for high school. This curriculum is taught to all 11th and 12th grade students, and is a turn-key curriculum designed to provide students with sound financial principles that will guide them into adulthood. This course meets benchmarks and standards in all 50 states, as well as the national standards suggested by the Jump\$tart Coalition for Personal Financial Literacy.

Fall Creek Academy



2540 N. Capital Ave.
Indianapolis, IN 46208

EMERGENCY GUIDELINES

CALL THESE NUMBERS IN CASE OF AN EMERGENCY

Police/Fire: 911

School Administrator's Mobile: 317-698-7597

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INTRODUCTION

Our school is dedicated to safe, orderly learning environments in our school. This set of guidelines is meant to be a practical guide that provides general procedures to follow in case of various emergencies. Staff is expected to know these procedures and know the specific plans and procedures that are created for the specific work area for which they are responsible.

If an emergency arises:

- Be sure the school office or your supervisor is notified and help is summoned.
- Follow the guidelines outlines in this booklet
- Reassure your students; your calm approach will help students follow instructions that could save lives during an emergency
- Be prepared to react to instructions from law enforcement or school administration; keep your phone line CLEAR.

Working together, all of us will help make the Fountain Square Academy, Indianapolis a very safe place to work and learn,

CALL THESE NUMBERS IN CASE OF AN EMERGENCY

Police/Fire: 911
School Administrator's Mobile: 317-698-7597
Office: 317-536-1026

CALL THIS NUMBER FOR A NON-EMERGENCY

Indianapolis Police Department (non-emergency dispatch): (317) 327-3811

FIRE DRILL, TORNADO DRILL AND EARTHQUAKE DRILL

FIRE DRILL GUIDELINES

1. School's alarm sounds
2. Take your student roster and something to write with (Take these guidelines)
3. Close classroom windows and door
4. Lead the class and follow the evacuation route for your room/area
5. NO TALKING: Silence will allow everyone to hear emergency instructions
6. After exiting-
 - Walk well clear of the building
 - Keep the class/group together
 - Take attendance; report any missing student to school administrator
7. Wait for "all clear signal" to re-enter, or wait for further instructions
8. If necessary, follow the "Fire Aftermath" guidelines shown later in this booklet

TORNADO DRILL GUIDELINES

1. NO ALARM WILL SOUND; An announcement will be made over the intercom.
2. Take your student roster and something to write with
3. Close classroom windows and door
4. Lead students to pre-designated Tornado Safety area
5. Ensure that all students take the proper safety position (backs facing wall)
6. Wait for instructions; keep students quiet
7. If necessary, follow the "Tornado Aftermath" guidelines shown later in this booklet

EARTHQUAKE DRILL GUIDELINES

1. NO ALARM WILL SOUND; earthquakes do not give warnings
2. Tell your students: "Earthquake, take cover."
3. Everyone should duck and cover up under the nearest desk or table
4. Once the ground and building stop shaking, use the fire drill procedure and exit route
5. Take your class and your student roster to the school's designated Safety Zone 6. Follow "Earthquake Aftermath" guidelines

ENVIRONMENTAL DISASTERS

NOTE: These guidelines should be followed in case of contamination of air or water supplies

A) In case of contamination of water supply, a PA announcement will be made to alert everyone to this specific problem. Once this announcement is made, **NO WATER SHOULD BE CONSUMED FOR ANY REASON FROM THE BUILDING'S WATER SUPPLY.**

B) In case of contamination of the air supply, the following "next steps" are possible:

1. If the air supply is contaminated **INSIDE** the building, the a Fire Drill procedure will be initiated
2. If the air supply is contaminated **OUTSIDE** the building, the school administrator will initiate air system shutdown and instructions will be given over the PA

C) Communication:

1. Once water or air contamination is detected, the school administrator will ensure that the following are contacted immediately by phone:
 - 1.1 "911"

D) Evacuation

1. If the water supply cannot be restored, the evacuation plan will be initiated and carried out.
2. If the air supply **INSIDE** the building is contaminated, students will be gathered in the school's outdoor "Safety Zone" and evacuated by bus from that point
3. If the air supply **OUTSIDE** the building is contaminated, students and staff will remain inside until a "window of opportunity" exists for safe evacuation by bus.

NUCLEAR OR CHEMICAL CONTAMINATION DISASTER

NOTE: These guidelines should be followed in case of contamination resulting from a spill of nuclear or chemical substances or from a terrorist nuclear incident.

- A) Once nuclear/chemical contamination is detected' or reported to the school, the TORNADO DRILL PROCEDURE should be initiated, and 911 called.
- B) At the same time that the drill begins, if the disaster is chemical contamination, the school's air handling equipment should be monitored and shut off by the school administrator, if warranted.
- C) Evacuation:
School personnel will have to stay alert to the options for evacuation. In some cases, almost immediate evacuation may be necessary; however, depending on the circumstances, there may be a long wait before evacuation can occur.
- D) In all cases, following instructions and directives of rescue and police personnel will be critical during such an emergency.

DISASTER AFTERMATH — FIRE OR ENVIRONMENTAL

A) Move all students to designated "Safety Zone,"

SAFETY ZONE: Location - Parking lot at the Our Savior Lutheran Church SOUTH of the school across 25th Street.

If this location has been rendered unusable, go to a gathering place designated by authorities,

B) Report all injuries once your class reaches the Safety Zone.

Keep your class together in the Safety Zone.

C) Keep track of your students.

1. List students who are injured
2. List students who are removed from your group for treatments of injuries
3. If parents/guardians arrive to take students home, list student who leave and WITH WHOM they leave.

D) If evacuation from the Safety Zone is to occur:

1. Await evacuation by designated vehicles
2. Let students know that the evacuation is planned and that you will be traveling by vehicle to another location
3. Do everything you can to calm and reassure students

E) At the Evacuation Site: Follow instructions, stay with your class, and continue to keep track of your students,

F) At the Evacuation Site: Use the school's "Check Out" system to release students to parents/guardians.

- If it is too hectic to use the formal "Check Out" system, continue to maintain the list of students who have left and with whom they have left.

G) Await further instructions and information with your class at the Evacuation Site.

DISASTER AFTERMATH— TORNADO

1. Move students and staff out of any damaged portion of the building to undamaged portion of the structure. If weather permits, the "Safety Zone" can be used.
2. GO TO the "Safety Zone" if the school is damaged severely. Keep your class together at all times.
3. In case of injuries:
 - Assess the extent of the injury: restore breathing and stop serious bleeding as a FIRST" PRIORITY.
 - GET. HELP if first priority injuries occur- alert the office, or if you're in the Safety Zone, report the nature of the problem to the administrators and/or rescue officials.
 - Make all other injured persons as comfortable as possible; keep injured persons warm.
 - Be sure that authorities know if you have injured individuals with you.
4. Enlist the support of your students, where possible, to calm fellow students and to help you.
5. EVACUATION
 - If necessary and if transportation can gain access to the site, evacuation may be ordered by authorities.
 - Keep students together and follow instructions in the event of evacuation from the school or Safety Zone.
 - Your school will evacuate, in most cases, to the designated Evacuation Site. (See list in this booklet)
6. If no structural damage has occurred, but if a tornado has caused extensive damage in our area:
 - It may be necessary to remain at school for some time.
 - Reassure students; encourage them to talk, or write, about their concerns. {• Let students know that when information is available, it will be shared.
 - Establish a system for bathroom breaks.
 - Listen for instructions and a possible order to evacuate the building.
 - If students are called from the room by office or other authorities, make a list of students who leave and why.

DISASTER AFTERMATH — EARTHQUAKE

- A) FOLLOW FIRE DRILL EVACUATION ROUTE, once shaking has stopped.
- B) GO TO "SAFETY ZONE"
- C) IF INJURY OCCURS AND THE PERSON CANNOT BE MOVED, alert the Office. Stay with the injured person but get a colleague from a nearby room to take your class with theirs to the Safety Zone.
- D) BE ALERT TO OBSTACLES. It may not be possible to follow the precise Fire Evacuation Route because of damage to the building. Forge an alternate route when necessary.
- E) AT THE "SAFETY ZONE"
 - 1. Take attendance; keep your class with you.
 - 2. Report injuries to administrators or rescue authorities
 - 3. Reassure students that the Safety Zone has been selected as the best place for them in the circumstances.
- F) BE ALERT TO AFTER-SHOCKS.
- G) KEEP A LIST of students who have to leave your group for ANY reason. This includes students who may be picked up by parents/guardians.
- H) AWAIT INSTRUCTIONS; ANTICIPATE EVACUATION.

LOCKDOWN PROCEDURES

- A) An announcement will be made indicating “INTERNAL LOCK DOWN” over the PA.
- B) CLEAR COMMON AREAS of all students. (Note: Bring any students in common areas into classrooms)
- C) Close double doors to atrium and check to be sure they are locked
- D) Secure students in locked areas if possible.
- E) Inform students that a "lockdown" is underway. (Note: Students will need reassurance that things are under control. Keep students away from the door and off the phone. Answer questions and let students know that their cooperation and patience will make a positive difference in the situation,).
- F) NO ONE LEAVES the locked safe areas. (Note: Depending on the nature of the emergency, law enforcement personnel MAY come to the safe area and evacuate the staff and students. If this occurs, follow the instructions given by the Officer. Take your class roster if your class is evacuated.)
- G) NO ONE ENTERS into the safety area except law enforcement or administrative personnel.
- H) Lockdown concludes only with notification from administration or law enforcement.

LOCKDOWN EVACUATION PROCEDURES

- A) DURING SOME LOCKDOWNS, AN EVACUATION MAY BE NECESSARY.
- B) A law enforcement official will come to the safe area to initiate the evacuation.
- C) Evacuate only if you are instructed to do so by a law enforcement official. (Note: The law enforcement official will provide specific instructions to conduct the evacuation. Follow all of these instructions carefully. Assist the official with communications with your class and with ensuring that students understand the instructions that are given.)
- D) Follow the evacuation route establish by the law enforcement official. This may or may not be the Fire Drill evacuation route for your class.
- E) Take your student roster. When you arrive at the post-evacuation assembly point, keep your class together.
- F) Further instructions will be given as soon as possible. Wait and reassure students. REMEMBER that law enforcement officials are dealing with a very volatile situation and may have to ask questions or, in some cases, double-check to ensure that no perpetrator is within your group masquerading as a student/teacher in order to attempt an escape.
- G) Departure from the school site MAY be necessary. If this is to occur, school vehicles and the Evacuation Site for you school will be used whenever possible.
- H) DO NOT DISMISS ANY STUDENTS UNTIL THE OFFICIAL WORD IS GIVEN TO DO SO. KEEP A LIST of the students who have to leave your group for any reason. This includes students who may be picked up by parents/guardians.

GUN OR WEAPON IN SCHOOL OR CLASSROOM

Gun or weapon SUSPECTED in classroom

- Do NOT leave the room,
- Ask a nearby teacher to assist you.
- CONFIDENTIALLY tell the colleague that you should suspect a student has a gun/weapon in class. Give the name I seat location of the student who is suspected.
- Tell the colleague to inform the office immediately.
- Continue class and procedure. Administration and law enforcement will arrive promptly.

Gun PULLED or DISPLAYED

- If a student I intruder pulls a gun in class, DO NOT try to disarm the individual.
- Remain calm. Tell the rest of the class to remain seated and to stay calm.
- STAY AWAY from the student with the gun. Talk to the student in a controlled manner.
- Ask the student to put the gun down and move away from it.
- Do what you can to get the attention of another colleague and the office so help can be summoned.

Gun in a LOCKER I Gun on a student in the COMMONS

- If you see a gun on a student in the commons area, follow that student. DO NOT LET THE STUDENT OUT OF YOUR SIGHT. Do what you can to get the attention of another colleague and the office so help can be summoned.
- If the gun is in a cubbie or locker, DO NOT LEAVE THAT LOCATION.
- Contact an administrator or another colleague to make contact with authorities.
- WAIT for assistance. DO NOT LEAVE THE STUDENT, CUBBIE, OR LOCKER.

General Guidelines for ANY Gun Crisis

- Tell an administrator ANY TIME you hear that a gun or weapon may be present in the school.
- DO NOT send a student to report the presence of a gun/weapon if it can be avoided. Enlist the help of an adult if at all possible.
- TAKE ALL TALK OF GUNS OR IMPENDING USE OF GUNS OR WEAPONS IN SCHOOL OR SCHOOL EVENTS SERIOUSLY: Report all concerns or suspicions to the office or administration.

SCHOOL ACTIONS

- Conduct an IMMEDIATE “INTERNAL LOCKDOWN”
- Contact 911
- Respond to the classroom/location

HOSTAGES TAKEN IN CLASSTOOM OR AT SCHOOL

If you OBSERVE a hostage crisis under way:

- DO NOT intervene.
- Quietly remove yourself from the setting.
- Alert school administrators immediately.
- If you do not have a class or other obligation with students, remain out of sight but stay in proximity of the hostage area so you can prevent others from wandering into the situation.
- When the LOCKDOWN Code is given, remove yourself from the area and participate in the Lockdown.

If a hostage situation occurs in your classroom or supervision area:

- Remain calm. Avoid quick movements.
- FOLLOW THE INSTRUCTIONS OF THE HOSTAGE TAKER.
- Tell your students to follow these instructions.
- DO NOT try to disarm the hostage taker.
- DO NOT bargain or negotiate with the hostage taker,
- If you need to speak to the hostage taker, as permission to do so. (Note: Face the hostage taker when speaking. Do not crowd his/her space. Be respectful. NEVER criticize the hostage taker. DO NOT argue.)
- Make a mental list of:
 - The students absent from class that day
 - A chronology of what happens during the crisis situation
- Law enforcement negotiators will make contact! TRUST THEM COMPLETELY and follow their instructions to the letter.
- STAY ALERT. Attempt to evacuate students/ escape ONLY if the hostage take falls asleep.

SCHOOL ACTIONS:

- Conduct an immediate INTERNAL LOCKDOWN
- Contact 911

REMEMBER- HELP IS ON THE WAY!

