

V. Application Submission Document to Establish a BSU Charter School



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

Inspire Academy

Proposed Location (School District)

Muncie Community Schools

Planned Enrollment and Grades	Grades Served	Proposed Enrollment
Year 1	K-3	200
Year 2	K-4	250
Year 3	K-5	300
Year 4	K-6	350
Year 5	K-7	400

Desired School Opening Aug. Date
1,
2011

2. Proposed Affiliations

Educational Management Organization (if any)

n/a

Public Contact Info (Name & Phone #)

Leslie Draper, 765-702-6829

3. Lead Applicant Contact Information

Lead Applicant Name **Leslie Draper**

Mailing Address **221 E. 9th St.**

City **Muncie** Zip Code **47302**

E-Mail Address **lesliedrpr@gmail.com**

Primary Phone # 765-702-6829

Secondary Phone # **n/a**

Lead Applicant Media Contact Phone # **765-702-6829**

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

Inspire Academy

2. Charter School Location

Muncie, IN

3. Anticipated Opening Date

August 1, 2011

4. Management Organization Name (if applicable)

n/a

non profit or
for profit

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

Expeditionary Learning

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012/2013	K-3	200
Year 5	2016/2017	K-7	400

7. Applicant(s)

Name	Bio
Leslie Draper	Leslie Draper is the Director of Urban Light Academic Coaching and has worked in youth development for over thirteen years. She has a record of accomplishment of inspiring students to aspire toward achieving their full potential. As a resident of Muncie, she is committed to community development with specialized emphasis on youth and raising up the next generation of leaders.
Kerry LaPrees	Kerry is a registered architect and resident of Muncie who has spent the past eight years working in offices in both Muncie and Indianapolis. Kerry currently sits on Muncie's Unsafe Building Hearing Authority and served on the Steering Committee for the Muncie Action Plan. He is the treasurer for the local non-profit, Smart Living Project and a member of the Muncie Young Professionals Group.
Dr. Ron Sloan	Ron Sloan has served as Vice Chancellor for Academic Affairs at the East Central Region of Ivy Tech Community College of Indiana since 2007, where he has served or currently serves the following policy and curricular committees at the statewide level: developmental writing,

	general education math, social sciences, faculty hiring, distance education, and faculty development. Prior to this appointment, he served in a variety of faculty and administrative positions at Taylor University.
Dr. Sheryl Stump	Sheryl Stump is a Professor and currently the Chair of the Department of Mathematical Sciences at Ball State University. Her area of expertise is mathematics education, and she focuses on algebraic reasoning and teaching mathematics through inquiry and problem solving. She works with preservice and inservice elementary, middle, and high school teachers.
Andrew Dick	Andrew is an attorney in the Indianapolis office of Hall, Render, Killian, Heath & Lyman, P.C., where his practice focuses on general corporate, real estate and environmental law. Andrew is a graduate of the University of Southern Indiana (B.S. 2002), Michigan State University College of Law (J.D., <i>magna cum laude</i> 2005), and the University of Miami School of Law (LL.M., Real Property Development 2006).
Doug Bakken	Doug Bakken is a retired Chief Operating Officer of Ball Brothers Foundation, Muncie(1983-2007). He currently serves as a board member for the Independent Colleges of Indiana, Minnetrista Cultural Foundation, and Muncie Symphony Orchestra. He has received the Sagamore of the Wabash(1992) and Spirit of Chief Munsee(1995). He has served as an Officer/Special Agent for the US Military and served in US Army Intelligence.
Jacey Foley	Mrs. Foley has dedicated her life to educating youth and adults in non-traditional ways and settings. Mrs. Foley has lent her expertise to numerous boards and evaluation committees where she was recognized as a great asset to all of the communities she served and educational leader amongst her peers. She currently serves as the Managing Director of Huffer Child Care Resource and Referral (CCR&R), where she oversees the credentialing and monitoring of child care providers in 11 Indiana counties.

Justin Ullom	Mr. Justin Ullom is the owner and General Manager for Mr. Rooter of Central Indiana. Justin is also a partner in Aqua Gold Water Treatment, LLC. He and his wife Sandy reside in rural Delaware County with their children; Jackson, Josiah, Justus, Jerimiah, and Julius. Justin and Sandy are passionate about adoption and helping others pursue adoption.
Terri Starkey	Terri Starkey is Executive Director of the non-profit group Parents Encouraging Parents (PEP) which she started in 2005, which offers coaching, resources, training and support for parents of secondary school students. In addition to overseeing the operations of the organization, Terri sits on many committees and boards. In collaboration with other organizations, she developed the Parent Achievers program, which helps parents support their children academically, and how to help their children apply to colleges.
Nicklaus Woodget	Born the youngest of seven siblings raised in Muncie. Graduated from Southside High School in 1981 and attended Ball State University for three yrs. Married since 1988 to Marcella, we have raised three young men. Attends The Church Of The Living God where he serves as a deacon and a musician. His sons are also musicians at the church. He was employed at Borg-Warner Automotive for 26 yrs. before their closing in 2009.

8. Proposed Board of Trustees

Name	Bio
Justin Ullom	See above
Ron Sloan	See above
Sheryl Stump	See above
Kerry LaPrees	See above
Andrew Dick	See above
Nick Woodget	See above
Vacant	Reserved for Additional Parent Representative
Vacant	Reserved for Fund Developer
Vacant	Reserved for Accountant/Financial Planner
TBD	

9. Overview of the Proposed Program

Inspire Academy – The School of Inquiry (IASI) seeks to empower a diverse body of students with an internationally competitive education by fostering students’ natural inclination toward curiosity, discovery, and adventure through the use of in-depth expeditions as the central method for mastering learning targets that align with Indiana Academic Standards across the disciplines. IASI will use an inquiry-based, inter-disciplinary approach, with emphasis on arts integration, collaborative learning, and character development.

IASI seeks to serve a diverse body of students and will actively pursue at-risk student populations in the city of Muncie. While the school will be open to all Indiana residents, we desire to target local students from the urban core of Muncie who are falling through the cracks of traditional public school classrooms. The use of expeditions, hands-on fieldwork, projects, and study of primary sources will inspire students who may not otherwise see the value of classroom instruction to develop a life-long thirst for knowledge through inquiry and discovery. IASI will serve students who are underserved educationally and give them confidence that they can achieve competitively in secondary and post-secondary education. By utilizing the Expeditionary Learning framework, IASI is part of a model that is displaying dramatic and quantifiable success nationwide at closing the achievement gap along racial and socio-economic lines. At full capacity IASI will serve kindergarten through eighth grade (K-8). IASI plans to begin by serving kindergarten through third grade (K-3) and expand one grade per year until it reaches full capacity.

IASI will encourage creative, independent thinking through an inquiry-based program. Students will learn by asking questions and by following the trajectory of their questions, with teachers as partners in exploration. Many pedagogical models are based upon the assumption that the sole task of a teacher is to disseminate decontextualized “knowledge” to students, whose sole task is to absorb said “knowledge.” In contrast, individual, inquiry-based learning encourages the holistic, creative process upon which American ingenuity has been built. IASI will encourage exploration as a means of learning and will foster creativity through art and music in order to more effectively prepare students for lives of critical thinking, as moral citizens and for success in post-secondary education and the work place.

The educational program of IASI will follow the Core Practices of Expeditionary Learning. We will partner with Expeditionary Learning, drawing from their expertise and wealth of resources to provide our staff with the tools they need to create a successful EL school. The proposed school will be provided with a School Designer on

contract from Expeditionary Learning. The EL School Designer will direct the administration and provide professional development for teachers as they build the school on ten design principles that reflect the educational values and beliefs of Expeditionary Learning and its founding group, Outward Bound. The EL Design Principles are: the primacy of self-discovery, the having of wonderful ideas, the responsibility for learning, empathy and caring, success and failure, collaboration and competition, diversity and inclusion, the natural world, solitude and reflection, service and compassion. IASI, in partnership with EL, will focus heavily on development of a culture of high expectations, which will first and foremost be modeled by the staff.

Curriculum will be primarily organized around contextualized in-depth studies, called Learning Expeditions. Learning Expeditions are challenging, interdisciplinary, real-world investigations that organize content in each subject area, providing each student with an opportunity to conduct independent research using primary materials and personal experiences. The students then perform orally and write critically to demonstrate their learning. Learning Expeditions support critical literacy, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of community service. In short, students are creating real products for real people. Expedition material will be incorporated into art, music, and physical education lessons simultaneously, so that content is being reinforced through the arts and kinesthetic learning. The EL model offers “gifted education” to everyone.