BOMB THREAT / SUSPICIOUS VEHICLE

A) An employee who answers a school phone call where the caller threatens that a bomb is in the building should:

1. Listen carefully to
 - a. Caller's voice
 - b. Any background noises
2. WRITE down exactly what is said.
3. If possible, ask questions (Try to be conversational and matter of fact.)
 - a. When is the bomb set to explode?
 - b. What does the bomb look like?
 - c. Where is the bomb?
 - d. Why was the bomb placed?
 - e. Who placed the bomb?

B) Once the phone call ends, TELL THE SCHOOL ADMINISTRATOR IMMEDIATELY. Fill out a "Bomb Threat Report."

C) School Administration will begin a preliminary search and phone 911.

D) DO NOT pull the fire alarm since the electronics of this system MAY set off an explosive devise. (All radios/walkie-talkies should not be on or used during search. Wireless computer systems needs to be deactivated.)

E) The school administrator will determine appropriate next steps in consultation with law enforcement.

NOTE: Never touch any package or item that appears suspicious during search.

SUSPICIOUS 'VEHICLE

If a suspicious vehicle is observed on school property OR on streets adjacent to the school:

- 1) Alert the school office immediately; be as specific as possible concerning the LOCATION and DESCRIPTION of the vehicle. A suspicious vehicle is one that has been parked in one location for a lengthy period of time without being moved, one that appears to be abandoned, or one that has been occupied for a period of time without any apparent school-related purpose.
- 2) If the vehicle is park or standing still, do NOT approach the vehicle.
- 3) If the care is one the move, get a description of the driver and the license plate number.
- 4) Write down what you observed and share this information with law enforcement.

BOMB THREAT REPORT

(Circle all that apply)

Calm	Laughing	Adult	Child
Angry	Crying	Raspy	Lisp
Excited	Normal	Deep	Slow
Distinct	Ragged	Rapid	Slurred
Clearing Throat	Soft	Nasal	Accent
Deep Breathing	Loud	Stutter	Cracking
Distinguished	Familiar		

BACKGROUND NOISES

Street	Motor	PA System	Music
Machinery	Animal	Phone Booth	Static
Local Call	Cell phone	House noises	Talking
Office	Basement	Train	

LANGUAGE

Irrational	Foul	Incoherent	Well spoken
Reading from a	Slang		

School Name: Fall Creek Academy, Indianapolis, IN

Time of Call: _____ Date of Call: _____

Person Completing Report: _____

Daytime Phone: _____

SCHOOL EVACUATION SITE / SAFETY ZONE:

The School Evacuation Site is the parking lot at the Our Savior Lutheran Church.

Location

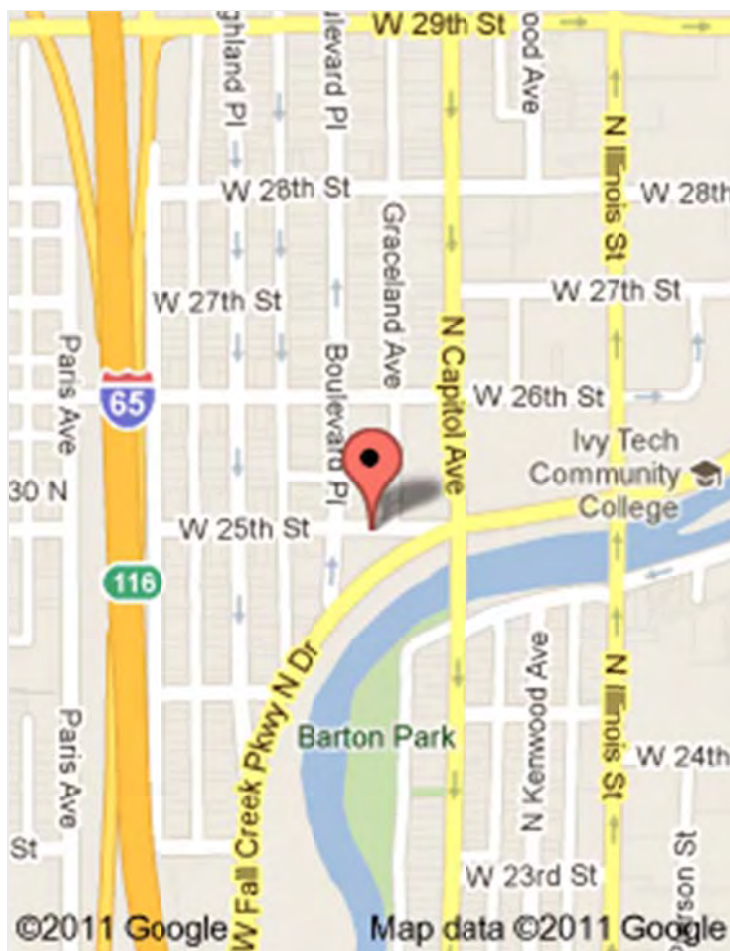
261 W 25th St.

Indianapolis, IN 46208

Phone: 317-925-3737

Email: oselc1939@yahoo.com

Pastor Robert Armao



FIELD TRIP EMERGENCY OR CRISIS

Accident While on a Field Trip

- Work with the bus driver to evacuate the bus if necessary. IF evacuation is NOT required, wait with students on the bus until emergency workers arrive,
- If there is a danger of fire or explosion, evacuate the bus immediately.
- Work with the bus driver to communicate with 911
- Request emergency assistance,
 - Report location.
 - Report injuries; if possible, indicate names of students.
 - Ask for law enforcement to contact our school.
- Keep lists:
 - Injured students; be sure you record the hospital to which the students are taken if this is required.
- Note a chronology of what happened; record the sequence of events that occur.
- Let law enforcement and other emergency workers deal with the driver and the other vehicle.
- DO NOT comment to media representatives; refer inquiries to the school administrator.
- Prepare to write up a narrative of what happened and submit to the school administrator.
- Do not talk to the other driver, insurance representative (except ours), or the public.

Hostage Situation

- Follow the instruction of the hostage taker.
 - Do not try to disarm or negotiate with the hostage taker.
 - Do not offer yourself as a hostage.
- Focus your attention on what is happening and make mental lists of events and a description of the perpetrator (s),
- If students are taken away, make sure you know who they are and remember what the hostage taker SAYS at this specific moment in the incident.
- When law enforcement arrives, TRUST THEM AND FOLLOW THEIR INSTRUCTIONS TO THE LETTER!
- When it is feasible, contact the school for help.

GUIDELINES: STAFF RESPONSIBILITIES DURING EMERGENCIES

Introduction: In general, the first obligation of all staff is the safety of our children; therefore, these guidelines are meant to provide suggestions for "how to proceed" before and/or during very difficult emergency circumstances which demand a high degree of attention to safety. During a disaster, crisis, or other emergency, it is possible that circumstances will dictate additional or different unforeseen responsibilities for staff. Staff should take whatever action is necessary, given these circumstances, to meet our first obligation.

The dedicated, professional behavior of all staff in the Fountain Square Academy, Indianapolis is the bedrock of these guidelines. This professionalism is deeply appreciated. Should any of the circumstances described in this Emergency Folder ever arise, our professionalism will allow us to provide what is best for our children despite very difficult and trying developments.

BUILDING ADMINISTRATION

1. PLANNING IN ADVANCE

- Establish a "Safety Zone" outside the building where students/staff can gather during evacuations.
- Ensure that all staff are briefed about Emergencies / Disasters / Drills with the start of each new school year; review the specific Emergency Guidelines in this guide
- Ensure that all staff understand their responsibilities during any emergency; special attention should be given to the administrative team, secretary, custodians, and nurses.
- Set up appropriate plans and unique emergency procedures as needed to accommodate students with disabilities or other special needs in the school. These plans should be submitted to the Director of Special Education and to the school administrator with the start of each school year.
- Set up a "check out" system and designated location for students in the AFTERMATH of any disaster.
- Be sure that proper supplies / safety equipment are available in the aftermath of any emergency; set up a "Treatment Center" in the school and in a safe area outside of the school.
- Establish a room or location where media representatives are to be placed in the event of an emergency and establish a building "rep" that maintains this space when needed.
- Work closely with law enforcement and fire officials to carry out various drills and to make plans for drills and emergencies. Please remember that during practice for an INTERNAL LOCKDOWN of Safety Drill it is vital that the building practice calling the school administrator and all other emergency numbers to inform them that a practice lockdown or drill is being conducted.

Provide the following information to law enforcement, the school administrator and the school board:

- o Location of your school's Safety Zone
- o Locations of your schools Treatment Center (inside location and outside location)
- o Location of your school's "Check Out" location for arriving parents
- o Location of the media room where reps from TV, radio, and news organizations are sent.
- o A MAP of your building with the name of the teacher (where appropriate) included for each room
- o Provide written copies of all emergency plans and maps to the school administrator, teachers and staff, Indianapolis Police Department, Indianapolis Fire Department, and the Mayor's Charter School Office.

2. DURING A DISASTER/EMERGENCY

- 1) Implement the Emergency Guidelines depending on the disaster or emergency that arises.
- 2) Maintain thorough communication links within the school and with outside agencies and personnel.
 - CALL 911
 - CALL THE SCHOOL ADMINISTRATOR
 - PLEASE NOTE- You must talk personally to a person at the above locations. Do not leave a voice mail message.
- 3) Oversee evacuation (if necessary) and ensure that injured students/staff are being tended to.
- 4) Oversee Safety Zone (if evacuation occurs); ensure

OFFICE TEAM MEMBERS

As directed by administration, take an active role in:

- Communications; maintain radio/walkie-talkie and or phone contact. Alert appropriate agencies and school personnel.
- Information; provide information to staff as directed; ensure that enrollment/medical emergency cards are available to proper school officials or rescue personnel.
- Assistance; help school nurse, teachers, or other colleagues as directed.
- Check-out / "Safety Zone" Office establish and implement a procedure for checking-out students to parents / guardians / adults who come to school to take students home; also set up an "office" in a Safety Zone if this area is activated.

CUSTODIANS or BUILDING ADMINISTRATOR

1. Shut down gas, electricity. And/or water IF NEEDED depending on damage to building; otherwise, maintain utilities and building systems under the direction of the school administrator.
2. Be sure the entire property management team has assignments spelled out in advance for all emergencies.
3. Maintain communication; be sure that radio/walkie-talkie communication is open throughout the emergency situation.
4. Provide support; be alert to needs of staff and students.
5. Cooperate with law enforcement & other rescue officials; provide information and advice, assistance and active support.
6. Recommend a plan /process for resuming normal school operations; work with emergency personnel and the school administrator to return school operations to normal as soon as possible.

NURSE

1. Plan a "Treatment Center" to handle injuries; work in advance to be sure there is a process to provide care for injured students 1 staff during any emergency. Collaborate with the school administrator to create this plan and ensure that adults help is available, as part of this plan, should the need arise. Remember that this center MAY have to be located in the "Safety Zone" or at an Evacuation Site away from the normal supplies and Clinic 1 Wellness Center at school.
2. Maintain adequate supplies for emergencies. Part of this need will include creating "Disaster First Aid Packs" or "Emergency Carts" that can be taken to the far corners of the building should the need arise.
3. Review the Emergency Plan for your school prior to each school year with the school administrator.
4. Provide collaborative support and assistance for .emergency personnel.
5. Carry out first aid in the Safety Zone and / or at the evacuation site as needed.

FOOD SERVICE TEAM LEADER

1. Prepare a plan for food preparation / distribution according to each possible emergency where food service might be needed over a longer term.
2. Include in the food preparation I distribution plan the possibility that the school MAY be used as an Evacuation Site and that this will mean additional students /,staff to feed beyond the normal number at your school.
3. Communicate fully with the school administrator to put into motion food service if needed.
4. If food service is NOT needed. Establish a way by which members of the building Food Service Team can assist other colleagues (secretaries, nurse, teachers, etc).

5. If there is damage to equipment or kitchen / dining room / freezer-refrigerator / food storage, assess damage or loss and report status of your operation to the school administrator,

SPECIAL EDUCATION DIRECTOR AND STAFF

1. In Case of an emergency in a building where evacuation or a long-term stay on-site is required, the director of Special Education and designated staff will respond to the receiving school or the "Safety Zone" to assist with special education students and the colleagues who serve them.
2. If coordinated services are required from outside agencies that specialize in dealing with students with disabilities, the Director of Special Education will act to facilitate the use of such groups.
3. Designated Special Education Staff will provide assistance where needed.

DIRECTOR OF FACILITIES (or School Administrator)

The director of facilities (or school administrator) will mobilize personnel to assist (where appropriate) at the school during emergencies. If electrical, HVAC, plumbing, and other building concerns need to be addressed because of the emergency, the director of facilities (or School administrator) will coordinate the delivery of these services.

1. The building manager and staff will be prepared to share blueprints for any and all parts of the building to police and other emergency officials whenever needed.
2. The building manager will set up:
 - A system for sharing blueprints if needed during an emergency
 - A system for alerting staff to assignments either during or after any emergency. This would include possible cleanup duties after an emergency.
 - A procedure for the assignment and use of rolling stock (trucks, heavy equipment) from the city to assist as part of any emergency.
 - Cellphone communications with the school and law enforcement so that maintenance efforts are efficiently and safely conducted.

DIRECTOR OF TRANSPORTATION (Or school Administrator)

1. The Director of Transportation (or school administrator) will establish plans for evacuation of the building. Part of this plan will be means by which drivers can be "called back" to perform this service.
2. The Director of Transportation will work with the Principal of each building to make arrangements for:
 - a. Pick-up students at the school's "Safety Zone."
 - b. Delivery of students at each school's designated evacuation site.
 - c. Create maps or folders, which will show the Safety Zone for each school.
3. Bus drivers and transportation will function together with the school office staff and Principal as the centralized communication during any emergency.

ATTACHMENT 48: Dress Code Policy

The dress code policy at Fall Creek Academy has been designed to provide a uniform atmosphere that encourages learning by removing unnecessary distractions. *Each family that accepts enrollment in the school also accepts the dress code as mandatory.* If there is a change in dress code for a field trip or special event, parents will be notified of the change prior to the day of the event. Otherwise, the dress code must be followed at all times.

We rely on our parents to help reinforce these expectations. It is the parents' responsibility to guide their child towards cleanliness, neatness and modesty. It is expected that students will come to school with clean garments that are in good repair. Holes are not allowed. To prevent any misunderstanding and ensure continuity, the following guidelines must be followed. Items may be purchased from any vendor as long as they meet the specific guidelines below.

Uniform shirts will consist of the school logo and must be purchased through **SchoolZone**. Any shirts that **SchoolZone** makes available (long sleeve polos, sweatshirts with logo) are permitted. They have been approved by the principal and have our logo. All shirts worn to school must have a Fall Creek logo. You may, however, purchase other clothing items such as pants, belts, socks, etc. from other stores such as Target, Wal-Mart, Old Navy or others.

- Elementary grades (K-5): HUNTER GREEN shirts
- Middle School (6-8): KHAKI shirts
- High School (9-12): RED shirts
- Males: pants or dress shorts will be BLACK
- Females: pants, skirts, skorts, dress shorts, dress capris, jumpers will be BLACK
- Students who obtain Track Bucks can purchase additional color shirts and spirit wear through the office. Samples of these items will be available.
- Ivy Tech Students are expected to wear uniform attire to their college courses
- **NO** embellishments of any kind on pants for skirts.
- Shoes and socks should be solid colors either: WHITE OR BLACK
- Students may wear long sleeve shirts under polo shirts but they must be WHITE
- Jackets MAY NOT be worn during class. Fall Creek Academy logo sweatshirts are available at School Zone.
- Jewelry must be kept to a minimum and only gold or silver, earrings a quarter or smaller.
- Pants, shorts, skirts, and capris with belt loops must be accompanied with a **black** belt that must be buckled. Belts must be a traditional belt without a buckle that is in the form of jewelry (example: name with rhinestones).

Tattoos (including temporary) and body piercings other than earrings should not be visible. Boys and girls are allowed one post or clip earring per ear. For safety reasons, hoop-style earrings larger than a quarter are prohibited.

When on school property including after school activities, it is expected that the above guidelines for dress code be followed unless otherwise indicated.



Where all roads lead to college

2011 - 2012

Student/Family Handbook

Including School Policies

Fall Creek Academy



Student/Family Handbook 2011-2012

Nondiscrimination Policy

Fall Creek Academy shall discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, and disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

School Quick Facts

School Phone: 317-536-1026

School Fax: 317-921-9453

School Address:
2540 North Capital
Indianapolis, IN 46208

School Website: <http://www.fallcreekacademy.org>

Principal: Richard Hunt (phone ext. 3009) – rhunt@geoacademies.org

Principal Fellow: Michael Bryant (phone ext. 3034) – mbryant@geoacademies.org

Office Manager: Jacqueline Benford (phone ext. 3032) – jbenford@geoacademies.org

Guidance Counselor: Jamika Jones (phone ext. 3036) – jjones@geoacademies.org

Administrative Assistant: Jenny Pettway (phone ext. 3000) – jpettway@geoacademies.org

Fall Creek Academy Mission:

Fall Creek Academy will make “no excuses” for its student population and will dedicate itself to ensure that ALL students show growth in character, academics, life skills, the arts, and wellness using teaching skills tailored to meet the needs of each student.

Mascot: Engineers

2011-2012 Motto: On track for a successful future!



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<u>This Form MUST be completed for all students</u>	

ATTENDANCE POLICY

A student's attendance is essential to learning, and every student and parent has the responsibility to ensure that the student is attending class regularly to take full advantage of the educational opportunities offered by Fall Creek Academy. To support that academic growth, the school has put in place the following attendance policies and procedures:

A. Excused Absences – a student is considered to have an excused absence under the following conditions:

- The parent must call the school before 9:00 a.m. on the day of the absence.
- An excused absence may be granted for the following reasons:
 - Death in the immediate family
 - Medical, dental, court, and other required appointments. (Statement from the doctor, dentist, etc., required upon return to school.)
 - Personal illness or injury
 - Serving as a Page in the Indiana General Assembly
 - College visit (2 permitted per year, juniors and seniors only)
- After three days of consecutive absence, a doctor's statement or other verification will be required before the student can return to school.
- After 5 days and every day thereafter, parents/ guardians will receive a letter of concern regarding student's absences from school.
- After 7 days of excused or unexcused absences (consecutive or cumulative), a conference between the student, the parent, and the principal will be required to assess the impact the absences are having on the student's academic work, including if student reaches 10 days they may be recommended for expulsion from Fall Creek Academy.
- A student is expected to make up work within the same amount of time for which they were absent. Example: A student was absent for one day – a student has one day to make up work. If a student is absent two days, the student has two days to make up work, etc. **The student is responsible for asking for his or her make-up work. Tests or quizzes are expected to be taken upon return if the student only misses one day.**

B. Early Release – a student will only be released early for a documented medical, dental, or other required appointment. A parent or guardian must pick the student up and report to the office to sign the student out. Any early release for any other reason must be approved by the principal, or the student will be considered an unexcused absence for the entire day.

C. College Visits – Juniors and Seniors are permitted to take two (2) college visits per year. Students are required to make arrangements for any missed work. College visits may not be taken during testing including End of Course Assessments or Final Exams. College visits must be pre-arranged through the office and a college visit form must be submitted and approved by the principal at least one week prior to the visit. This form allows time for the school to create a file for the family to take to the university to share with the admission officer so that discussion can take place about the student interested in the university.

D. Tardiness – School begins at 7:30. A student may be late for school only for a documented medical, dental, or other required appointments, otherwise the student will be considered to have an unexcused tardy.

- Any student who is late to school for any reason must report to the receptionist for a tardy pass.

- After 3 days of tardiness, the student will be assigned to a mandatory Saturday tutoring session or after school tutoring session.
- After 5 days of tardiness (consecutive or cumulative), a conference between the student, the parent, and the principal will be required to assess the impact the absences are having on the student's academic work.
- After 10 days of tardiness (consecutive or cumulative), the student may be recommended for expulsion from Fall Creek Academy.

E. Truancy – Any unexcused absence is considered truancy. If a student is truant more than (5) times during the year, he/she will be considered “habitually truant” under Indiana law and school policy.

- Habitual truants and their parents/guardians will be reported to the Marion County Prosecutor's Office.
- After 5 days and every day thereafter, parents/ guardians will receive a letter of concern regarding student's absences from school.
- Habitual truants may be recommended for expulsion.

BEFORE-SCHOOL CARE / AFTER-SCHOOL CARE

Students may arrive at 7:00 a.m. and must be picked up no later than 2:50 p.m. unless he/she is participating in our 21st Century / AYS after school program. If your child has not been picked up by 2:50 p.m., your child may be placed in the YMCA after-school care program. The YMCA will charge parents for child care. Payment is due when the child is picked up. Arrangements can be made for after school care with the YMCA. Information is available at the school office.

DROP OFF AND DISMISSAL PROCEDURES

Students must follow their normal dismissal procedures as directed by parents. **Any change in dismissal must be put in writing to the school.** In case of emergency, a phone call will be accepted. If a person that we have not met previously is picking up your child, we may ask for a picture ID to ensure the safety of your student. Fall Creek Academy will never change your child's dismissal procedure (ex. going home with another family) without your prior approval.

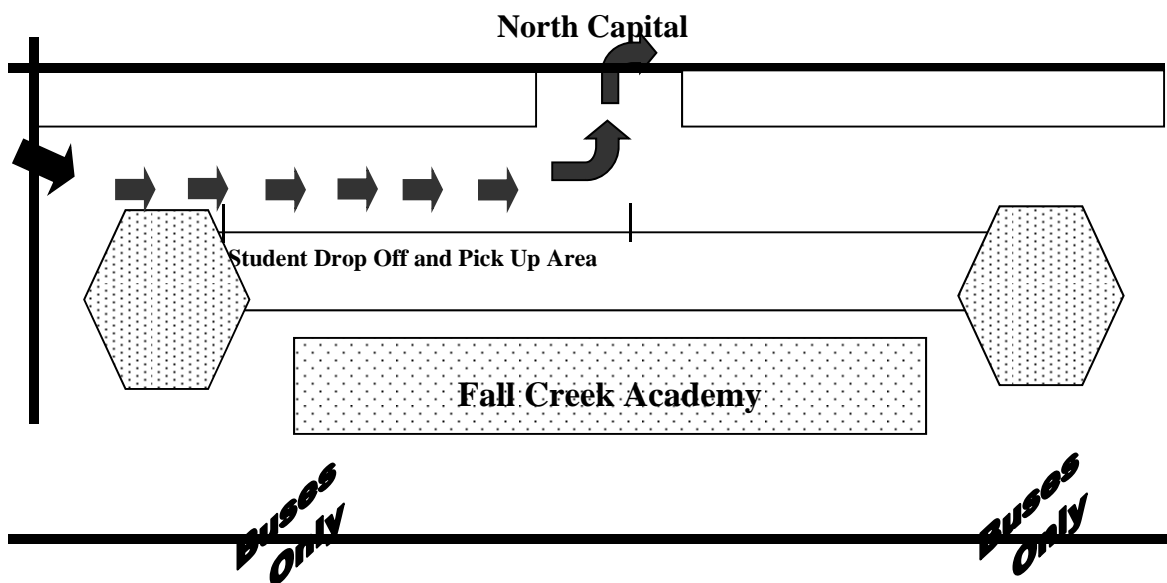
Bus Riders:

Students who ride the bus will walk in a single file line led by a teacher to the bus as they load the busses. Busses will load in the rear of the building. Bus loading begins at 2:30.

CAR RIDERS:

Fall Creek Academy uses an organized carpool procedure to ensure the safety of our students. Staff members will guide students to cars for pick-up beginning at 2:35. We request that parents stay in their cars and allow our staff to come to your car to bring your child to you. **Please turn off your cars while waiting in the carpool line. This prevents accidents from taking place.** We load our busses first and then dismiss our car riders. Please remember that if somebody else besides the people on your pick up list is picking up your child, Fall Creek Academy requires written notification. We may also ask the driver for a picture ID. This is to protect our children. **We will not put a child in a car with an adult we do not know if a parent has not called.** If you would like to meet with a teacher, please wait until after 2:40. Our staff is always willing to meet with you to discuss your child's progress.

DROP-OFF/PICK-UP PLAN FOR CAR RIDERS



- Students are not to arrive before 7:00 a.m.
- All cars should enter on 26th street and exit out of our middle drive. (Please see map above.)
- Always follow the directions of school personnel. Stay within the drop off lane (marked with cones).
- All students traveling by car will be released/admitted by school personnel from the middle front door on a first-come, first-served basis. Once a student is safely on the sidewalk, please exit according to the map.
- **STUDENTS MUST BE DROPPED OFF AT THE CURB.** Do not park and walk a student to the door, even if the parent is coming in with the student. The parent should drop off the student, and then park and enter the building.
- Do not park and leave your car at the curb—**remain with your car at all times** as the cars will keep advancing forward.
- **Do not pull in front of waiting cars. This poses a danger to our students!**
- **DO NOT PASS!!!!!! You will be asked to pull out of the lot and reenter following the correct procedure.**
- **Do not park on the street and send student across traffic.**
- If you need to accompany your child into the school, please drop off your child, park in the lot and go directly to the office to sign in as a guest in the building and receive a guest badge.

Walkers:

Students who walk home will be dismissed after determining that car traffic on the school property no longer poses a threat to their safety. In case of severe weather conditions students may be asked to call parents for alternate plans.

Drivers:

Students who drive to school must complete a DRIVER REGISTRATION FORM with the front office and place a Fall Creek Driver Permit in the upper left hand corner of their vehicle. The student must have a copy of their license, registration and insurance on file with their registration form. Any student not following Indiana Driver's Law or Fall Creek Academy Driver's Policy will lose the privilege of driving to school. **Students may not drive other students without the permission of the other student's parents.**

PICK-UP AND DROP-OFF AT ANY OTHER TIME

WHEN A STUDENT COMES TO SCHOOL AT NON PICK-UP OR DROP-OFF TIMES, THE STUDENT MUST BE BROUGHT/ PICKED UP AT THE OFFICE BY AN ADULT AND SIGNED IN/ OUT.

High School Student Early Release

Parents of high school students will be required to complete an **early dismissal permission form** to allow students to be dismissed from school premises without a parent being physically present. Parents may contact the school by phone and request to have their student dismissed early. If our office staff does not recognize the voice of the person requesting early dismissal, they may ask pertinent information that only a parent would know. This is to protect the safety of our children.

EARLY AND EMERGENCY CLOSINGS

SEVERE WINTER WEATHER / WINTER STORM

It may be necessary for the school to close or delay opening upon occasion because of weather conditions. We will make our decision based on the Indianapolis Public School (IPS) system. Whenever possible, a phone message will be sent through our Connect Ed System by 6:15am. Parents may also watch one of the following television stations for this information or check their websites.

WRTV Channel 6 Fox 59 CBS Channel 8 NBC Channel 13

Fall Creek Academy schedules 180 school days per year as required by Indiana law. Therefore, if schools are closed for an entire day for any reason, the missed days must by law be made up. Make-up days are added at the end of the school year.

CAFETERIA

Aramark will provide quality breakfast and lunch for our students. The menus will be posted on our website monthly. Students may bring their lunch to school if they choose to do so.

PRICES:

Lunch - \$2.70
Breakfast - \$1.70

Reduced Lunch - \$.40
Reduced Breakfast - \$.30

Students will pay for lunch using their meal account. Families will need to establish and maintain a positive account balance which can be paid through the on-line program found on our homepage on our school's website. If you do not have a computer, you are welcome to come to the school and use ours. Children enrolled in the Federal Free Lunch Program will pay in the same manner. *

*Procedures for payment, which are subject to change, will be discussed separately from this handbook.