IASI teachers will develop learning expeditions that cross the disciplines in collaboration with the Executive Director and Instructional Guide, and with support from the onsite EL School Designer. Curriculum maps ensure that expedition topics are not repeated and that students learn the essential skills and knowledge articulated in local, state, and federal content standards. Specific learning targets are assessed by both traditional and alternative measures to build a clear body of evidence of mastery. Every grade level conducts 2-3 expeditions per school year, each lasting 12-18 weeks. Learning Expeditions utilize local and regional resources and draw from the expertise of local professionals. Expeditions will incorporate English language arts, mathematics, social studies, science, and history. Expedition material will also be incorporated into art, music, and physical education lessons simultaneously, so that the material is being reinforced through the arts. Please browse a sample expedition via the following hyperlink:

http://elschools.org/sites/default/files/How%20do%20You%20Get%20Money%20from%20a%20Stone_EL_0210.pdf

The EL model is consistent with the philosophy of IASI to engage students with dynamic projects that encourage hard work and a zeal for learning. Authentic products are created for authentic audiences, creating purpose and motivation for students to put forth their

best work. A culture of quality will permeate the school. Assessment strategies that support this culture of quality will include clear targets for learning, the use of models and exemplars to demonstrate quality, providing regular descriptive feedback, teaching students to self-assess and set goals, teaching one element of quality at a time, the use of focused revision, and regular reflection on the learning process.

Diverse student needs are best served in schools where education is a partnership and an exploration. A range of student needs can be served by inquiry-based curriculum and multi-faceted learning projects that cross disciplines. Teachers will be trained to incorporate a wide variety of teaching strategies and tools, including differentiated instruction and arts integration into core subject areas. Students will be able to work independently and not be restrained by the median performance of the class. Struggling learners will benefit from diverse instructional strategies, as each concept is presented in multi-modal fashion, giving students various entry points to learning and diverse avenues to express their understanding.

Many special needs students are challenged by auditory delivery of information and the transfer to written expression. The fundamental approach at IASI, with arts integration and varied and authentic learning experiences will support learners with special needs within the context of the regular classroom. IASI will be an inclusive school, incorporating students with special needs into the classroom with an aide or special education teacher, allowing them access to the full academic and physical curriculum to the extent that best serves their learning needs. Special Education staff will be appropriately certified and ensure that the school remains in compliance with special education law and meets the needs of all IASI students.

Through the EL design principle of diversity and inclusion, staff and students alike will be part of a culture of respect for people of all backgrounds and cultures. Staff will be trained to establish a culture of diversity and inclusion and will be expected to acknowledge and respect the different languages and dialects brought into the classroom. Students will be taught how to navigate between languages and dialects as necessary for educational and professional success. As with any challenge in a child's life, low socio-economic home environments will be supported and treated with dignity. This will result in all people supporting each other across achievement gaps, socio-economic gaps, and racial and cultural differences.

According to John Hopkins Professor of Sociology Karl Alexander, two-thirds of the ninth-grade academic achievement gap between children from lower and higher income

families, as well as between minority and majority youth, can be directly correlated to what happens over the summer months during the elementary years.¹ IASI will operate on a balanced calendar in order to take an active step toward closing the achievement gap. Breaks are spread throughout the year to eliminate an extended break during which the majority of at-risk children are unstimulated while their peers participate in enrichment programming. During the intersession breaks of this balanced calendar, the school will run a series of week-long intensive units of study sponsored by partnering Muncie organizations. Intersessions will be voluntary, but participation will be highly encouraged. Through intersessions students will have the opportunity to explore topics such as dance, athletics, cooking, publishing, and architecture that may not usually be offered in our daily curriculum. While the mandatory school year will include 180 days, the voluntary intersessions will serve as an extension of the school year.

IASI will be centrally located among the core urban neighborhoods of Muncie to best reach its target audience. Widespread community enrollment will be achieved through the extensive network of community connections represented in the Organizing Group, as well as an extensive marketing plan and identity developed by a professional advertising agency. IASI will begin with K-3 in order to establish its culture and best practices and expand to K-8, thereby ensuring long-term financial sustainability through the state funding formula and available federal grants. IASI intends to use conservative financial practices in stewarding the resources to accomplish the mission. All members of the Administration will have extensive financial and organizational experience. Board members will be selected, among other criteria, based upon their backgrounds and abilities to oversee and guide the financial components of the organization. The Organizing Group includes a lawyer with relevant experience, several members with strong financial credentials and acumen, individuals with experience in education administration, and a diversity of connections across a wide spectrum of community circles. The Organizing Group will ensure that the Governing Board includes representation from a broad range of areas of expertise. In order to ensure local and community participation in the governance of the school, the by-laws require that over 60% of board members reside within Delaware County.

¹ Alexander, Karl. *National Summer learning Association: Research in Brief*.
http://www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_02-Alexander.pdf

Preliminary Information

1. Community Support and Demand

a. District Support:

Members of the Inspire Academy - (IASI) organizing group have made multiple connections with Muncie Community Schools (MCS).

Tim Heller, superintendent of MCS has welcomed several meetings with members of the IASI organizing group. He has expressed a willingness to explore partnership and support our initiative. He is also taking the instructional design of Expeditionary Learning under advisement and investigating the approach as a possibility for widespread reform within the Muncie Community Schools. In conversations with members of our organizing group, he has even indicated a willingness to consider providing IASI with shared facilities and transportation.

Dale Basham, an MCS board member, has participated in meetings with members of the IASI organizing group. He attend a Technical Assistance Training at the Office of Charters with IASI organizing group members and offered numerous suggestions and insights based on his experience and expertise, such as typical responsibilities of school board member officers and ways to increase teacher retention.

DiLynn Phelps, Director of Diversity and Community Services for MCS has also welcomed several conversations with members of the IASI organizing group. She graciously sent two members of our organizing group to the Indiana Black Expo's 2011 Statewide Education Conference to gain insight from speaker Geoffrey Canada, president and CEO of the Harlem's Children Zone, as well as other dynamic educational speakers.

Our intended strategy for establishing and maintaining an ongoing relationship with the local school district is to continue to build friendships and relationships with those serving Muncie's families through the local school district. We believe that the best way to maintain a relationship with the school district is to acknowledge the heart of service within the employees of the district and to interact openly enough with district workers to allow them enough access to us to develop trust. We believe that regular interaction will demonstrate that our mission and vision is truly for the development of quality education for all children in Muncie.

The challenges that we foresee are primarily challenges of misunderstanding. We are committed to consistent and clear communication with the district to avoid as much misunderstanding as possible. We are also aware that charter schools can be viewed as

threatening competition. It is our intention to state clearly and continuously to the district and the public that we intend to target children who are falling through the cracks of the traditional system and who will be better served through an expeditionary, inquiry-based approach to learning. IASI desires to be a valuable option to round out the portfolio of Muncie's schools. We will also clearly and continuously communicate that we are not intending to inflate the statistics of IASI by recruiting students who are already high-achievers at other schools.

We foresee many opportunities in our current relationship with MCS. We hope to develop a variety of partnerships with the district, including but not limited to possibilities of teacher-sharing, facilities-sharing, and sharing of benefits providers. We also hope to be a launch-pad for inquiry-based, expeditionary learning in Muncie. It is our desire that others will see the success of our students and apply our design principles to other local schools. Above all, we hope through relationship and constant communication, to build a spirit of collaboration and progress among educational institutions in Muncie that can together raise the educational standard for the entire city.

b. Community Support:

The mission and educational program of IASI are well-supported and understood by the local community. This is evidenced in the extensive network of community leaders interested in educational reform who have been gathered together by the organizing group. This group has been meeting since the spring of 2010 and is diverse in race, gender, vocation, educational path, expertise, political perspective, social and professional networks, and community involvement. However, they are united around a common theme: Our educational system needs reform and our children need a diversity of publically-funded educational options. In light of this need for a broadened portfolio and in light of Expeditionary Learning's success with underserved populations (who are falling through the cracks of the traditional public school system), these community leaders are very interested and supportive of the educational approach of IASI. Several recent letters of community support are included.

The Organizer has been hosting regular meetings with community leaders from a spectrum of fields to discuss educational options in Muncie. Leaders such as Mayor Sharon McShurley, as well as representatives from Ball State University, Ivy Tech Community College, The MCS Blue Ribbon Task Force, Huffer Childcare Resource and Referral, United Way, Parents Encouraging Parents, Hoosier Academies Charter School, and local churches and community groups have all been in attendance and expressed the need for additional creative public educational options. Several community leaders have expressed disappointment in the current educational climate and its direct effect on their

own children. At a meeting in December 2010, Deb Otto, the Midwest regional director for Expeditionary Learning (EL) presented the EL model, and was welcomed with open arms. These leaders are discussing IASI and the EL model within their circles of influence, increasing awareness of the school and boosting enrollment interest.

The Organizing Board of Inspire Academy – The School of Inquiry has received letters of support from several community leaders, including religious leaders, school leaders, social service agency leaders, politicians, and community residents.

c. Student Demand:

Through community organizing and community development efforts in South Central Muncie and surrounding areas of the urban core of Muncie, founding members of the organizing group have determined that inclusive, quality education is a felt need among community residents. Student demand surveys that only circulated at limited locations resulted in thirty families asking for student enrollment information students are interested in enrolling their children in IASI.

According to the Indiana Department of Education, only five of nine Muncie elementary schools met AYP in 2010, and zero percent of our middle schools and high schools met AYP. Additionally, Muncie Community Schools as a whole failed to meet AYP in the 2009/2010 academic year. The primary “cell”, or category which caused MCS to miss the criteria was African-American English/Language Arts performance at all grade levels. Overall, just over 51% of students in the Muncie Community School Corporation are passing both ELA and Math on their ISTEP. Currently, all school options in Muncie take a traditional approach to instruction, which provides little continuity between the disciplines. This leaves many children, particularly those from more participatory cultures of origin (especially minorities and urban youth), frustrated and discouraged. This is especially true for those children with parents who are unable to connect the dots for them at home.

The largest disparity in achievement in Muncie Community Schools is between students in poverty who qualify for free or reduced lunch and those who do not. Only 45% percent of FRL students passed both ELA and Math ISTEP, while 71% of their more privileged peers passed both ELA and Math ISTEP. According to John Hopkins Professor of Sociology Karl Alexander, two-thirds of the ninth-grade academic achievement gap between children from lower and higher income families, as well as

between minority and majority youth, can be directly correlated to what happens over the summer months during the elementary years.² IASI will operate on a balanced calendar in order to take an active step toward closing the achievement gap. The official school calendar adds only two official days to the academic calendar, but the breaks are spread throughout the year to eliminate an extended break in which the majority of disadvantaged children are unstimulated while their peers participate in enriching programs and activities. During the intersession breaks, enrichment programming with partner organizations will be made available at the school building to families who wish to have their children participate. The organizing group members of IASI will work to educate families on this statistic and explain how the balanced calendar and intersession programming can improve their child(ren)'s performance, and ultimately, their chances of professional success.

Joseph David Advertising has agreed to work for us pro bono to create a strong school identity and provide us with advice on making sure our target audience knows that our school is being created to serve them. Based on preliminary feedback detailed in section 2 of this application, we are confident that professionally orchestrated and consistent marketing efforts will be met with positive response from the majority of the Muncie community. We are limited to depending primarily on networking to spread the word about this educational initiative until charter authorization for financial reasons.

d. Proposal Opposition:

We are aware that, in the past, the MCS board has opposed charter schools in Muncie. Members of the IASI organizing group have been taking the initiative to build relationships with school board members, share information about our initiative of starting a charter school that implements the design principles of Expeditionary Learning, and being open and available for conversations. As stated in the *District Support* section of the application, our intended strategy for establishing and maintaining ongoing relationship with the local school district is to continue to build friendships and relationships with those serving Muncie's families through the local school district. We believe that the best way to maintain a relationship with the school district is to acknowledge the heart of service within the employees of the district and to interact openly enough with district workers to allow them enough access to us to develop trust. We believe that regular interaction will expose that our mission and vision is truly for the development of quality education for all children in Muncie.

We are also aware that Dennis Tyler, democratic candidate for Muncie Mayor is vocally

² Alexander, Karl. *National Summer learning Association: Research in Brief*.
http://www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_02-Alexander.pdf

opposed to charter school initiatives. While Mayor Sharon McShurley has written a letter of support on our behalf, Representative Tyler uses the platform to attempt to build solidarity with minority populations and economically disadvantaged populations, citing deficiencies such as lack of transportation as initiative on the part of charters to keep specific demographics out of the schools. Members of our organizing group have been extremely proactive to educate minority leaders and opposing political leaders about the mission of IASI. Those who know Representative Tyler will continue to encourage open conversation along these lines. We have already seen results in Dennis Tyler's rhetoric, as he has become less adamantly vocal about opposing charter schools. We plan to continue this approach.

We are alert to the idea that those who oppose charter schools in general may use the historic preservation society as a means to block the school from using Cornerstone Center for the Arts as a facility. Although nothing has arisen up to this point, we are educating ourselves on historic preservation guidelines so that we stay safely within them on any necessary building adaptations. We also continue to keep at least two facility options on our radar in case the issue of facilities is an avenue through which anti-charter advocates try to block IASI from becoming a reality.

Finally, we suspect that some charters try to block competition from other charters within an area. Members of our organizing group have a very positive relationship with the administration of Hoosier Academies Muncie, and a letter of support has been written by Mr. Lynn Black, Head of Schools for Hoosier Academies.

2. Feedback from Constituents

The proposed school has created a website available for viewing throughout the state. Local recruitment and informational meetings are being held at a variety of public meeting places within the community to build face-to-face relationships with community members and answer any questions parents, children, and other citizens may have about the proposed school. IASI believes our program will be beneficial to all children and is therefore committed to welcoming students from all cultural backgrounds, ability levels, and family/housing structures. Enrollment will be open to all Indiana residents in compliance with charter regulations. We will focus recruitment efforts in Weed and Seed target areas (both culturally diverse and socioeconomically disadvantaged neighborhoods) within the city of Muncie.

Recruitment efforts include distributing information through flyers, brochures, and conversation in the following locales:

- Local head start, preschool and child care centers/providers

- Neighborhood canvassing door-to-door
- The Muncie Public Libraries
- Local youth programs and non-profits, such as the Buley Center, Ross Center, Motivate Our Minds, and Boys and Girls Club
- Faith based organizations and churches
- Local businesses, restaurants, and cultural centers

We have also attended neighborhood events such as block parties, National Night Out, family nights, and social functions to distribute information and get to know the people of Muncie. Forms were available at these events for parents to express interest in enrollment and members of the organizing group were present for parents to have the opportunity to express feedback on the instructional design of the school. To this point, we have received mainly positive feedback about the Expeditionary Learning model and our emphasis on arts integration. Based on feedback from Muncie residents at these events, other informal surveying that members of the Organizing Group have conducted, and the needs assessment a Table 2 – Attitudes Toward the Charter has been organized and attached.

Open enrollment will be publicized in both newspapers in Muncie to ensure the fullest exposure possible to all students in the area. The educational initiatives of Urban Light Christian Community Development Corporation have already been referenced in an article in the Muncie Times. Joseph David Advertising (JDA) has prepared a logo for us and created brand identity pro bono as an expression of their community support. They also plan to provide us with brochures and stationery. Due to JDA's desire to create a strong identity for the proposed school, the Organizing Group postponed pushing the name in the community until a name for the school was finalized. The Organizing Board has approved the name Inspire Academy at the recommendation of JDA and will begin to move forward getting our name out in the community.

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)
Leslie Draper	Experience/Skills: Project Start-up and Management, Family Advocacy, Development and Implementation of Effective Instructional Approaches, Youth Development with a Focus on At-Risk Youth, Strong Written and Oral Communicator. Organizing Role: Primary Writer of Application, President of the Organizing Board, Parent Representative	Instructional Guide Applicant
Andrew Draper	Experience/Skills: Founder of 501(c)3, Community Advocacy and Organizing, Serves on Several Boards. Organizing Role: Community Advocacy, Spreading the Vision, Contributing Writer to Application, Parent Representative	Partnering Organization
Jacey Foley	Experience/Skills: Program Design, Implementation, and Evaluation; Community Mobilization and Partnering; Dynamic Communicator, Fund Development, Budgeting and Fiscal Management. Organizing Role:	Executive Director Applicant

	Community Liaison, Application Editor, Chair of Staff Recruitment Subcommittee	
Terri Starkey	Experience/Skills: Founder of 501(c)3, Parent Advocacy, Family Development Specialist. Organizing Role: Parent Advocacy, Marketing/Recruitment Subcommittee, Contributing Writer for Application	Partnering Organization
Dr. Ron Sloan	Experience/Skills: Vice Chancellor of Academic Affairs, Hiring and Evaluation of Faculty, Monitoring Academic Progress, Planning New Program Implementation, Response to Student Concern, Budget Management, Academic Advising, Faculty Development. Organizing Role: Marketing/Recruitment Subcommittee, Instructional Design Advisor, Higher Ed. Representative.	Governing Board Member
Kerry LaPrees	Experience/Skills: Architect, Project Coordinator. Organizing Role: Facilities Advisor, Community Networking, Staff Recruitment Subcommittee	Governing Board Member

Andrew Dick	Experience/Skills: Attorney, Drafting and Negotiating Lease and Purchase Agreements. Organizing Role: Chair of Governance/Administration Subcommittee, Facilities Negotiations Advisor	Governing Board Member
Justin Ullom	Experience/Skills: Business Owner and Manager, Analysis of Operations for Increased Effectiveness, Fiscal Analysis and Management, Athletic Coach. Organizing Role: Chair of Financial Subcommittee, Parent Representative	Governing Board Member
Doug Bakken	Experience/Skills: Retired COO of Ball Brothers Foundation, President of Weed and Seed, Serves on Several Boards. Organizing Role: Administration/Governance Subcommittee, Community Networking, Building Bridges with the District	Community Liaison
Nicklaus Woodget	Experience/Skills: Employee Advocacy, Served as Civil Rights Chairman of U.A.W., Serves on Several Boards, AAU Basketball Team Organizer. Organizing	Governing Board Meeting