CURRICULUM

A FULL LIST OF STATE STANDARDS CAN BE FOUND AT WWW.DOE.IN.GOV

The goal of Fall Creek Academy is to equip students with two kinds of literacy necessary in the 21st century - the ability to read, write, speak, and calculate with clarity and precision and the ability to participate passionately and responsibly in the life of the community. The goal is to enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral expectations. Our students will learn to work in collaborative relationships, both within and outside the school site/calendar, and perform service to the greater community.

The Indiana standards are the core of all instruction in all academic components. Each student will be expected to master the standards in all content areas. Constant emphasis on basic standards will be interwoven throughout the components of instruction. The standards descriptions will be used as lesson plan guides. Each teacher completes a standards calendar for the entire year prior to the start of the school year. Fall Creek Academy uses a variety of resources including traditional textbooks, project based learning activities, computer-based curriculum that are aligned with the standards which may be accessed from home, and for our upper classman a strong partnership with Ivy Tech Community College in order to provide college courses. The goal for our school is to provide a strong K-14 curriculum. It is the expectation that our teachers will begin preparing our students for success in Kindergarten and continue this growth all the way through the academic years into their beginning of their college courses. Daily progress will be monitored and available to parents through on-line methods, bi-weekly progress reports and parent conferences.

Students will advance on a continuous progress and mastery-learning basis. **A student will be considered as having completed a traditional grade level when the Indiana standards have reached mastery for 80% of the skills in math, language, science, and social studies.** Since skills are spiral in nature and are repeated throughout the grade levels in different intensity, complete mastery will continue to be the goal and the previous year's standards will be re-approached until mastered.

Teachers will use additional materials to provide teacher directed lessons. A balanced literacy approach will be used to assure that children experience various types of literature and are reading at their instructional level. (Special education student goals will be based on abilities but with high expectations with grade level standards.)

The School will work with the students to use the grade level expectations as the bar for each year's progress. However, *exceeding the standards is always the goal.* The mastery level will

be determined through multiple assessments, including the ISTEP and Diagnostic and Predictive Acuity, DIBELS (K-2), End of Course Assessments (High School) and teacher created assessments. Elementary will include Reading Records and Middle/High school will include Final Exams. Special education students will be expected to reach for grade level mastery at a level determined by case conference and individual considerations.

Core Academic Skills:

- **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects, which the staff and School governing board deem appropriate.
- **English Language Arts:** Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages.
- **Science:** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.
- **History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
- **World Language:** Students will gain knowledge in speaking, reading, writing, and listening comprehension. Students will understand key aspects of the culture, both past and present, of the second language.
- Underlying and utilized throughout each of the above subject areas will be other core skills such as: **critical thinking skills** (e.g., problem-solving, analyzing, and applying knowledge) and the ability to effectively apply to real world experiences.
- Creative expression through various forms of the **arts** (e.g., music, visual/studio arts, drama, and dance).
- Knowledge of pertinent issues of **health** and the development of **physical fitness**.

Social / Interpersonal Skills:

Students will demonstrate:

- Ability to engage in responsible, compassionate peer relationships, by participating in **conflict resolution** training;
- Ability to collaborate and work effectively with others in **cooperative groups**;
- Strong **citizenship** and **leadership** skills by planning and implementing a project in **service** to the School and greater community.

Life Skills:

Students will develop skills necessary for a healthy adult life, including:

- **Job readiness and career development** skills (e.g., developing resumes, job internship skills);
- **Higher education continuance** skills (e.g., college applications, financial aid forms, Armed Service process) ;
- Personal **financial management** skills (e.g., budget development, balancing check books).
- **Productive Citizens** (e.g. create a job, get a job, prepared for higher education (college/military) and life- long learner.

GRADING SCALE

The following is the accepted grading at Fall Creek Academy for grades K-8. The grading supports our 80% mastery expectation:

97-100	A+
94-96	A
90 – 93	A –
87 – 89	B+
84 – 86	B
80 – 83	B –
0 – 79	No credit/Incomplete : Staff will work with students and parents to address areas in need of improvement.

The following is the accepted grading scale for grades 9-12.

97-100	A+
94-96	A
90 – 93	A –
87 – 89	B+
84 – 86	B
80 – 83	B –
70-79	I (incomplete) **
69 and below	F

** Per our board policy if a student receives an “I” or incomplete:

“Students will have the opportunity to complete the course by next semester if semester 1 or by summer if received in semester 2. This “make up” session will be structured by the classroom teacher utilizing his/her discretion after school tutoring, Saturday tutoring, and/or independent study. Students are also eligible to purchase night school courses using their own funds at the discretion of the School Principal.”

“If students fail to complete their within the allotted time frame, their incomplete grade will become a grade of an “F” and remain on their permanent transcript”.

“Students will be informed that their reenrollment at Fall Creek Academy will be in jeopardy if they do not show mastery in academic achievement.

** High School Students: Students who are enrolled in Ivy Tech will have their Ivy Tech grade posted on their Fall Creek Academy transcript based on the Ivy Tech grading scale. These are

dual credit (high school and college); therefore they are part of the high school transcript. If a student fails a class at Ivy Tech, they may be responsible for the cost of retaking a course for a replacement grade.

EXTRA-CURRICULAR PROGRAMS

There will be opportunities during and after school for a variety of programs including sports, music lessons, instrumental instruction, dance, and visual art. The fitness program will stress lifelong health and fitness through the enjoyment of fun exercise and personal challenge. Fall Creek Academy is an IHSAA school and participates in High School Athletic Competitions and requires our athletes to follow IHSAA eligibility. We strive to ensure that our athletes have average the highest GPAs of all athletes in Indiana.

FIELD TRIPS

Students will go on many field experiences within and outside the city limits of Indianapolis as a general part of their education. Details concerning field trips will be shared with parents/guardians as the trips are planned. Permission slips will be issued for field trips away from the school each time bus transportation is used.

HOMEWORK POLICY

We believe that most work can be completed at school. However, there will be times that work will need to be completed at home. Most homework will be in the form of practicing reading skills, math facts and working on projects. Homework is expected to be completed in the time communicated by the teacher.

PROMOTION-RETENTION-ASSIGNMENT

It shall be the goal of the school to help students grow at their fastest rate to achieve the highest level of learning and adjustment possible. Teachers will accept students assigned to them at their stage of development and help them progress according to their capabilities. Students will have learning plans that place them in the learning levels for which they are best adjusted academically, socially, and emotionally and where they can work and learn most effectively.

Students will progress at their own rate, which is determined by parents, teachers, students, and testing. **A student will not progress to the next grade level until a minimum of 80% of the skills are learned in their core subject areas.** *Progress to grade levels is not determined by the calendar but is based on student progress and work with mastering skills.* For example, a student could complete two years of math in 16 months. No calendar of grade level roadblocks will exist. A student that needs more time to progress will be given that time. We accept “no excuses” for failure. Every child can and will learn. The grade level that a child is in for any subject will be called the IGL (Indiana Grade Level). No child should ever feel ashamed in school because they don’t know something and no child should ever have to wait to learn the next thing they do not know. No child should ever be bored.

SUMMER SCHOOL

Students who fail one or both parts of ISTEP+ or ECAs will be required to attend summer school (June & July)

DISCIPLINE AND SCHOOL BEHAVIOR

The primary objective of requiring appropriate student behavior is to produce a safe learning atmosphere in which there will be no interruption of the teaching-learning environment. All students will assume personal responsibility for their behavior and actions, develop appropriate self-control, exhibit self-discipline, and accept the responsibility, and consequences of any inappropriate behavior. To accomplish this objective requires a cooperative effort from students, staff, and parents.

Fall Creek Academy uses the Positive Behavior Supports (Our TRACKS program) plan to encourage all students to follow our school procedures. This plan provides a sequence of interactions that allow staff to guide students in making good choices and consequences for making poor choices.

At Fall Creek Academy Elementary all students shall...

- T** - be a **team** player by honoring the rights of other students and displaying a good attitude.
- R** - **respect** school-wide and classroom procedures, school staff, and other students.
- A** - be **accountable** by maintaining satisfactory attendance, accepting responsibility for one's actions, and giving best effort on all assigned work.
- C** - have the **courage** stand up for what is right, and lead by a positive example.
- K** - show **kindness** to others
- S** - ensure a **safe** and orderly educational environment through the use of appropriate language, appropriate physical behavior, and by helping maintain a learning environment free of intimidation or harassment.

The entire foundation and success of public school education depends upon the theme of the Golden Rule: "Do unto others as you would have them do unto you." It includes the basic concepts of self-discipline – a self-discipline that will allow all individuals to exist in a world of change and with the individual rights afforded them by our federal and state constitutions. Certain standards of student conduct are necessary to assure that students seeking to express their own individual rights do not infringe upon the rights of others. The responsibility for the development and maintenance of self-discipline falls to the cooperative efforts of students, parents, teachers, administrators, and the community.

Discipline is one of the most important lessons of education. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people

An environment that provides equal opportunity for all and permits the teaching-learning process to proceed in an orderly manner is the objective of all school personnel. School staff members will make every effort, individually and cooperatively, with appropriate available community resources, to help each student gain acceptable self-discipline standards.

DISCIPLINE PLAN / FALL CREEK ACADEMY PROCEDURES

Children come to school to learn and no child has the right to infringe upon any other student's right to learn. To promote a learning atmosphere, we will expect the children to observe the following guidelines:

The Rotundas and Hallways:

- Out of respect for other learners, rotundas and hallways are always a: **Quiet Zone**
- No talking unless responding to an adult
- Always walk
- Keep hands, feet and objects to yourself.
- Students are asked to walk, "Eyes front, hands to your side, no talking."

Restroom:

- Enter quietly
- Talking is not permitted unless someone needs help.
- Do not use more than one paper towel and always throw it in the trashcan (not in the toilet).
- Leave the restroom clean by throwing all paper towels and any other trash in the trashcan.
- Do not use restroom area as a play area. This could result in someone getting hurt.
- Take turns respectfully.
- Always flush toilets.
- Wash hands before leaving restrooms.

Monday Morning Community Meeting:

- All students will sit on the bleachers in the gym in their assigned area.
- When the community meeting begins at 7:15, all talking stops
- All students will stand for the Pledge of Allegiance and Moment of Silence
- Announcements and other information will be shared by school staff
- Students will then exit by grade to their appropriate rotunda

School Assemblies:

- Be on time for school-wide assemblies.
- Enter gymnasium quietly and follow the directions of the adults.
- Sit on the floor or bleachers (on pockets) with hands in laps. Students may not sit up on knees since this will block the view of students in rows further back.
- When the person in charge of the assembly gives the "five" signal, all voices will be quiet and active listening will begin.
- No talking during performances.
- No screaming or yelling is allowed (unless it is a part of the program) and polite applause is expected at appropriate times.
- Follow directions of adults when being dismissed.

Dismissal:

- Actively listen for any afternoon announcements.
- Leave the building in a quiet line directed by your teacher.
- Leave with all of the things you need to take home, including your homework.
- Walk directly to your bus or parent pick-up door.

Clinic/Office Area:

- Students must have a clinic pass before coming to the clinic.
- Upon entering the clinic (unless it is an emergency) find a seat and sit quietly until the nurse can give you attention.
- Students coming to the clinic for daily medication should wait quietly by the sink until the nurse/office personnel can attend to them.
- Students are prohibited from “adult only” areas (staff dining area, staff meetings, staff workroom, and all custodial/storage areas)

Active Listening:

- Get quiet immediately when the teacher says, “Give me five.”
- Return the Five Sign by raising your hand indicating that you are ready to listen.
- Show courteous and respectful behavior by giving eye contact to the speaker, sitting calmly, and not talking.
- Listen for information and details.
- Raise your hand for recognition when it is time to give a response.

Recess:

- Students will go out to recess unless they have a note from home. Extended periods of non-participation require a medical excuse from a doctor. Students will go outside unless it is raining or the temperature (wind chill) is below 20 degrees
- Teachers will escort children to recess. Once students reach the playground area, they may not return to the building without permission.
- Adults will circulate the playground area during recess and one person will always have a radio. Students are expected to listen and follow the directions of the adult on duty.
- No tackle games, tag, chasing games or “piling on” games are allowed.
- “Play-fighting” or martial arts moves are not allowed. Inappropriate physical gestures (i.e. hand gestures or inappropriate dancing) are not allowed.
- Fighting, throwing objects, snowballing or any rough play will result in a loss of recess privileges. (i.e. stand on fence, walk the square, recess detention)
- Solve conflicts positively or ask for the help of an adult on the playground.
- Jump ropes are to be used for jumping only.
- Balls that go into the parking lot may not be retrieved by a student without adult supervision.
- Non-participants should not run through games being played by other students. When deciding to play a game with others, rules should be clear before playing. Arguing will result in a player or players being required to leave the game.
- Students should not touch or move towards animals that appear on the playground. An adult will use a radio to call for assistance.
- Upon hearing the whistle or observing the given signal, students are to quit playing and line up for an orderly return to class.

Cafeteria:

- Students should enter the cafeteria quietly and in a single file line.
- Follow all adult directions quickly and respectfully.
- Listen to café workers and quickly give lunch choices.
- Students should “Eat first and talk last.”
- When finished eating, students may talk quietly using “Restaurant voices”. QUIETLY talk only to those students on either side of you. Always use polite, appropriate language.

- Do not leave seat without adult permission.
- Observe the “Give me five” signal when given, and obey the “No talking” rule when in effect.
- Dismissal from the café will be a “No talking” time.
- Students must ensure tables and floors are clean and trays are ready to go. Pick up anything dropped on the floor. Tables will only be “Excused to line up” when they are quiet, their area is clean, and their trays are ready to go.
- Students may not “charge” a lunch. They must have funds on account or in hand to pay for lunch.

Bus Conduct Procedures

YOUR CHILD AND EVERY CHILD DESERVES A SAFE, PLEASANT RIDE TO SCHOOL!

Please go over these rules with your children and stress the importance of obeying the rules.

- The bus driver has the same relationship to the child, as does the school teacher. It is his/her duty to maintain order on the bus at all times.
- Obey the driver promptly and respectfully. He/She is working for your safety; realize that he/she has a big responsibility and that it is your job to help him/her.
- Be careful in approaching bus stops; walk on left facing oncoming traffic where there are no sidewalks.
- Do not stand or play on the road while waiting for the bus.
- Do not destroy or damage surrounding property in any way while waiting for the bus.
- Help keep the bus on schedule—**BE ON TIME!** (5 min. before scheduled pick-up time)
- No student will enter or leave the bus until it has come to a full stop and the driver has opened the door.
- Take your turn and avoid pushing when entering or leaving the bus.
- Be seated promptly and be careful not to block the aisle.
- No one is permitted to leave his/her seat while the bus is in motion.
- Pupils shall not be allowed to tease or scuffle with each other. Treat others with respect and keep hands to yourself.
- Use no loud or profane language.
- No windows or doors will be opened or closed except by permission of the driver.
- **REMEMBER:** Loud talking, laughing, or unnecessary confusion diverts the driver’s attention and may result in a serious accident. Classroom conduct is expected except for conversation in normal tones. Improper or abusive language will not be allowed.
- Help keep the bus clean, sanitary, and orderly. Deposit trash in the container at the front of the bus. No food shall be eaten on the bus.
- Treat bus equipment with care. Replacements are expensive to parents.
- Failure to comply with the bus rules or failure to follow instructions of the bus driver may result in the loss of the bus riding privilege.
- For the safety of your child, please make sure that any papers, envelopes, or loose items are brought to school in a book bag. When children drop items or have papers fly away, they may run in front of the bus or approaching cars to retrieve the lost item.

If a student is misusing his/her privilege to ride the bus, he/she may have a phone call home, a written notice home, or a suspension from the bus. Extreme situations will be dealt with by the Principal Fellow and/or the Principal.

CONSEQUENCES FOR NONCOMPLIANCE

Consequences for noncompliance of the procedures and expectations stated above shall include, but not be limited to the list below.

- Warning
- Assignment of "Think About It" sheet
- Removal to another classroom
- Loss of recess or lunch detention
- Denial of school privileges or participation in school activities
- In-school office timeout
- Intervention by professional school staff
- Parent contact or conference
- Referral to the school office

The severity or repetitive nature of a student's behavior will be given consideration when determining appropriate consequences. The following behaviors will be considered unacceptable at Fall Creek Academy and can result in suspension/expulsion. The behaviors listed below apply to actions on school property, including bus stops, and at school-sponsored activities.

- Any purposeful action that results in great bodily harm to another human being.
- Use, possession, or unreported knowledge of a weapon, explosive, look-alike weapon, or anything that is used as a weapon. (Possession means on self, given to another individual, in personal belongings, or on school property)
- Use, possession, or unreported knowledge of any drugs or look-alike drugs (Including alcohol and tobacco).
- Acts of lying, cheating or stealing.
- Acts of vandalism or arson.
- Acts of harassment or bullying (repeated behaviors, physical or verbal, toward another individual that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, or generally unsafe.)
- Disruption of the orderly educational process.

DISCIPLINE: DUE PROCESS AND SUSPENSION / EXPULSION PROCEDURES

When a student has committed a disciplinary infraction, the school official will conduct a due process investigation. Guidelines for due process are as follows: A student will be given: a. an oral or written statement of the charges, b. if charges are denied, an oral summary of the evidence, c. an opportunity to explain his/her conduct.

School personnel have the right to exercise the disciplinary options. Authorized disciplinary actions may include detention, in-school detention, Saturday school, out-of-school suspension, expulsion, and/or parent/guardian shadowing.

The Indiana General Assembly guarantees due process for pupils suspended or expelled from classes for more than (10) days and outlines in detail the procedures to be followed when a student is disciplined by suspension or expulsion. In cases of suspension for more than five

days the President of the Board of Directors appoints a hearing officer. The hearing officer will notify the student of “due process.”

The types of disciplinary action taken by the school administration may include but will not be limited to the following:

- Conferences
- Detention / Saturday School / In-School Timeout
- Suspension
- Expulsion
- Other Courses of Action

Parents/Guardians will be notified by mail, phone, or in person if their child is violating school expectations and negatively impacting the learning environment for all students. A meeting will be scheduled between parents/guardians and a school administrator to review the student's choices and develop a contract between the school, parent, and student that specifically addresses misbehavior. If a student chooses to not follow the contract, then that student will be expelled from Fall Creek Academy at Fall Creek in accordance with state-mandated hearing guidelines.

Conferences – May include counseling with a teacher, social worker or administrator concerning the behavioral problem and recommendation for improvement. Parents may be asked to participate in the conference.

Detention / Saturday School / In-School Timeout– A student may be assigned to an in-school timeout separate from the general classroom, but provided work and assistance for academics. Further a student may be assigned additional time at school, either before or after regular school hours, during lunch (student will receive lunch), or on Saturday. Students who have detention time to serve are responsible for arranging their own transportation. The detention will be served on the day or days assigned by the Principal or his designee.

Parent Shadowing- The parent will need to come in to the school for an entire day and attend classes with their child.

Suspension – Disciplinary action whereby a student is separated from school attendance for a period of ten (10) days or less and which does not constitute an expulsion. When expulsion is recommended, the student may be suspended by the school until the date of the expulsion or exclusion hearing.

The Principal may suspend students for no more than ten (10) school days for conduct that constitutes grounds for expulsion or suspension. Suspension shall be made only after the Principal has made investigation thereof and has determined that such suspension is necessary to help any student or to prevent interferences with an educational function or school purpose.

No suspension may be made without affording the student an opportunity for an informal hearing. At the informal hearing the student is entitled to:

1. A written or oral statement of the charges against him;
2. And, if he denies the charges, a summary of the evidence against him; and

3. An opportunity to explain his conduct; with a parent(s) or guardian(s) present unless waived.

Notice of the informal hearing shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such a situation, the notice and informal hearing shall follow as soon as reasonably possible after the suspension.

Within 24 hours or such additional time as is reasonably necessary, following suspension, the Principal Teacher shall send a written statement to the student's parents describing the student's misconduct. The Principal Teacher shall make a reasonable effort to hold a conference with the parent, before or at the time the student returns to school.

Special education students may be suspended using the same procedure with Article 7 compliance.

Expulsion – Disciplinary action whereby a student:

1. Is separated from school attendance for a period in excess of ten (10) days;
2. Is separated from school attendance for the balance of the current semester year unless a student is permitted to complete required examinations in order to receive credit for the courses taken in the then current semester or current year; or
3. Suffers a penalty that automatically prevents his completing within normal time his overall course study in the School.

When a request for expulsion or exclusion of a student is filed with the Superintendent, the student may be suspended by the Principal Teacher for no more than five (10) days, in accordance with IC 20-8.1-5-6. However, the student may be suspended by the hearing officer appointed by the Superintendent while he or she makes the report and recommendation of his finding to the Superintendent. The hearing officer may find that the student must be suspended immediately to prevent or substantially reduce the risk of:

1. Interference with an educational function or school purposes; or
2. A physical injury or illness to himself, other students, school employees, or visitors to the school.

When the expulsion proceedings are initiated, the student and his parents will be sent forms which state the charges of misconduct, explain the procedure for requesting a hearing, and describe the hearing procedures.

Special education students may be expelled or excluded from school in accordance with Article 7 Requirements.

Violations for which a student may be suspended or recommended for expulsion from school include (but are not limited to):

A. Suspension

1. Insubordination (failure to follow teacher instructions, defiant attitude, disrupting class, misbehavior, not reporting to office)
2. Using tobacco on school grounds at any time; includes school activities and functions
3. Possession of smoking materials
4. Fighting, threat, general harassment, sexual harassment
5. Obscenity, profanity
6. Leaving the building without permission
7. Cafeteria disruption
8. Cutting classes
9. Reckless driving

10. Other violations which are detrimental to school purposes. (See separate technology section.)

B. Expulsion

1. Any violation listed under suspension which is violated excessively or more severely.
2. Possession of a weapon
3. Use of a weapon or threat with a weapon
4. Firecrackers and other explosives
5. Throwing water balloons, snowballs or other missiles while in the school building or on a bus
6. Vandalism
7. Physical attack on staff member
8. Theft
9. Knowingly possessing, using or transmitting alcohol, drugs, or look-a-like drugs while at school or while attending a school activity
10. Attending school or a school activity while knowingly under the influence of drugs or alcohol
11. Possession of drug paraphernalia
12. Other violations that are detrimental to school purposes.

Other Courses of Action – The Principal, Principal Fellow, any teacher or staff member, bus driver or any other person authorized to take such action in connection with student behavior as is reasonably desirable or necessary. Such action shall be taken to help any student, to further school purposes or to prevent an interference therewith, including, but not limited to counseling, parent conferences, assignment of additional work, arrangement of class schedules, requiring the student to remain in school after regular school hours, or restriction of extra-curricular activity.

DISCIPLINE STEPS AND PROCEDURES

Routine discipline infractions will be followed by a series of steps to produce more appropriate behavior. Fall Creek Academy believes that consistency is important for students to understand that there are consequences for their actions. The Discipline Steps are utilized by administration in order to support our discipline policy in a fair and consistent manner:

VIOLATION	PROCEDURE FOR CORRECTION
Dress Code violation: Not in complete uniform for school/classes	1) Student is sent to the Principal Fellow 2) Student calls home 3) Parent must bring appropriate clothing for student in order for student to return to class * 5 dress code violations (and each occurrence thereafter) will result in suspension from school <i>If parent cannot bring clothing, then student remains in ISS with the Principal Fellow</i>
Insubordination: Failure to follow directives from staff members causing a major disruption of the orderly educational process.	1) Assign to ISS. If warranted, suspension could be for 1 st offense 2) Suspension- 1-3 days 3) Continued failure to comply, additional suspension up to 10 days- possible recommendation for expulsion
Habitual classroom disruption:	1) Assign to ISS for the day 2) Suspension- 1-3 days 3) Continued failure to comply, additional suspension up to 10 days- possible recommendation for expulsion
Vandalism: Damage of school property	1) Suspension, possible recommendation for expulsion 2) Reimbursement or repair of damages
Technology misuse: Tampering with servers, files, pornography, adult sites)	1) Suspension, possible recommendation for expulsion 2) Reimbursement or repair of damages
Electronic devices during school hours: (including, but not limited to: cell phones, mp3 players, game systems, etc.)	1) The parent must collect from the Principal Fellow on behalf of the student
Skipping class: Not in class and accounted for when class time begins	1) 1x Referral to Principal Fellow and parent is called to discuss the matter 2) 2x Student will be placed in one day ISS 3) 3x Suspension from school 4) 4x Attendance contract, pending possible expulsion

Cafeteria disruption: Causing a disturbance in the cafeteria and not following the directives of staff members	1) 1x Contact is made to parents 2) 2x Loss of privilege to eat in the cafeteria and will eat with Principal Fellow 3) 3x Parent must eat lunch with student from 1-5 days
Obscenity/ profanity: Using language that is offensive and profane in conversation	1) 1x Referral to Principal Fellow and parent is notified 2) 2x Assigned ISS 3) 3x Suspension from 1-5 days
Fighting: Any confrontation in which both parties have contributed in a conflict by words, actions, or deeds	1) 1x Suspension 1-5 days, possible recommendation for expulsion 2) 2x Suspension 1-10 days, pending expulsion <i>Each incident could result in a possible arrest</i>
Leaving school grounds, without permission	1) 1x Contact is made to parents 2) 2x Assigned Saturday School 3) 3x Suspension from 1-5 days
Horse playing: Running, hitting another student, "playing" outside of recess time	1) 1x Referral to Principal Fellow 2) 2x Assigned Saturday School 3) 3x Suspended for 1-5 days
SEVERE VIOLATIONS, not limited to	DISCIPLINARY ACTIONS TO BE FOLLOWED
Use of or threat with a weapon, or any item that can be construed as a weapon: An act or action where the use of a weapon is implied or the verbal threat of the use of a weapon	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Using tobacco on school grounds at any time; including school activities/functions	Possible suspension/expulsion after the completion of the investigation
Gambling or possessing/using gambling paraphernalia	Possible suspension/expulsion after the completion of the investigation
Possession of smoking materials	Possible suspension/expulsion after the completion of the investigation
Sexual harassment: Unwelcome sexual advances, requests for sexual favors and/or inappropriate verbal/nonverbal conduct of a sexual nature	Possible suspension/expulsion after the completion of the investigation
Firecrackers and other explosives devices	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest

Possessing, using or transmitting alcohol, drugs, look-a-like drugs while on school property or attending a school function	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Attending a school function while under the influence of a controlled substance, drugs or alcohol	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Possession of drug paraphernalia	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Physical attack of a staff member	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Bomb Threats	Possible suspension/expulsion after completion of the investigation Possible arrest
Guns on school property	Expulsion/arrest
BUS CONDUCT	DISCIPLINARY ACTIONS TO BE FOLLOWED
Violations of bus conduct procedures (outlined above) When a student causes severe disruption or creates a situation in which he/she puts him/herself or other students in danger, bus riding privileges may be immediately suspended circumventing the actions outlined to the right.	1) 1x Referral to Principal Fellow and parent is called to discuss the matter 2) 2x Student will be suspended from riding the bus for 1 day. 3) 3x Student will be suspended from riding the bus for up to 5 days. 4) 4x Student will be suspended from riding the bus for the remainder of the semester/school year.