	Role: Financial Subcommittee, Community Liaison, Extra-curricular Advisor	
Dr. Sheryl Stump	Experience/Skills: Chair of Mathematical Sciences Department at BSU, College Professor, High School Teacher, Implementer of Instructional Innovation, Initiator of New Programs and Courses. Organizing Role: Instructional Design Advisor, Math Curriculum Advisor	Governing Board Member

b. Founding Group Origin:

During their seven years of partnership together in Community Development initiatives for South Central Muncie, IN, a “Weed and Seed” target region, Leslie and Andrew Draper and Lacey and Joshua Block have become convinced that quality education is a key factor in the success of individuals and communities. These four individuals were the founding core of the school’s organizing group. Through the Urban Light Christian Community Development Corporation (CDC), a partnership with Hoosier Academy, a hybrid virtual / brick and mortar charter school in Muncie, has formed. The Urban Light Academic Coaching Program currently serves an ethnically diverse group of 11 children who are primarily urban residents. The Academic Coaching Program, consisting of two staff positions and many college interns from partnerships forged with both BSU and Ivy Tech, provides learning coaches for urban youth three full school days a week in its own facility. Through Andrew Draper’s role on the Board of Hoosier Academy, and through the group’s extensive research into charters and educational options, the founding organizing members have become convinced that another educational option is needed in Muncie. Hoosier Academy is a wonderful option for many children. However, one size does not fit all and we believe that the EL model will be much more naturally suited to serve many of the underserved families who are falling through the cracks of the education system. Comparing the delivery systems of Hoosier Academy and IASI is comparing apples to oranges. A community needs a broad portfolio containing many

creative educational models.

After extensive work with many youth (from primarily the inner-city context), it has become evident that new approaches are needed to develop, within students, a sense of ownership of the education process and to nurture the natural inclination in youth toward inquiry, discovery, adventure, and productivity. Leslie and Andrew Draper have spearheaded Educational Options Meetings attracting a diverse group of community leaders who have signed on to be part of the organizing group for IASI. After discussing the need and being presented with the plan to submit a proposal to charter in partnership with Expeditionary Learning Schools, several key community leaders, in addition to the four core organizers, have committed:

- Jacey Foley, Program Director, Huffer Childcare Resource and Referral
- Terri Starkey, Executive Director of Parents Encouraging Parents
- Dr. Ron Sloan, Associate Vice Chancellor of Academic Affairs, Ivy Tech, East Central Region
- Kerry Laprees, Architect at Studio Three
- Andrew Dick, Real Estate Attorney with Hall and Render in Indianapolis
- Justin Ullom, General Manager / Owner, Mr. Rooter Plumbing of Central Indiana
- Doug Bakken, Retired COO of Ball Brothers Foundation and President of Muncie Weed and Seed
- Nicklaus Woodget, Former Chair of Civil Rights Commission, Borg Warner
- Dr. Sheryl Stump, Department Chairperson and Professor of Mathematical Sciences, BSU

Doug Bakken and Jacey Foley have both been members of the Blue Ribbon Task Force for the Muncie Community Schools and are well aware of the need for educational reform.

c. Proposal Development:

The organizer researched several educational models in the process of developing this proposal. The organizer considered the KIPP approach to education because it too has impressive success with children who are underserved educationally. However, the main elements that create KIPP's success are increased time on task and a culture of high expectations. Both of the principles that make KIPP so successful can be incorporated into the inquiry-based approach with the increased benefits of high levels of field-study and continuity of material across the disciplines that Expeditionary Learning provides.

The organizer researched the instructional design behind Baltimore City Public School #322 – New Song Academy because of the commitment of the staff to holistic community development, their success with special populations, and their incorporation of educational consultant Dr. Jawanza Kunjufu’s approaches into the school design. When the organizer found Expeditionary Learning through this research, Leslie Draper connected with Deb Otto, Midwest Regional Director for Expeditionary Learning. Through this connection, Leslie Draper had the opportunity to attend a site seminar in Rochester, New York and observe Rochester Public School #58 and Genesee Community Charter School, two EL schools, in action. These schools serve diverse populations of students and have received recognition for outstanding achievements. Seeing the principles of EL being lived out in a real school setting provided further inspiration that the educational philosophies and ideals to which the organizer adheres are happening in authentic settings and do not need to remain stuck on the pages of books about educational reform. During this visit, she also had the opportunity to attend workshops about developing expeditions and integrating the arts, speak with several EL school designers about their role in each school and their credentials, and connect with EL school leaders to discuss pitfalls to avoid and strengths to develop. As a result of this visit, the organizing group has received considerable ongoing support from these school leaders. This support has come in the form of school day observations, round table discussions, and budget review and feedback. Members of the organizing group have had the opportunity to visit Decatur Discovery Academy in Decatur Township, Indiana and Polaris Academy in Chicago, Illinois.

All of the members of the organizing group, as well as other advisors, supporters, and consultants have contributed to the development and writing of the proposal. Leslie Draper was the primary writer of the charter proposal. Andrew Draper served as a contributing writer and editor, predominantly on the topic of governance and community support. Jacey Foley provided valuable recommendations on ways the proposal can ensure that the school design, marketing, and location will hold the school true to the mission and reach the target population. She was also heavily involved in organizing the proposal to ensure that all required topics are included and was an editor of the proposal. Terry Starkey provided valuable recommendations on parent involvement, empowerment, and leadership. She was also a contributing writer on parent involvement. Dr. Ron Sloan contributed drafts of job descriptions and valuable insights on project-based learning, inquiry-based learning, and other instructional designs that have contributed to the proposed instructional design of Inspire Academy. He also connected the organizing group with other academic advisors who are advocates for an inquiry-based approach to learning. Kerry LaPrees contributed drawings for a potential building project that would cater to the EL design of the School of Inquiry. He also contributed necessary code requirements on the proposed facility space and architectural

recommendations on which spaces would best facilitate the school design. Andrew Dick contributed policies and procedures for staff and faculty hiring, firing, and job expectations, as well as some school-wide policies. He also served as a legal advisor to the organizing group and helped to educate the entire group on policies and procedures required for legal compliance, including university policies and state requirements specific to charter schools and applicable to all public schools. Justin Ullom contributed budget worksheets and completed templates, as well as business plans. Working in an advisory role with him were Andrea Goldwater, Human Resources and Operations Manager of Hoosier Academies, Kevin Leinweber, Principal of Decatur Discovery Academy, Dr. Lisa Wing, Executive Director of Genessee Community Charter, Michelle Nevarre, Head of School of Polaris Charter Academy, and Beth Reynolds, owner of BookKeeping Plus. Doug Bakken contributed significantly in the area of building district support and recommendations for avenues of district partnership. Nicklaus Woodget contributed feedback and insights on the fiscal portion of the proposal. He also contributed valuable recommendations into the development of extracurricular plans for the proposal and ways that technology can support our learning goals. He also provided feedback concerning whether various locations would indeed reach our target population. Dr. Sheryl Stump contributed recommendations for the mathematics curriculum that is best suited for an inquiry-based school, as well as additional insights into how mathematics can be incorporated into an interdisciplinary, inquiry-based approach. Deb Otto, Midwest Regional Director for Expeditionary Learning served as an editor of the proposal. She also provided statistics on Expeditionary Learning and valuable recommendations concerning the professional development and instructional design portions of the proposal. She also provided copies of EL Core Practices and Benchmarks, which are sprinkled throughout this proposal.

d. Previous Submissions

There have not been any previous requests to authorize this charter school.

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.

Muncie Community Schools enrollment has dropped 673 students over the past five years. While some of this is contributable to citywide population decrease, it is also the case that many families are simply looking to private schools, charter schools, and

surrounding school districts for alternative educational options. MCS is facing the impact of students and families choosing other options with or without the addition of an additional charter school in Muncie. At the same time, we must acknowledge that an accessible charter option will have some amount of negative fiscal impact on schools in the same geographic area. However, we hope that our initiatives in partnering with the district will have a positive effect on the instructional design and school culture of MCS, resulting in improved performance and the return of some families.

We expect to enroll 200 students in year one, 50 of whom will be kindergarten students. The tuition support per ADM for Muncie Community Schools for the 2010-2011 school year was \$6,378.90. Based on information from BookKeeping Plus that the 2011-2012 formula designates even less than this figure and that charters only receive 80% of that figure, we expect to receive only \$5,100 per student. This will result in around \$1,000,000 shifting to IASI from surrounding public and nonpublic schools from several districts.