In addition (IC 20-33-8-15), a student may be suspended or expelled in unlawful activity on or off school grounds if:

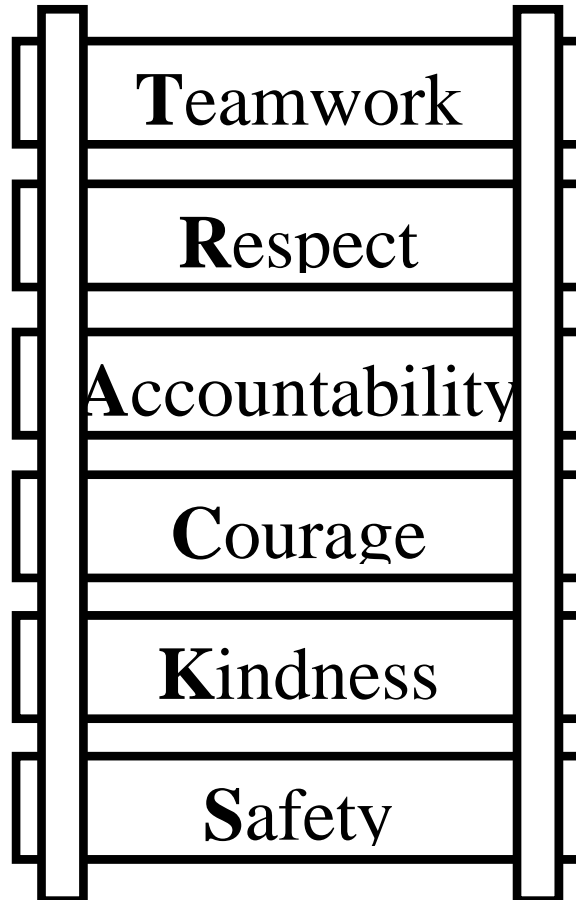
- (1) the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
- (2) the student's removal is necessary to restore order or protect persons on school property; including unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

* The Principal and/or Principal Fellow reserve the right to adjust the consequences on a case by case basis depending on the severity to which actions were committed.

** If a student has been suspended from school at least ten (10) days, the student and parent will participate in an expulsion meeting and could lead to expulsion through due process.

** Any student suspended from school is not allowed on school property until their suspension period is over. Any violation could lead to arrest for trespassing on school property.

TRACKS SYSTEM / SCHOOL-WIDE POSITIVE BEHAVIORAL EXPECTATIONS



At Fall Creek Academy we will strive to support positive student behavior. We will do this through School-Wide Positive Behavior Support. School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving
- Increasing positive interactions between staff and students

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.

- Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, and strategies for acknowledgement.

School Goal:

Students at Fall Creek Academy Elementary will demonstrate TRACKS traits throughout the school day by following the four behavioral expectations.

Fall Creek Academy Behavioral Expectations:

- T Teamwork**
- R Respect**
- A Accountability**
- C Courage**
- K Kindness**
- S Safety**

Teacher & Staff Responsibilities:

- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet the TRACKS expectations.
- Individual classroom management plans will incorporate the TRACKS components into their everyday language.

Acknowledgment System

- The acknowledgement system is a feature of the TRACKS behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate TRACKS behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Specific verbal feedback

- When you observe students practicing, safety, accountability, teamwork, and/or respect, acknowledge them by giving specific positive verbal feedback such as:
 - “You were a team player in the way you held the door open for your classmates.”
 - “Thank you for being safe by following rotunda procedures.”
 - “I saw you being courageous today when you stopped a student from bullying another.”

“TRACKS Buck”

- Each student has the ability to earn a TRACKS Buck daily. If a student displays appropriate behavior in conjunction with the teachers classroom management plan.

- Students can earn additional TRACKS Bucks by displaying TRACKS behaviors. Students can be acknowledged by all any adult staff members. (Teachers, Instructional Assistants, Secretaries, Custodians, Bus Drivers, Administrators etc...)

TRACKS Reward System / Prizes

- A TRACKS “shop” will be set up for students to purchase prizes with their TRACKS Bucks. Students will have time to purchase prizes during various time throughout the year.
- Spirit wear – Students may purchase spirit wear coupons with TRACKS Bucks.
- Grade levels may opt to organize their own monthly celebration to recognize “On Track” students.

Monthly “On Track Students”

- One to four students from each grade level will be recognized each month as On Track Students of the Month. On Track Students will be recognized with in a certificate and having their name on a recognition wall in the school. Other recognition may be provided as well.

Quarterly Celebrations

- 4 celebrations will be held throughout the school year. Students will use “TRACKS BUCKS” to purchase “extras” (activities, prizes, food) at these celebrations.

CHILD ABUSE PROTOCOL / SEXUAL ABUSE / HARASSMENT POLICY

Indiana requires a person to immediately report suspected and reported child abuse to the authorities and, in organizations such as Fall Creek Academy, to the appropriate individual in charge. A person who fails to do so can be prosecuted for a Class B misdemeanor or, in extreme circumstances, may be subject to civil liability for money damages. All employees and volunteers at Fall Creek Academy must adhere to the following procedures:

1. In the event of suspected, reported or discovered child abuse or violation of the Child Protection Guidelines of Fall Creek Academy, the employee or volunteer shall immediately notify the principal or in the absence of the principal, a person designated by the Principal and Board of Directors. In the event of suspected, reported or discovered child abuse or neglect, an employee or volunteer will also immediately make a report to the local child protection service or law enforcement agency.

Primary Contact: Mr. Rick Hunt, Principal	317-536-1026 ext.3009
Indianapolis Metropolitan Police Department: IMPD South	317-327-6300
Child Protection Services (www.211.org)	317-926-4357
2. At the beginning of each school administrative year, all employees and volunteers working will receive instruction regarding reporting procedures for any and all suspected child abuse.

FALL CREEK ACADEMY CHILD PROTECTION GUIDELINES:

1. All adults and youth, employed and volunteer, must pass a criminal background check prior to beginning work.
2. Adults who have been convicted of either sexual or physical abuse of children/youth or those who have a history of inappropriate conduct with children will not be employed and shall not volunteer service in any activity or program for minors.
3. Employees and volunteers who work with children and youth shall observe the "two-person rule" or the "open door policy" at ALL times. A situation where one person is alone with a child or youth should be avoided. This policy is mandatory for employees and volunteers working with Kindergarten age children.
4. All employees and volunteers working with children and youth are required to be members or active constituents of Fall Creek Academy. An active constituent is a person who volunteers, substitute teaches, or visits Fall Creek Academy on at least a monthly basis. Those who have relocated into the community may become employees and volunteers if they have been active over the last 12 months in a school or church and have a current background criminal check form on file less than one year old.
5. When Fall Creek Academy building and or facilities are being used with permission by another group or organization that works with children under the age of 18, the leaders of that group or organization must have a "primary screening form" on file in the school office. The leaders will be expected to comply with the child protection guidelines of Fall Creek Academy.
6. Reporting Incidents: Reports shall be documented in writing with the date of the report, the time of the report, the telephone number and name of the recipient to whom the report was made, name of person making the report, and a brief synopsis of the report. If at all possible, oral reporting will be recorded in the presence of a witness.
7. All employee hired after July 1, 2009 must undergo a National Background Check as well as a undergo a search through the National Sexual Misconduct Registry. Fall Creek Academy has accepted the responsibility of all employees, regardless of hire date, to undergo the same background check.

DRESS CODE: UNIFORM POLICY

The dress code policy at Fall Creek Academy has been designed to provide a uniform atmosphere that encourages learning by removing unnecessary distractions. **Each family that accepts enrollment in the school also accepts the dress code as mandatory.** If there is a change in dress code for a field trip or special event, parents will be notified of the change prior to the day of the event. Otherwise, the dress code must be followed at all times.

We rely on our parents to help reinforce these expectations. It is the parents' responsibility to guide their child towards cleanliness, neatness and modesty. It is expected that students will come to school with clean garments that are in good repair. Holes are not allowed. To prevent any misunderstanding and ensure continuity, the following guidelines must be followed. Items may be purchased from any vendor as long as they meet the specific guidelines below.

Uniform shirts will consist of the school logo and must be purchased through **School Zone**. Any shirts that **School Zone** makes available (long sleeve polos, sweatshirts with logo) are permitted. They have been approved by the principal and have our logo. All shirts worn to school must have a Fall Creek logo. You may, however, purchase other clothing items such as pants, belts, socks, etc. from other stores such as Target, Wal-Mart, Old Navy or others.

- Elementary grades (K-5): HUNTER GREEN shirts
- Middle School (6-8): KHAKI shirts

- High School (9-12): RED shirts
- Males: pants or dress shorts will be BLACK
- Females: pants, skirts, skorts, dress shorts, dress capris, jumpers will be BLACK
- Students who obtain Track Bucks can purchase additional color shirts and spirit wear through the office. Samples of these items will be available.
- Ivy Tech Students are expected to wear uniform attire to their college courses
- **NO** embellishments of any kind on pants for skirts.
- Shoes and socks should be solid colors either: WHITE OR BLACK
- Students may wear long sleeve shirts under polo shirts but they must be WHITE
- Jackets MAY NOT be worn during class. Fall Creek Academy logo sweatshirts are available at School Zone.
- Jewelry must be kept to a minimum and only gold or silver, earrings a quarter or smaller.
- Pants, shorts, skirts, and capris with belt loops must be accompanied with a **black** belt that must be buckled. Belts must be a traditional belt without a buckle that is in the form of jewelry (example: name with rhinestones).

Tattoos (including temporary) and body piercings other than earrings should not be visible. Boys and girls are allowed one post or clip earring per ear. For safety reasons, hoop-style earrings larger than a quarter are prohibited.

When on school property including after school activities, it is expected that the above guidelines for dress code be followed unless otherwise indicated.

EMERGENCY / DISASTER PLAN

The school has a detailed plan for facing a crisis situation. The plan is practiced, developed with the emergency agencies in the area.

The following emergency/disaster situations are addressed in the safety plan:

Serious accident, injury or illness	Hazardous Material Spill
Fire	Bomb Threat
Tornado	Earthquake
Severe winter weather / winter storm	Flood
Intruders with intent to harm	Terrorist Attacks
Nuclear contamination	Bio-hazard or bio-terrorism

ENROLLMENT POLICY

Enrollment Process

The charter school enrollment guidelines prohibit discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. As it is anticipated that the enrollment interest will exceed the enrollment capacity, Fall Creek Academy has adopted a non-discriminatory enrollment policy. (Please see the title page for the statement.) School enrollment will be solicited by advertisement and publicity and through informational meetings during January and February of each year. Applications will be accepted beginning February 1 through March 15. Students currently on the waiting list will maintain their position in grades 1 or age 6 and above with new applicants placed in order of application at the end of the waiting list. A student orientation process will be implemented to ensure that both the parents and students understand the school mission and culture.

Enrollment Assurances

Fall Creek Academy will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to ensure a racial and ethnic balance among students reflective of the community:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the community;
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations;
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the community;
- Outreach meetings throughout the community to reach prospective students and parents.

HEALTH AND NURSING SERVICES

A nurse or nurse- delegate will be available for assessing the health needs of our children. There will be first aid certified and CPR trained staff on site at all times. Normal first aid will be taken care of by school staff.

Medication Policy

When it is necessary for a child to take medication during the school day, Indiana State Code must be followed. Both prescription and non-prescription medication must be brought to the school clinic and kept there for the nurse or nurse- delegate to dispense.

Medication may be given or dispensed only by a school administrator, school nurse, teacher, or other school employee designated by the school administrator. All administration of medicine shall be documented in writing. Any designated employee, who is responsible for administering injectable insulin or a blood glucose test by finger prick, shall receive proper training from the school nurse and such training shall be documented in writing by the school nurse and kept in the employee's file.

Prescription Medication

1. The school must have written permission from both the doctor and parent or legal guardian. The consent of the parent shall be valid only for the period specified on the consent form and in no case longer than the current school year. (The parent note should include the time schedule for administration of medication.)

If the medication is to be terminated prior to the date on the prescription, the written consent of the parent is required. The written consent of the parent and the written order of the physician shall be kept on file.

2. Medication must be in the original pharmacy container with the pharmacy label bearing:

- Date
- Student's name
- Name of medication and strength

- Directions for administering (frequency, amount, route)
3. In NO INSTANCE may the physician's ordered medication dosage or frequency of administration for prescription medication be altered.
 4. In NO INSTANCE may the student carry inhaler(s) on him/herself without a "A Student Asthma Action Card" filed in the clinic and signed by parent and physician, giving permission for student to carry inhaler on person.

Non-prescription medication

1. Must have written permission from parent and doctor, including
 - Date
 - Student's name
 - Name of medication
 - Amount to be given
 - Frequency of administration and time schedule
 - Date to discontinue
2. Must be in original container bearing:
 - Name of medication
 - Directions for use
 - Recommended dosage
 - Manufacturer's expiration date (if appropriate)
3. Medication container must be labeled with student's name (use permanent ink).
4. In NO INSTANCE may the manufacturer's recommended dosage or frequency of administration for non-prescription medications be exceeded, unless a written note from the physician, stating that the medication may be given, is presented with the medication.

Health, Injury, and Illness Reporting Procedures

1. When a student becomes ill or injured at school he/she is to report to the teacher. The teacher will initiate a "Nurse Referral".
2. It is school policy to send a child home with a temperature of 100° degrees or higher. The child should remain at home until his/her temperature has been below 100° for 24 hours without fever reducing medications. If it is determined that the student should not be in school due to illness or injury, the school nurse or administrative office staff will call the student's parent/guardian.
3. The parent/guardian is responsible for transporting the student home or for making arrangements for transportation. If the student is to be released to someone other than the parent/guardian the school must be notified by the parent/guardian. Another student may not transport a student who is ill or injured. The school nurse may not transport ill or injured students.
4. If the parent/guardian cannot be reached, persons who are listed on the enrollment/emergency card as "will assume care for my child if I cannot be reached" will be contacted in the order given (#1, first and #2, if necessary). Parent/guardian permission to release the student to anyone other than the parent/guardian must be on file or verbally obtained.
5. In the event that the parent/guardian or the designated temporary caretakers cannot be reached the student will remain in the clinic. At the end of the school day, if attempts to contact the parent/guardian or the temporary caretaker are unsuccessful, and in the best

judgment of the school nurse or the designee, the student's condition is not deemed to be serious, he/she will be transported home by the usual means.

6. If the student's condition appears to be or appears to become such that immediate medical attention is required, Emergency Medical Services will be requested, and their recommendations will be followed.
7. Fall Creek Academy does not assume financial responsibility for Emergency Medical Services, emergency transportation, or medical services rendered.