5. Education Management Organization

a. Name of the Organization:

n/a

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

n/a

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

n/a

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

n/a

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, **Attachment 5e - Draft Management Contract**

If Applicable, submit the due diligence questionnaire completed by the EMO - as a PDF (Portable Document Form) named, **Attachment 5f – Due Diligence Questionnaire**

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

Inspire Academy (IASI) seeks to empower a diverse body of students with an internationally competitive education by fostering students' natural inclination toward curiosity, discovery, and adventure.

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

IASI will use in-depth expeditions as the central method for mastering learning targets that align with Common Core State Standards. IASI will use an inquiry-based, inter-disciplinary approach, with emphasis on arts integration, collaborative learning, and character development.

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.

According to the Indiana DOE, only five of nine Muncie elementary schools met AYP in 2010, and zero percent of our middle schools and high schools met AYP. Additionally, Muncie Community Schools as a corporation failed to meet AYP in this last academic year. The primary "cell", or category, which caused MCS to miss the criteria was African-American English/Language Arts performance at all grade

levels. Overall, just over 51% of students in the Muncie Community School Corporation are passing both ELA and Math on their ISTEP. Currently, all school options in Muncie take a traditional approach to instruction, which provides little continuity between the disciplines. This leaves many children, particularly those from more participatory cultures of origin (especially minorities and urban youth), frustrated and discouraged. This is especially true for those children with parents who are unable to connect the dots for them at home.

This evident need is reflected in the fact that existing charter schools in Muncie often operate on waiting lists for enrollment. Burris Laboratory School consistently operates on a lottery system, as does Hoosier Academy, a new hybrid-model school which has utilized lotteries and waiting lists for many of its grades. This reality is all the more striking as the district school system has been facing rapidly declining enrollment and is facing the inevitability of consolidation (a recommendation of the MCS Blue Ribbon Task Force). Hoosier Academy's hybrid model is an excellent option to serve many students with families who are able to support the virtual component. However, it is not specifically designed to address the needs of students who would be better served by more time on site. The expeditionary academic delivery system proposed by the Inspire Academy meets the need of a charter school that offers a five-day-a-week, highly participatory approach that is having significant success among similar demographics across the country. The Expeditionary Learning approach is very successful in closing the achievement gap along racial and socioeconomic lines, which is the main area in which MCS failed to meet AYP. IASI will also offer a balanced calendar, which is a significant difference from other public educational options in Muncie. Comparing IASI to MCS or Hoosier Academy is comparing apples and oranges. IASI will be an obvious choice for populations that often fall through the cracks of traditional classrooms and an excellent choice for all students in the state of Indiana.

By partnering with Expeditionary Learning, IASI will provide an educational option to directly address these needs through implementation of the EL model, tailored to our community. EL is a model with a proven track record of successfully integrating rigorous, interdisciplinary curricula with explorations that connect theoretical concepts to real-life experiences. EL schools are blazing a trail in innovative education that is producing increased test scores among at-risk populations. The data can be viewed via the following hyperlink:

http://elschools.org/sites/default/files/Evidence%20of%20success2_EL_2010.pdf .

Using a model that bases curricula on extensive fieldwork and creating real products for real audiences through community partnerships, IASI will form students into socially responsible citizens who contribute into the community during the educational process, benefiting both the students and the community. The school will

inspire students to achieve academic excellence through original field research and the study of primary materials. Community collaborations with local partners and mentors will provide opportunities for internships and group expeditions where students will experience “hands-on, minds-on” learning while making valuable community contributions.

Extensive research has demonstrated the success that EL has achieved with its school reforms, such as improved teacher practice, higher student achievement and engagement, and a positive and productive school culture. In “Comprehensive School Reform and Student Achievement: a Meta-Analysis,” researchers looked at 29 comprehensive school reform models including EL. The report characterized EL student performance as showing “highly promising evidence of effectiveness.” This was the highest rating given to any model that was created in the last ten years³. EL schools have received national recognition as a model that is taking American education in the right direction. This is reflected in President Barack Obama’s remark upon visiting Capital City Public Charter School in Washington, D.C.: “This kind of innovative school... is an example of how all our schools should be.”

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

In line with its commitment to improve services to parents and students, IASI will operate year round, supporting the idea that students should view learning as a continuous process - not a series of time periods marked by grades or age, but rather by growth and accomplishment. During the three breaks, referred to as intersessions, the school will run a series of week-long intensive units of study sponsored by partnering Muncie organizations. Intersessions will be voluntary, but participation will be highly encouraged. Through intersessions students will have the opportunity to explore topics such as dance, athletics, cooking, publishing, and architecture that may not usually be offered in our daily curriculum.

All incoming students will receive a home-language survey. In an effort to capitalize on opportunities to improve services for students and parents, those students whose dominant language is not English will be evaluated by a holistic assessment. Following, a learning plan will be established by a team of educators that identifies students’ strengths and challenges in every area. An effort will be made to involve the family throughout the entire process. Staff will be trained to establish a culture of diversity and inclusion and will be expected to acknowledge and respect the different languages and dialects brought into the classroom. Small group attention will be

³ American Youth Policy Forum (AYPF), 2001.

available to these students through having a special education teacher in the classroom who can work with children who may need extra attention in a given area, even if they are not designated to be a special needs child. All dialects will be acknowledged as such and students will be taught how to navigate between dialects as necessary for educational and professional development.

As with any challenge in a child's life, low socio-economic home environments will be supported and treated with dignity. Through the EL design principle of diversity and inclusion, staff and students alike will be in an environment of respecting people of all backgrounds and cultures, supporting each other across achievement gaps, socio-economic gaps, and racial and cultural differences.

IASI will implement gender specific classrooms for students in grades four and higher. Several studies indicate that some learning styles are more prevalent in male students, while others are dominant in female students. There are an inordinate number of boys in special education, and IASI will use gender specific classrooms as a means to seeing more students achieve success across a wider spectrum of the curriculum. In addition, social distractions between genders begin to arise as students approach puberty, and gender specific classrooms will minimize such distractions.

In addition to these measures, the Organizing Board of IASI is committed to having parent representatives on the Governing Board. This will ensure that parents have an advocate who can share the felt needs of parents with the board, giving the board the knowledge and perspective necessary to improve services for students and parents.

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

c. School Demographics:

Describe your intended student population.

IASI will actively seek to serve a diverse body of students who represent the full demographics of the city of Muncie. IASI will actively pursue at-risk student populations in the city of Muncie. While the school will be open to all people, we desire to target those students who are falling through the cracks of the traditional classrooms. The use of expeditions, hands-on fieldwork, and study of primary sources will inspire students who may not otherwise see the value of classroom instruction to develop a life-long thirst for knowledge through inquiry and discovery. By producing products that are relevant to the community, students will also learn civic and social responsibility while developing a sense of pride in work and contribution. IASI will serve students who are underserved educationally and give them confidence that they can achieve competitively

in secondary and post-secondary education.

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

Table 6c: Demographics of School

	Year One	Year Two	Year Three	Year Four	Year Five
Grades Served	K-3	K-4	K-5	K-6	K-7
Total Number Of Students	200	250	300	350	400
Student to Teacher Ratio	19-1	20-1	19-1	18-1	19-1

7. Instructional Design

a. Alignment

Describe how the instructional design aligns with the needs assessment.

According to the Needs Assessment conducted by the IASI Organizing Group, the Delaware County median household income is very low compared to other counties (88th out of 92), and the median household income in the Weed & Seed area (\$19,423) is about half the countywide rate (\$34,706). In the Muncie Community School Corporation, 26% fewer FRL students passed ISTEP than their non-FRL peers. FRL students in Expeditionary Learning schools outscore the FRL district averages by 10.4% in ELA and by 4.1% in Math. Tied for highest discrepancy of scores in MCS are ELL students, also showing 26% fewer ELL students passed ISTEP in Spring 2010 than did the student population at large. ELL students in Expeditionary Learning schools outperform the ELL district averages by 7.2% in ELA and .4% in Math. The next highest risk category in MCS are African-American students with 15.5% fewer black students passing ISTEP than the total student population. African-American students in Expeditionary Learning schools exceed African-American student district averages by 12.9% in ELA and 6.2% in Math.

Expeditionary Learning is a model with a proven track record of successfully integrating rigorous, interdisciplinary curricula with explorations that connect theoretical concepts to real-life experiences. EL schools are blazing a trail in innovative education that is producing increased test scores among at-risk populations. The data can be viewed via the following hyperlink:

http://elschools.org/sites/default/files/Evidence%20of%20success2_EL_2010.pdf .

Using a model that bases curricula on extensive fieldwork and creating real products for real audiences through community partnerships, IASI will form students into socially responsible citizens who contribute into the community during the educational process, benefiting both the students and the community. The school will inspire students to achieve academic excellence through original field research and the study of primary materials. Community collaborations with local partners and mentors will provide opportunities for internships and group expeditions where students will experience “hands-on, minds-on” learning while making valuable community contributions.

Extensive research has demonstrated the success that EL has achieved with its school reforms, such as improved teacher practice, higher student achievement and engagement, and a positive and productive school culture. In “Comprehensive School Reform and Student Achievement: a Meta-Analysis,” researchers looked at 29 comprehensive school reform models including EL. The report characterized EL student performance as showing “highly promising evidence of effectiveness.” This was the highest rating given to any model that was created in the last ten years⁴. EL schools have received national recognition as a model that is taking American education in the right direction. This is reflected in President Barack Obama’s remark upon visiting Capital City Public Charter School in Washington, D.C.: “This kind of innovative school... is an example of how all our schools should be.”

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

Goals	Objectives
Students will perform at high levels of achievement in English Language Arts that meet or exceed the state average and that of the surrounding public schools.	On the Spring 2013 ISTEP+, 68% of 3rd grade students will pass the ELA portion of ISTEP. On the Spring 2014 ISTEP+, 75% of 3rd and 4th grade students will pass the ELA portion of ISTEP. On the Spring 2015 ISTEP+, 80% of 3rd, 4th, and 5th grade students will pass the ELA portion of ISTEP. Every student will make at least one

⁴ American Youth Policy Forum (AYPF), 2001.

	year's growth in reading and writing as measured by DIBELS or STEP, NWEA, and ISTEP. Students will show quarterly progress on diagnostic literacy assessments. Progress will be tracked by teachers on a school wide data wall.
Students will perform at high levels of achievement in mathematics that meet or exceed the state average and that of the surround public schools.	On the Spring 2013 ISTEP+, 68% of 3rd grade students will pass the Math portion of ISTEP. On the Spring 2014 ISTEP+, 75% of 3rd and 4th grade students will pass the Math portion of ISTEP. On the Spring 2015 ISTEP+, 80% of 3rd, 4th, and 5th grade students will pass the Math portion of ISTEP. Every student will make at least one year's growth in mathematics as measured by DIBELS or STEP, NWEA, and ISTEP.
Involve students in self-evaluation of progress toward learning targets.	Students will use a scoring rubric at least weekly to assess their own grasp of specific Common Core Standards that are being covered in the classroom during a given period.

Table 7b2: Goals Specific to School Culture and Expeditionary Learning

Goals	Objectives
Create a positive school culture of high expectations and a nurturing community environment.	School culture will be measured by school-wide student, staff and parent surveys. Data contributing to the culture of high expectations will be attendance percentages and numbers of office referrals and suspensions.
Equip and immerse staff in the expeditionary learning model.	Level "2" will be achieved on the formal Implementation Review conducted by school and EL staff by the end of the first year.

	Level 3: Implementing will be achieved on the formal Implementation Review conducted by school and EL staff by the end of the second year. Level 4: Highly Implementing will be achieved on the formal Implementation Review conducted by school and EL staff by the end of the third year.
Implement learning expeditions across the disciplines that align with the Common Core State Standards in every grade level.	Evidenced by well documented web-based expedition plans and a comprehensive map of expedition content and skills.
Use the arts to reinforce core material from expeditions.	Tracking of arts products and performances will be done through regular student presentations of their individual portfolios.

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

The educational program reflects a commitment to academic excellence for all students that is evident in our high expectations for teachers and their students. Fifty-nine percent (59%) of students in Muncie Community Schools passed both ELA and Math ISTEP in Spring 2011. As the table reflects, we expect to exceed the MCS district averages by nine percentage points by the end of the first year. For this reason, we expect to start with more modest performance in the first year and make rapid gains over the first five years as a culture of high expectations is built. By the fifth year of operation, we expect Inspire Academy – The School of Inquiry to achieve exemplary status by consistently producing a student body of which 90% or higher pass the ELA and Math portions of ISTEP. The students of Inspire Academy will meet or exceed the norms of NWEA scores as determined in the 2011 NWEA RIT Scale Norms Study. The study can be referenced through the following hyperlink:

http://www.nwea.org/sites/www.nwea.org/files/resources/2011%20Normative%20Data%20Reference_0.pdf. Inspire Academy expects to see every student in grades K-2 demonstrate a year or more of growth in reading, writing, and math as measured by DIBELS or STEP. School administrators will determine the assessment tool.

- 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.

IASI teachers will develop learning expeditions that cross the disciplines in collaboration with the Executive Director and Instructional Guide, and with support from an onsite EL professional development provider (called a School Designer). Maps ensure that expedition topics are not repeated and that students learn the essential skills and knowledge articulated in local, state, and federal content standards. Expeditions are not “projects” or “themes”, in the traditional sense of the terms. They are not chosen by students or based on students’ emergent interests. They are meticulously planned in advance to reach specific learning targets that align with Common Core State Standards and are assessed by both traditional and alternative measures to build a clear body of evidence of mastery. Every grade level conducts 3 expeditions per school year, each lasting 10-12 weeks. Learning Expeditions utilize local and regional resources and draw from the expertise of local professionals. This approach broadens the horizons of youth understanding of careers and develops local professional mentoring relationships between students and community leaders. A sample expedition can be viewed at http://elschools.org/sites/default/files/Gone%20Fishin_EL_0309.pdf.

We will partner with Expeditionary Learning, drawing from their expertise and wealth of resources to provide our staff with the tools they need to create a successful EL School. Expeditionary Learning is not an EMO, it is a service organization that specializes in school design and professional development. IASI will sign an at-will contract with EL that will range in price depending on the services the IASI requests of EL. Based on preliminary conversations with EL, IASI plans to spend \$65,000 annually (line item 56 “implementation exp” in 12-13 worksheet, line item 40 “professional expenses” in 5-year forecast worksheet) to ensure that the vision is implemented with consistency, fidelity and impact. The proposed school will be provided with a School Designer on contract from Expeditionary Learning. The EL School Designer will direct the administration as they build the school on the five Core Practices and ten design principles that reflect the educational practices, values, and beliefs of Expeditionary Learning. The EL Design Principles are: 1) The Primacy of Self-Discovery 2) The Having of Wonderful Ideas 3) The Responsibility for Learning 4) Empathy and Caring 5) Success and Failure 6) Collaboration and Competition 7) Diversity and Inclusion 8) The Natural World 9) Solitude and Reflection 10) Service and Compassion. The Five Core Practices are: 1) Curriculum 2) Instruction 3) Culture and Character 4) Assessment and 5) Leadership.⁵ IASI, in partnership with EL, will focus heavily on development of a culture of high expectations, which will first and foremost be modeled by the staff.

⁵ *Core Practice Benchmarks*, Expeditionary Learning: 2003. (included with proposal)

Curriculum will be primarily organized around contextualized in-depth studies, called Learning Expeditions, as described in the first Core Practice of EL. Learning Expeditions are challenging, interdisciplinary, real-world investigations that organize content in each subject area, providing each student with an opportunity to conduct independent research using primary materials and personal experiences. They then perform orally and artistically, as well as write critically to demonstrate their learning. Learning Expeditions support critical literacy, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of community service.

IASI will encourage creative, independent thinking through an inquiry-based program. Students will learn by asking questions and by following the trajectory of their questions, with teachers as partners in exploration. Many pedagogical models are based upon the assumption that the sole task of a teacher is to disseminate decontextualized “knowledge” to students, whose sole task is to absorb said “knowledge.” In contrast, individual, inquiry-based learning encourages the holistic, creative process upon which American ingenuity has been built. IASI will encourage exploration as a means of learning and will foster creativity through art and music in order to more effectively prepare students for lives of critical thinking, as moral citizens and for success in post-secondary education and the work place.

The EL model is consistent with the philosophy and mission of IASI to engage students with dynamic projects that encourage hard work and a zeal for learning. Authentic products are created for authentic audiences, creating purpose and motivation for students to put forth their best work. Diverse student needs are best served in schools where education is a partnership and an exploration. A range of student needs can be served by inquiry-based curriculum and multi-faceted learning projects that cross disciplines. Teachers will be trained to incorporate a wide variety of teaching strategies and tools, including differentiated instruction and arts integration into core subject areas. Students will be able to work independently and not be restrained by the median performance of the class. Individual advanced projects will be mentored by teachers or outside experts to allow students to pursue a particular area of interest more intensely than their classmates. Struggling learners will benefit from diverse instructional strategies, as each concept is presented in multi-modal fashion, giving students various entry points to learning and diverse avenues to express their understanding. Many special needs students are challenged by auditory delivery of information and the transfer to written expression. The fundamental approach at IASI, with arts integration and varied and authentic learning experiences will support learners with special needs within the context of the regular classroom. Further elaboration will be devoted to IASI’s approach to Special Populations in Sections 11 and 12 of this application.