Immunizations

Indiana Code requires that the school corporation maintain a file of immunization history for each child. When a child enrolls for the first time or any subsequent time and at any level, his parents must show either that he has been immunized or that a current religious or medical objection is on file. The law further states *that no child may remain in school beyond the date of his enrollment without minimum required immunizations.*

MINIMUM IMMUNIZATION REQUIREMENTS FOR ALL CHILDREN NEWLY ENROLLED IN KINDERGARTEN AND GRADE ONE AND LESS THAN 7 YEARS OF AGE:

- **5 doses of diphtheria-tetanus-cellular pertussis (DTaP), diphtheria-tetanus-pertussis (DTP), or pediatric diphtheria-tetanus vaccine (DT) or 4 doses are acceptable if the fourth dose was administered on or after the fourth birthday;**
- 4 doses of either oral polio vaccine (OPV) or inactivated polio vaccine (IPV), in any combination or **3 doses of all OPV or all IPV are acceptable if the third dose was administered on or after the fourth birthday;**
- 2 doses of measles (rubella) vaccine, on or after the first birthday;
- 1 dose of rubella (German measles) vaccine, on or after the first birthday;
- 1 dose of mumps vaccine, on or after the first birthday;
- **3 doses of hepatitis B vaccine.**

MINIMUM IMMUNIZATION REQUIREMENTS FOR ALL CHILDREN ENROLLED IN GRADE TWO OR ABOVE OR 7 YEARS OF AGE AND OLDER:

- 3 doses of diphtheria-tetanus-acellular-pertussis (DTaP), or tetanus-diphtheria-pertussis (DTP), or tetanus-diphtheria (Td) vaccine, or pediatric diphtheria-tetanus (DT) vaccine;
- 3 doses of either all oral polio vaccine (OPV) or all inactivated polio vaccine (IPV). If a combination of OPV and IPV is used, 4 doses are required.
- 1 dose of measles (rubella) vaccine, on or after the first birthday;
- 1 dose of rubella (German measles) vaccine, on or after the first birthday;
- 1 dose of mumps vaccine, on or after the first birthday;
- 2 doses of measles-containing vaccine are required for children in grades six to twelve and students in ungraded classrooms who are 11 to 12 years of age or older by August 1, 1999.

REQUIREMENTS FOR DOCUMENTATION OF IMMUNIZATION HISTORY:

- Month/Day/Year must be stated for each (dose) immunization.

- Measles (Rubella) immunization must be live vaccine, given after the first birthday. Clinical infection (Measles disease) can serve as an alternative to immunization only if diagnosed by a physician.
- Mumps immunization must be a live vaccine, given after the first birthday. Clinical infection (Mumps disease) may serve as an alternative to immunization only if diagnosed by a physician.
- Rubella immunization must be live vaccine given after the first birthday. Clinical diagnosis of Rubella may serve as an alternative to immunization only if the diagnosis is the result of a serological test (blood test).

BOTH THE MINIMUM REQUIRED IMMUNIZATIONS AND THE REQUIREMENTS FOR DOCUMENTATION OF IMMUNIZATION HISTORY MUST BE MET.

LOST AND FOUND

All lost articles are turned in at the office. Students who have lost items of clothing, books, money, etc., should inquire with the administrative assistant. Money that is not claimed within a week is returned to the finder. Unclaimed items will be given to charitable organizations at the end of the school year. Parents are strongly urged to label all items of clothing, boots, etc.

MONEY

If you send money to school with your child, please place it in a sealed envelope with the child's name on it, along with the purpose for which it is sent. It is strongly suggested that students not be allowed to carry significant amounts of money to school unless there is a specific purpose for which it is to be used. Lunch accounts should be paid online. Students do not have any need for money at school except for field trips. Fall Creek Academy is NOT responsible for the loss of student money.

PARTY POLICIES

Home Parties / Invitations

We discourage students inviting other students to home parties or events in a public way that will make other students feel hurt. Please help your child to use good judgment about such invitations and make them private or call friends at home to invite them to outside school events or occasions.

School Parties

Schools traditionally have many parties that are seasonal in nature. Our school is not a traditional school. While we will have celebrations and will honor certain occasions, please do not expect traditional seasonal parties on a regular basis.

Birthdays

Birthday parties may not be held during school hours. If your child would like to share a simple treat with his classmates, please make arrangements with your child's teacher prior to bringing the treat to school. This is a classroom level decision. Treats need to be simple, individually wrapped, and not require plates, utensils, etc. **They must be store bought. Balloons and flowers should not be delivered to students at school.**

COMMUNICATING WITH THE SCHOOL

We believe that parents should be actively involved in the school. It is our intention to provide timely information in the areas of program, curriculum, special events, procedures and policies, etc. A school newsletter and communications with individual teachers will be the primary sources of school news which will be provided by the student's teacher and/or advisor. You are encouraged to contact us by phone, email, or through notes. You can also find pertinent school information on our website at: www.FallCreekAcademy.org. Fall Creek Academy has also recently adopted the ArkNet program. As the 2011-2012 academic year progresses, there will be ongoing parent training opportunities for our families to learn how to check their student's progress online at any time through this program.

Easy contact may be made with the school by:

- Phone
- E-mails
- Written Notes

The following "notes from home" will be needed:

1. Illness or absence from school
2. After school for activities: one (1) note may be sent for the entire series of meetings and the teacher will keep it on file. (i.e. One note for Scouts, one for play practice, Young Astronauts, etc...)
3. If a student is going home in a different manner than usual.
4. Dispensing medicine.
6. To be excused for doctor or dentist's appointments.
7. When a student leaves school with anyone other than the parent or guardian.
8. When a child cannot have outside recess or physical education for a period of longer than three days, a doctor's excuse is needed to grant that permission.

CONNECT ED

We believe that communicating with our families is one of the most essential pieces to a strong school. Fall Creek Academy has a phone service that allows us to create phone calls to reach our families concerning upcoming activities, announcements, emergencies, etc. We use this service often. Please take the opportunity to hear the messages when they are sent. Also note that if there is ever an immediate emergency, we can send a message from a remote site to every phone number you have provided. Please inform the school if a phone number changes so that we are always current for this important service.

PARENT RIGHTS

Parents have the right to see all records that pertain to their individual child. If you desire to view your child's records, contact the school secretary or principal. Student records may not leave the office area. You will be given a private area to view the records. By law, student records must be kept confidential and viewed only by school personnel dealing with the child directly. No information can be shared publicly in any way without expressed written permission of the parent or guardian.

Non-custodial Parent Rights

Unless a court order is on file preventing a parent from visiting or receiving information concerning a child, non-custodial parents have the right to visit children, view records, and take part in communications regarding the child. Please contact the school principal concerning any problems with custodial and non-custodial parents that would affect our school.

Special Education

Parents of students identified with disabilities have certain legal rights. Please contact the office for a copy of those rights and safeguards.

PARENT – TEACHER CONFERENCES

Achieving maximum progress for your child necessitates a close line of communication and understanding between teacher and parent. Parent-teacher conferences are the best means of accomplishing this. The teacher or the parent can initiate such a conference. It is best to make an appointment for a conference. This can be easily done by calling the school office or by sending a note to the teacher. The dates for regularly scheduled conferences are noted on the school calendar.

If, as a parent, you have a concern about something that has happened at school, or if you feel there is some kind of situation that is causing your child to perform below par, please contact the proper person at school. We follow line and staff procedure. Please contact the child's teacher first. If the problem is not resolved, contact the principal.

We welcome the opportunity to talk with you about any of your concerns. We are certain that our parents/guardians are interested and helpful in all phases of the school's program and policy and we sincerely desire to retain and improve upon this spirit of cooperation.

PTO – PARENT TEACHER ORGANIZATION

Fall Creek Academy is very proud of our newly reorganized PTO. Our PTO meets the first Tuesday of every month. All parents and guardians are welcomed and encouraged to become active members of this very important part of our school. As a K-12 school, we know the importance of having a strong school community. The school regularly has family events on our calendar and our PTO is our true partner in creating an outstanding school for both academics and community.

ROOM PARENTS

Grades K-6 are encouraged to have room parents to organize class activities. Grades 7-12 are encouraged to have class parents organized by advisory to help organize activities taking place on the secondary side of the school. Each grade has events and activity that are unique to their needs. Please help by getting involved! Room parents and class parents are strongly encouraged to attend our Parent Advisory Council to share activities taking place in grades as well as learning information that can be shared with fellow parents that are unable to attend. Our parents are a valuable part of our school community.

PARENT VISITATION AND PARTICIPATION

You may visit the school at any time and help your child to learn by sitting with them and assisting them as they rotate through activities. Parents should be careful to work with teachers and not disrupt the flow of the learning. We do ask that parents refrain from visiting during testing time including Acuity, ISTEP, End of Course Assessment, and Final Exams. Fall Creek Academy encourages 10 hours of parental participation per year (volunteer work, visiting, making phone calls, helping create bulletin boards, etc.) by agreement signed at the time of enrollment. Please check in at the front office to be issued a visitor badge and to sign in.

We do understand that due to work schedules that it may be difficult to volunteer during the school day. However, many parents can help in the evening by cutting out items in the elementary rooms, sorting, measuring, or other things that can be done from home. We also have many evening activities. There is always a way to be an active member of our school community. We can always use your help. Just ask your favorite staff member how we can have you help us in the evenings.

VOLUNTEERS

We ask that each parent support the school through a minimum of 10 hours per year. A volunteer training experience will be given periodically and a volunteer handbook will be provided. Families, community organizations, businesses, and other groups are encouraged to apply to volunteer at Fall Creek Academy. Background checks must be completed for any volunteer to work with children on an ongoing and continuous basis. The Indiana Code requires that a limited criminal history check be on file in the school office for each volunteer.

SCHOOL GOALS / REPORTING/ ACCOUNTABILITY

In the interest of fulfilling assessment and accountability guidelines under Public Law 221, the following system will be used.

Summary of Data

We will construct or acquire detailed data recording software that will allow us to compare scores longitudinally for each student (for annual comparisons of growth and continuous graphing of each student's progress), collective data for all students in areas required by Public Law 221 according to the schedule published by the state, and disaggregated data comparisons based on age, free/reduced lunch status, gender, race, native language and any other classifications developed by the School Assessment Committee.

School Improvement Committee

The school will create a committee consisting of the Board of Directors members, Principal, teachers, community members, and parents to annually analyze all performance data for the school. The committee will examine the following:

1. Information about how the school's curriculum supports the achievement of Indiana state standards;
2. Information about how the school's instructional strategies support the achievement of Indiana academic standards;
3. Analysis of student achievement based on ISTEP and other assessments;
4. Parental participation levels and comparison to student/parent contracted participation described in admissions contract agreement;
5. Technology goals and use as an effective curriculum learning system;
6. Safety and disciplined learning environment goals and conditions and adherence to state laws;
7. Professional development report and effectiveness;
8. Attendance rate; and
9. Percentage of students meeting academic standards in all areas.

Continuous Monitoring by Staff, Board, Parents, and Students for Improvement Needed Immediately

Through portfolios, electronic grade books, and computer assessment, the school community will be ready to respond immediately to any need deemed as urgent. Parents will be able to make suggestions or bring matters to light. They are encouraged to participate. The following areas will be under surveillance at all times:

1. Academics;
2. Social and character issues;
3. Health, safety, and welfare issues;
4. School environment.

Progress Reports to Parents and Students

Bi-Weekly reporting will be created from the classroom teachers. Mastery level and quantity of skills mastered will be reported. A formal grade report will be issued quarterly.

Corrective Action Plan

Tracking and records, both written and technology-based, will be used to constantly measure progress for all students regarding stated goals. Students will be expected to master all skills.

SCHOOL BOARD

School Board meetings will be announced and parents are encouraged to attend whenever possible.

COMPUTERS: DIRECTIONS FOR CARE

All students in grades K-12 will use a computer. Students will receive instruction in the proper care of the computers. User agreements must be signed by the student and parent and returned to the school to be kept on file. This letter is in the back of the handbook.

STUDENTS, PARENTS, AND FAMILIES ARE EXPECTED TO FOLLOW THE TECHNOLOGY POLICY FOR THE SCHOOL. ANY ABUSE OF THE COMPUTERS COULD LEAD TO SUSPENSION AND EXPULSION FROM THE SCHOOL.

TECHNOLOGY USE POLICY

Use of technology is essential to the curriculum and learning at Fall Creek Academy. Students will participate in a variety of lessons and activities using computers, printers, scanners, and other digital equipment. Students will receive training to use technology at school and home. Students are expected to follow and agree to the "Acceptable Use Policy" signed by all students and parents upon acceptance of enrollment. Appropriate use of technology is outlined below.

"Acceptable Use Policy"

Regardless of the circumstance, each student is expected to be responsible and honest, use common sense, and practice proper etiquette at all times. Millions of dollars have been invested in hardware and software in schools to prepare students for today and tomorrow's world. It is important that students help protect the investment. In order to comply, the following rules are in effect:

1. It is a federal crime to unlawfully copy software; any student attempting to copy the school's software and / or multi-media materials will be referred to the school's administration and law enforcement for disciplinary consequences according to the student handbook for stealing.
2. Tampering with or vandalizing any part of the hardware or software will result in disciplinary consequences according to the student handbook for vandalism.
3. Using any commands on the computer that could alter the operations of any part of the computer system, including the default settings, will result in disciplinary consequences according to the student handbook for vandalism.
4. The downloading of programs from any source is strictly prohibited. Failure to comply will be treated as insubordination.
5. No diskettes or CD-ROMS other than those provided by the school are allowed. If a disk is taken home, it must be scanned before being used at school. Failure to comply will be treated as insubordination.
6. Technology is to be used for educational purposes only. Games or inappropriate files including pornography are never to be used in the School. Failure to comply will be treated as insubordination.
7. Use of computers outside of class period and after school is at the discretion of the teacher. No student is to use computers without an authorized staff member or parent at home present. Failure to comply will be treated as insubordination.
8. Students are not allowed to take computer books out of the school without teacher approval. Failure to comply will be treated as insubordination.
9. A student's user ID and password must be kept confidential at all times. A student may not change his or her password. A student may only log in using his or her own user ID and password and may only use his or her own directory. Any attempt to do otherwise will be treated as insubordination.