Expedition planning will be the collaborative work of the entire teaching staff, including

art, music, and physical education teachers. Teachers will work together to create the highest level of quality in material through the use of primary sources and teaching strategies. Expedition material will be incorporated into art, music, and physical education lessons simultaneously, so that the material is being reinforced through the arts. In music, the teacher will create musical repetition of key material through the use of lyrics, as well as teach music history from time periods that correspond with the current expedition. In art, students will create visual replicas and representations of concepts learned through the current expeditions to incorporate into their final exhibitions. In physical education, the teacher will incorporate common games and activities from the time period of the expedition or use physical activity, such as dance to exhibit scientific or historical principles from the current expedition. Classroom teachers will attend art, music, and physical education weekly with their students in order to effectively provide continuity of material across the disciplines.

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

The learning opportunities and experiences that are valued and provided through the expeditionary learning method are based on years of research on best practice. The roots of Expeditionary Learning can be traced back through the conception of the principles that became Outward Bound, to the 1920's when Kurt Hahn opened his first school in Salem, Germany. After his imprisonment and release by the Nazi government officials, he was required to leave the region, so he began a school in Gordonstoun, Scotland. Several other schools began to develop based on his effective instructional methods, until eventually the first Outward Bound School was birthed in 1952.

As Outward Bound continued to change the lives of individuals through wilderness experiences, there were individuals in America who wanted to see the principles of Outward Bound reintegrated into the classroom from where they originated to change the course of students' educational experience. In **1987** the Harvard Outward Bound Project was established at the Harvard Graduate School of Education. This project sought to increase the profile of experiential education at Harvard's school of education while also bringing increased academic rigor to Outward Bound's work in schools.

In the early **1990s** Outward Bound drew on many years of urban and school-based programming and the work of the New York City Outward Bound Center and the Harvard Outward Bound Project to begin an Education and Urban Initiative. This initiative, supported by a three-year, \$2.6 million grant from The Wallace Foundation, sought to identify, develop, and replicate effective models of school-based urban programming. It informed what would eventually become the Expeditionary Learning

model.

In **1991** the New American Schools Development Corporation issued a call for proposals for comprehensive “break the mold” school reforms to improve achievement in the country’s lowest-performing schools. In response, Outward Bound organized a design team made up of members of the Harvard Outward Bound Project, Harvard University professors, and organizations such as Project Adventure, Facing History and Ourselves, and the Technical Education Research Center (TERC), to write the proposal for Expeditionary Learning.

In **1992** the New American Schools Development Corporation awarded \$9 million in grant funding to Expeditionary Learning, selecting its model from among 800 applicants.

By **1993** ten demonstration schools in five cities — New York, Boston, Denver, Portland, and Dubuque -- signed on to partner with Expeditionary Learning.

In **1995** the Academy for Educational Development (AED) found marked improvement on standardized tests in nine of Expeditionary Learning's ten demonstration schools. AED also found that teaching through learning expeditions resulted in high-quality work that met district and professional standards, improved student engagement and motivation, and increased parent participation.

By **1995–1996** Expeditionary Learning, with the support of New American Schools, moved from an entirely philanthropic support model to one supported largely by fee-for-service.

The RAND Corporation noted in a **1998** study that Expeditionary Learning was one of only two New American Schools designs to show significantly high levels of implementation in partner schools.

In **1998** The Odyssey School became the first charter school to write Expeditionary Learning into their charter application.

A **1999** partnership with the Public Education and Business Coalition in Denver helped Expeditionary Learning restructure and improve its approach to literacy instruction, a cornerstone of its professional development for teachers.

Research by the National Staff Development Council in **1999** concluded that Expeditionary Learning was the only program of twenty-six studied to meet all of their standards for quality professional development. They also concluded that Expeditionary Learning students’ math and reading scores had increased significantly.

A **2000** study out of Brown University determined that “Expeditionary Learning implementation appear[ed] to be providing a strong academic curriculum that allow[ed] students from typically disadvantaged backgrounds to thrive.”

Beverly Chin, professor of English at the University of Montana and past president of the National Council of Teachers of English, worked with Expeditionary Learning in **2000** to improve professional development in writing.

In **2001** the American Youth Policy Forum gave Expeditionary Learning a five-star rating for linking community service to academics.

The **2002** National Staff Development Council report *What Works in the High School: Results Based Staff Development* noted the efficacy of Expeditionary Learning's professional development with its "heavy emphasis on teacher content development and the rigorous expectation of adult learning and collaboration for all teachers."

In **2003** Expeditionary Learning began intensive professional development on student-engaged assessment, based upon the research of Rick Stiggins. Teachers in Expeditionary Learning schools gained significant expertise in formative and summative assessments as tools to engage students and increase achievement.

In **2003** Catherine Saldutti, president of EduChange, consulted with Expeditionary Learning to improve and expand professional development in science.

The Bill & Melinda Gates Foundation granted Expeditionary Learning \$12.6 million in **2003** to help create 14 small public secondary schools throughout the United States.

In **2004** Fund for Teachers selected Expeditionary Learning as a partner to provide competitive fellowships to teachers to improve their teaching practice.

Beginning in **2005**, local foundations in Kansas City, Boston, California, and Washington granted Expeditionary Learning over \$2 million for regional expansion.

In **2007** The Bill & Melinda Gates Foundation granted an additional \$11.1 million for the creation of nine more small high schools.

Expeditionary Learning's research on student engagement and motivation began in **2008** with support from the Nellie Mae Education Foundation.

In **2009** President Barack Obama visited Capital City Public Charter School, an Expeditionary Learning school in Washington, DC, and cited it as an "example of how all our schools should be."

In **2010** Expeditionary Learning expanded its model to include Turnaround Schools, a major focus of federal education policy.

Two research reports published in **2010** highlighted Expeditionary Learning's impact. In Rochester, NY, students in Expeditionary Learning schools made statistically significant and substantial gains compared to students in non Expeditionary Learning schools. In a larger study of more than 11,000 students in eight states, students attending schools with strong fidelity to the model experienced significantly greater test score gains than non-EL

students on math, reading, and language usage tests.

By **2010** Fund for Teachers had awarded 328 Expeditionary Learning teachers over \$1 million in fellowships.

Ten of Expeditionary Learning's 47 high schools boasted 100% college acceptance in **2010**.

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

A school designer from Expeditionary Learning will work with the school throughout the year to assist the school in implementation of instructional strategies and methodologies with special emphasis on: 1) a design implementation check in the fall and 2) an annual school review process in the spring. A component of this process is the selection of a sample of learning expeditions that will be reviewed for how well they meet several criteria: investigate interesting and important problems or issues; fit within the requirements of state standards; ask students to probe deeply and think critically; connect learning to the real world; use numerous methods and forms of inquiry; provide opportunity for students to reflect on their work; and produce authentic products that demonstrate a high level of student achievement. The product of this annual self-review will be a strategic plan designed to address any problems in consistency, fidelity, or impact that were identified.

School leaders will use feedback from Expeditionary Learning's annual implementation review along with other sources of data to assess instruction and target improvements. The school's leadership team solicits input on the school improvement plan from staff, families, and other partners including Expeditionary Learning staff. The EL review will result in a limited number of important and realistic goals focused on improving student achievement, instructional practice, and school culture. IASI will use these goals as specific action steps for improvement not only if the school does not meet AYP requirements, but every year to ensure that students are achieving at their highest possible level.

In addition, teachers will critically review their colleagues' learning expedition plans through collaborative planning sessions. Consistency will be monitored through turned in lesson plans, and Expeditionary Learning staff will work with IASI faculty to identify the impact of classroom practices. In addition to these procedures, the Instructional Guide and Executive Director will be working with the staff on implementation of EL methodology on a daily basis. The Instructional Guide will provide support in instructional practices via modeling and direct planning support, and the Executive Director will create a spreadsheet that is fed by lesson plans that details the practices

being planned and delivered. The spreadsheet will monitor usage of best practices by each individual teacher through lesson plan review. Simple review of this data allows for re-teaching strategies that are not in place. One strategy that will be used is brief opt-in mini-sessions on instructional strategies led by teachers who are fluent in the strategy. These mini-sessions will be followed by observation and feedback from the teacher delivering the mini-session, the instructional guide, the executive director, or the school designer.

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

IASI will use assessment practices to drive instructional decisions and invite students into the assessment process in keeping with Expeditionary Learning's Core Practices. Teachers analyze student work and evidence of student thinking to understand learning and to shape instruction. Assessment practices help students understand, reflect on, and take responsibility for their own learning. Teachers and students collaborate to develop standards-based criteria for good work, and students learn to use explicit criteria to assess their progress and improve.

IASI will apply Expeditionary Learning's Core Practices as the central means for improving instruction, student achievement, and school culture. During the annual improvement planning process, the staff examines achievement data, student work, and teaching practices to reflect on and analyze progress. The process of reflection and analysis leads to a focused and manageable set of school improvement goals and action steps. Expeditionary Learning professional development is the primary means of realizing these goals.