The consequences for misusing computers and technology at Fall Creek Academy are as follows:

1. First Offense: Changing computer configuration, deliberately accessing another student's account, deliberately harming any of the equipment, or surfing the web without an educational assignment will result in the parent being called and student losing all computer privileges for the remainder of the trimester outside of the usage necessary for the basic curriculum.
2. Repeat offenders and/or students who deliberately access pornographic materials from the Internet will lose all computer privileges and will be processed through expulsion procedures. Student will be immediately suspended out of school for any such infraction.

TELEPHONE USAGE POLICY

Students may only use the telephone under very special circumstances and must receive permission from a teacher or staff member. This is not a privilege that should be abused.

Cell phone use is not permissible during school hours. Students using cell phones during school hours will be given a referral and the phone will be confiscated and released to a parent or guardian only. Please refer to the discipline steps to review the exact steps taken in reference to cell phones.



**FALL CREEK
ACADEMY**
2011-2012 School Calendar

August 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012

S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2011

8: First Day of School

September 2011

5: Labor Day, No School

21: Teacher Professional Day, No Students

October 2011

19: Student Led Conferences, No School
20-21: Fall Break, No School

November 2011

11: Teacher Professional Day, No School

23-25: Thanksgiving Break, No School

December 2011

23-30: Winter Break, No School

January 2012

2-6: Winter Break, No School

9: Students Return

16: Dr. Martin Luther King Jr. Day, No School

February 2012

10: Teacher Professional Day, No Students

20: President's Day, No School

March 2012

23: Early Dismissal (12 PM), Science Fair

26-30: Spring Break, No School

April 2012

20: Teacher Professional Day, No Students

May 2012

25: Student's Last Day

28: Memorial Day, No School

29-30: Weather Make-Up Day

Media Form

Throughout the school year, Fall Creek Academy participates in many activities throughout the school and in the community. We often take pictures that are used for our own yearbook, but there are times they are on our website. There are also times that the media visits our school. If you do not want your child's name or picture used in these areas, you must complete and return the form below.

I do not want _____ (student's name) picture in any media presentations.

Parent Signature **Date**

Student Name _____

Teacher _____

Grade _____

Parent Phone _____

Receipt and Acceptance of Student/Family Handbook

All students and parents MUST complete the following indicating the receipt of the Student/Family Handbook.

Student Name (printed) _____

Teacher _____

Grade _____

I have reviewed the school policies with my child. My child and I understand the expectations of Fall Creek Academy. We understand by selecting to attend Fall Creek Academy that we also select to accept all of the school policies and follow them accordingly.

Violations of school policy will result in a meeting with the principal and possible dismissal from Fall Creek Academy.

Further, I understand that my student has the opportunity to work with technology on a daily basis. Technology should only be used for school purposes. Any misuse of technology may result in suspension or expulsion.

Parent Signature

Date

Student Signature

Date

ATTACHMENT 50: Transportation Plan and Policy

Fall Creek Academy utilizes a variety of transportation methods to assist students in getting to our school building. In addition to bus service, we also assist families with carpooling, public transportation, and walking "teams", where neighborhood students who walk to our school are encouraged to walk together.

Special education students are afforded the same access to transportation as their non-disabled peers, with additional specific accommodations made where appropriate in accordance with their IEP as established by their case conference committee.

ATTACHMENT 51: Food Services Plan and Policy

Pursuant to IC 20-26-9-2, the Fall Creek Academy will be a "Qualifying school building" since 67% of the students who were enrolled at that school building during the prior school year qualified for free or reduced price lunches under guidelines established under 42 U.S.C. 1758(b); and lunches are served to students.

The school operates a breakfast and lunch program through an outsourced vendor (currently Aramark). The vendor is responsible for developing a nutritious menu that complies with Federal guidelines and maintaining health code compliance in the warming kitchen,

Students will pay for lunch using their meal account. Families will need to establish and maintain a positive account balance which can be paid through the on-line program found on our homepage on our school's website. If a family does not have a computer, they are welcome to come to the school and use ours. Children enrolled in the Federal Free Lunch Program will pay in the same manner. *

The school's Wellness Committee is a subgroup of the School Improvement Team at Fall Creek Academy. This group of parents, teachers, community members, and administrators work to:

- Develop school goals for nutrition education, physical activity, and other school based activities designed to promote student wellness
- Discuss nutrition guidelines for all foods available on campus during the school day with the objectives of promoting student health and reducing childhood obesity.
- Support the principal in operational responsibility for ensuring that the school meets its established wellness policy
- Involve parents, students, representatives of the school food service provider, the school board, school administrators, and other stakeholders in the development of the wellness policy.

*Procedures for payment, which are subject to change, will be discussed separately from this handbook.

ATTACHMENT 52: School Promotion Policy

PROMOTION-RETENTION-ASSIGNMENT

It shall be the goal of the school to help students grow at their fastest rate to achieve the highest level of learning and adjustment possible. Teachers will accept students assigned to them at their stage of development and help them progress according to their capabilities. Students will have learning plans that place them in the learning levels for which they are best adjusted academically, socially, and emotionally and where they can work and learn most effectively. Students will progress at their own rate, which is determined by parents, teachers, students, and testing. A student will not progress to the next grade level until a minimum of 80% of the skills are learned in their core subject areas.

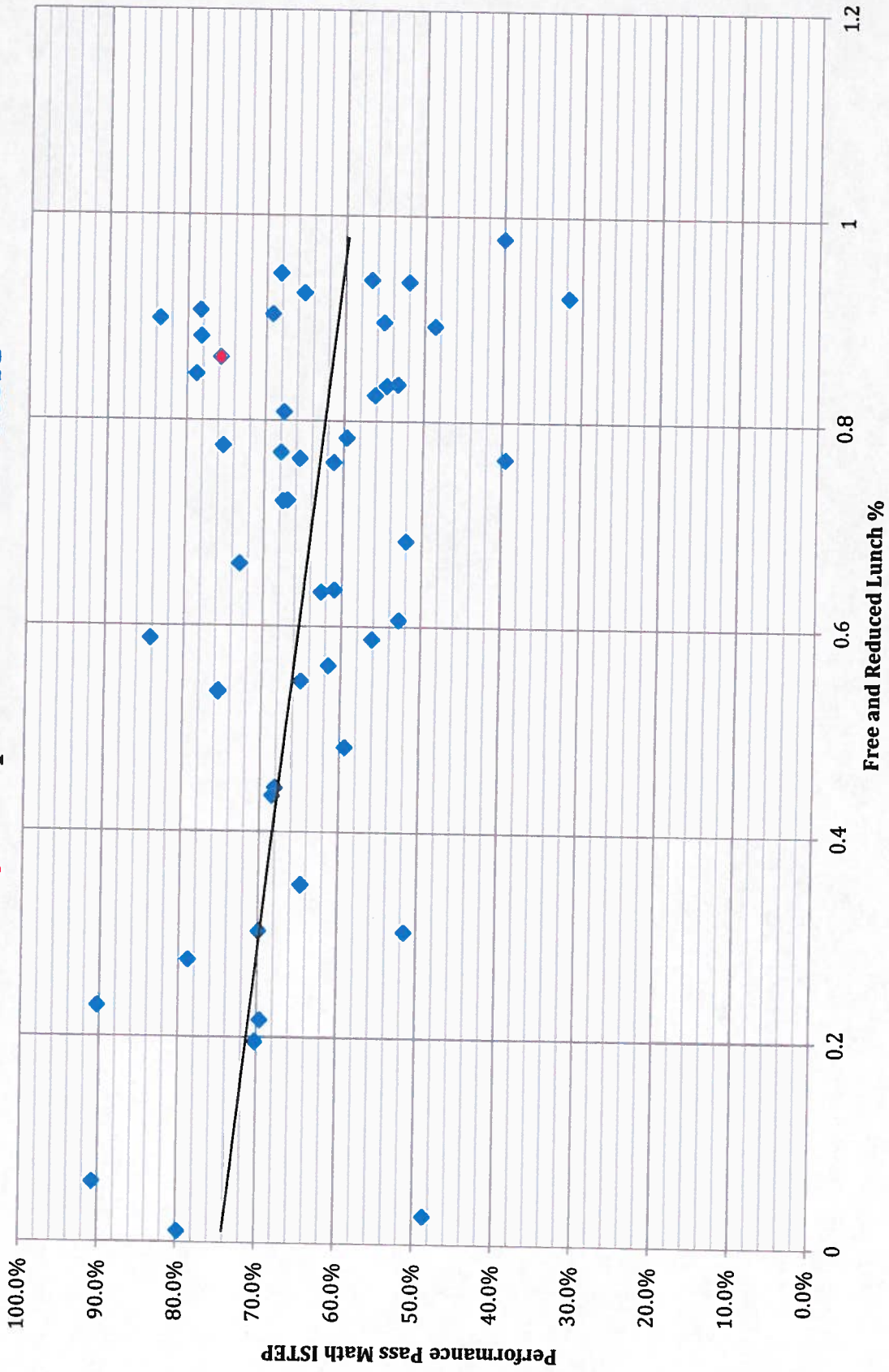
Progress to grade levels is not determined by the calendar but is based on student progress and work with mastering skills. For example, a student could complete two years of math in 16 months. No calendar of grade level roadblocks will exist. A student that needs more time to progress will be given that time. FCA accepts "no excuses" for failure. Every child can and will learn. The grade level that a child is in for any subject will be called the IGL (Indiana Grade Level). No child should ever feel ashamed in school because they don't know something and no child should ever have to wait to learn the next thing they do not know. No child should ever be bored.

As a K-12 school, FCA focuses its attention on early-reading success, especially when it comes to the success of its 3rd grade readers. FCA understands and follows the IDOE's guidance for 3rd grade promotion and retention laid out in the department's *FAQ: IDOE Plan to Ensure Student Literacy by the End of 3rd Grade*.

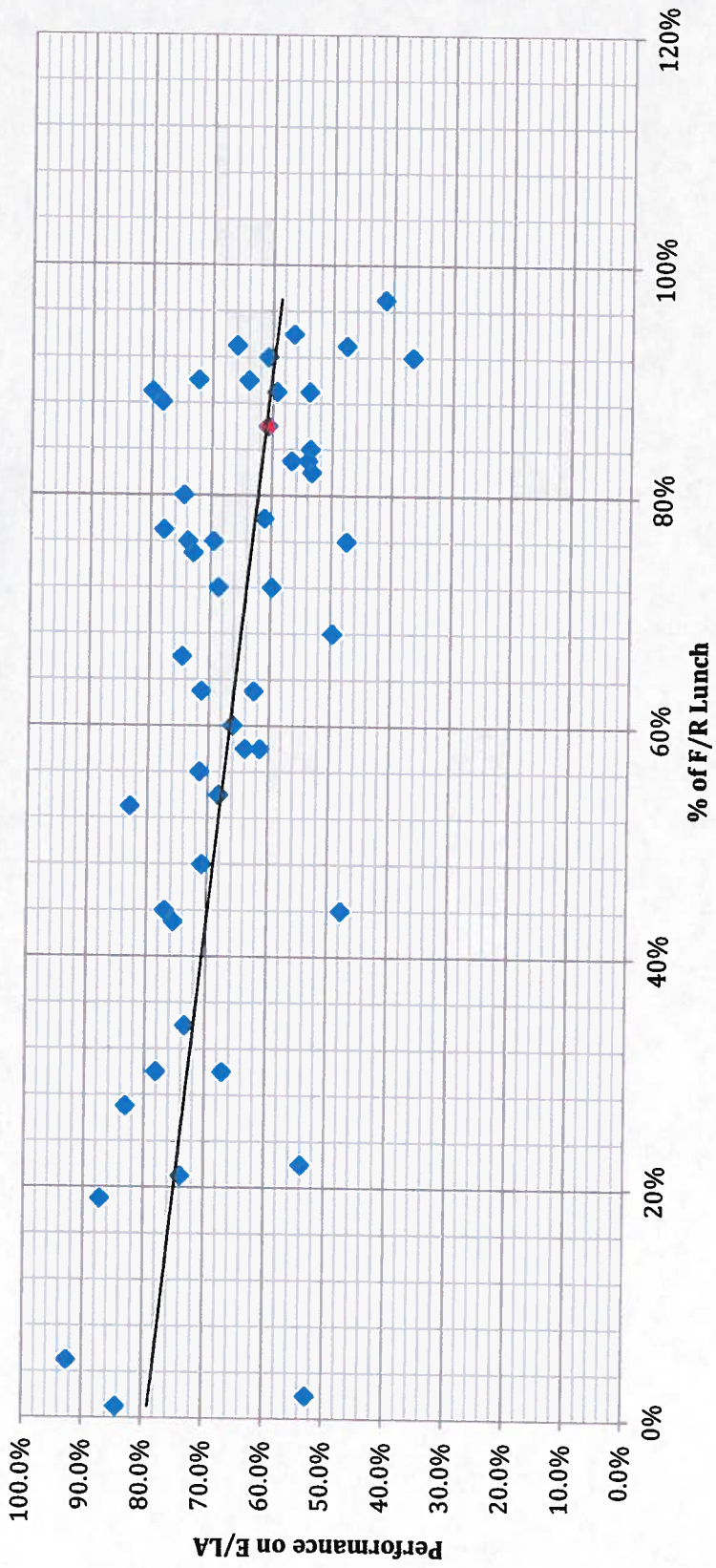
ATTACHMENT 53: Detailed School Start-up Plan

The Fall Creek Academy is an existing charter school that will not require a start-up plan beyond board approval of Ball State required policies prior to opening.

2011 ISTEP Math Pass % Fall Creek Academy Compared to All IN Charters



2011 ISTEP ELA Pass % Fall Creek Academy vs. IN Charters



2011 Alg 1 ECA Pass %
IN Charter Schools
Fall Creek Academy