In the interim periods between annual improvement planning processes, teachers immediately analyze and use assessment data to drive instruction. Assessment data will result in deliberate differentiation to support students' learning. Teachers collaboratively create common assessments and analyze data to identify patterns, establish goals, and inform lesson planning. All of these indicators will come together to achieve the EL benchmark of Analyzing Assessment Data. A second benchmark under the EL Core Practice of *Raising Achievements on Assessments of Learning* is Interim Assessments. Teachers and school leaders will create or select interim assessments – assessments that take place every four to eight weeks and are closely aligned to college readiness standards and standardized tests – before the teaching begins. Teachers will design lessons and instruction with the end goals in mind. Teachers and school leaders will analyze the quality of interim assessments vis-à-vis standardized tests to ensure that interim assessments meet or exceed the rigor of the state assessment. School leaders will support teachers in creating or selecting and analyzing interim assessments by providing

professional development time devoted to this work. Teachers and school leaders will conduct diagnostic item analysis to inform instructional improvements (i.e. they analyze students' incorrect answers to best understand where misunderstandings and misconceptions lie.) Teachers and school leaders will share interim assessment results with students, parents, and the school community.

In IASI classrooms, students will be brought into the assessment process daily. Learning targets and state standards will be placed in the classroom visually as "I can" statements. Students will then be asked to grade themselves on scales that correspond with Indiana Academic Standard scales based on the "I can" statements of learning targets that are the focus of each day or week.

Before the Reading	Learning Target	After the Reading
	<u>Literacy (reading) Learning Targets:</u> I can state the purpose for my reading, which means I can tell why I am reading.	
	I can use my inner voice to improve my reading comprehension, which means I can use text coding to show my thinking.	
	I can find the important ideas in the reading, which means I can underline them.	
	I can find the main idea in the reading, which means I can state the who and the what which the reading is about.	
	I can give three supporting details,	

		which means I can use the details I already underlined.	
		<u>Content (Expedition) Learning Targets:</u> I can explain what school was like in colonial times, which means I can give at least five details.	
		I can compare education in colonial times with our education today, which means I can give three to five examples of how school was similar or different.	

Scale:

4 = Very Comfortable (Excellent)

3 = OK (Average)

2 = Need Help (Below Average)

1 = Can't do on my own (Problematic)

Descriptions/Examples of Assessments:

Teachers will conduct ongoing assessment of student understanding by listening to evidence of student thinking in response to probing questions and by assessment of original student work. Teachers will involve students in the assessment process through the use of key assessment for learning strategies. Research has shown that formative assessments yield greater student achievement than summative assessments.⁶ Routinely, students will be given formative assessments that mirror ISTEP testing in order to prepare them for this formal testing modality. Rather than determine if a student has absorbed a teacher-presented set of facts, theories or concepts by testing, a student-driven project in which the teacher acts as mentor to help guide the student's research and writing shows not only what the student has done but how he or she has done it. For instance, if the student is studying the effects of pollution, when appropriate, teachers will use tests or quizzes to assess student performance. Teachers will match the purpose and function of each assessment to learning targets (e.g. essays for critical thinking about content, multiple-choice tests for facts, and performance-based assessments for

⁶ Garrison, Catherine & Michael Ehringhaus, *Formative and Summative Assessments in the Classroom*, (updated 2009).

application of knowledge). Students will be given the criterion, typically in the form of a rubric, for each assignment beforehand so that they know what is expected of them. Written evaluations will be used to provide useful and effective feedback for students and parents. Student progress will be reported to students and their parents at the end of each quarter so that students are encouraged by their achievements and made aware of areas needing improvement.

Formative Assessments :

Teachers provide students and their parents with ratings and evaluations to provide a clear vision of the learning targets for the next quarter. Students are encouraged to analyze the strength of their own work, learn from models, and provide feedback on the work of others. Students track their progress toward learning targets and keep records and evidence of their achievement. Students reflect on their work to see improvement over successive drafts, to make sense of experiential learning, to analyze their interactions and collaborations, and to set goals for improvement. IASI will focus on assessments for learning because these strategies put student involvement at the center of the assessment work, so they are engaged in internalizing their own progress and are able to lead the way in setting their own goals for improvement.

Summative Assessments:

Performance assessments are the most effective way to honor student growth over time and measure long-term projects, products and creative work. They are therefore a key match for the learning at IASI. Performance assessments will be used in all courses and will include multiple drafts/practice rounds with critiques and the opportunity to improve before a final score on the assessment is determined. These performance assessments will often be paired with on-demand assessments, such as selected responses or extended written responses, in order to give students multiple opportunities and multiple formats in which to demonstrate their learning. Sample performance assessments will include analytical essays and research papers, projects and presentations for an audience beyond the classroom, performances that capture key knowledge and demonstrate mastery of presentation skills, and artistic representations of learning. Exhibitions of work will be a central component of IASI. Children will create presentations and products based on findings from primary sources during a learning expedition. These presentations contribute to a portfolio system that will naturally include drafts and mastery level work, logging growth over time and top performance ability across the disciplines. A school-wide portfolio will be maintained for documenting the school's story.

The Executive Director of IASI will lead his/her faculty in examining student achievement data from school-based, charter authorizer, and/or state-mandated assessments. IASI will administer NWEA in August to help determine individualized plans that target academic growth areas for each student. Testing will not begin until

students have had a few weeks to review and adjust to the new school year. NWEA will again be administered in May. IASI will administer ISTEP in the spring in accordance with state testing regulations and timelines. Specific testing instruments for grades K-2 are still being determined. DIBEL and STEP are both being considered. A school wide data wall will be used by staff to track every student's progress.

School Improvement:

A school designer from Expeditionary Learning will work with the school throughout the year to assist the school in implementing its plans with special emphasis on: 1) a design implementation check in the fall and 2) an annual school review process in the spring. A component of this process is the selection of a sample of learning expeditions that will be reviewed for how well they meet several criteria: investigate interesting and important problems or issues; fit within the requirements of state standards; ask students to probe deeply and think critically; connect learning to the real world; use numerous methods and forms of inquiry; provide opportunity for students to reflect on their work; and produce authentic products that demonstrate a high level of student achievement. In addition, teachers will critically review their colleagues' learning expedition plans, and Expeditionary Learning staff will work with IASI faculty to identify the efficacy of classroom practices. The product of this annual self-review will be a strategic plan designed to address any problems that were identified.

School leaders will use feedback from Expeditionary Learning's annual implementation review along with other sources of data to assess instruction and target improvements. The school's leadership team solicits input on the school improvement plan from staff, families, and other partners including Expeditionary Learning staff. The EL review will result in a limited number of important and realistic goals focused on improving student achievement, instructional practice, and school culture. IASI will use these goals as specific action steps for improvement not only if the school does not meet AYP requirements, but every year to ensure that students are achieving at their highest possible level.

Collecting and Using Data for Continuous Improvement is a Core Practice of EL. IASI is committed to monitoring implementation of this Core Practice using the benchmarks Using Data to Set and Monitor Goals, Using Data to Ensure Equity, and Collecting and Analyzing Data from Multiple Sources.

8. Calendar and Daily Schedule

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

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.

An Expeditionary Learning Core Practice is *Designing Learning Expeditions*. Learning expeditions are the signature Expeditionary Learning curricular structure. They make content standards come alive for students. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic scholarship.

Learning expeditions take multiple, powerful elements of the Expeditionary Learning model and join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event featuring high-quality student work. All of these structures can also be used independently, outside of full learning expeditions. Below are several benchmarks by which we will measure our implementation of this curricular approach.

Benchmark A. Scope and Components of Learning Expeditions

1. Students will engage in 2-3 learning expeditions per year. Learning expeditions will be 10-18 weeks in duration and comprise a significant portion of daily instructional time for students.
2. Teachers plan learning expeditions that include the following components: guiding questions, a kickoff experience, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event.
3. All learning expeditions are interdisciplinary, but not necessarily with an equal balance of disciplines. On a secondary level they can either be co-led by a multi-disciplinary team or led by a single teacher who builds a learning expedition centered within his or her subject area that includes interdisciplinary features.
4. All learning expeditions integrate skills of reading, writing, listening, speaking, and research, as well as critical thinking, problem solving, and collaboration. Numeracy and other math skills are integrated when there are genuine connections.
5. Learning expeditions are constructed or customized by individual teachers or teaching teams and are also refined and assessed for quality through school-wide

structures that involve leadership and faculty in critique and support.

Benchmark B. Flow of Learning Expeditions

1. Teachers plan backward, constructing calendars that begin with the end in mind. Whenever possible, students are brought into the process in class planning sessions during which they help choose and commit to deadlines. Teachers and students ensure that the planned components are realistic and that students will have time to complete projects and associated products and performances with quality.
2. Learning expeditions begin with a kickoff or immersion experience for students that ignites curiosity and sparks interest in a topic. Kickoffs build background knowledge in the learning expedition content, but are focused more on raising questions than answering them.
3. After the kickoff, learning expeditions shift toward deepening students' study and research, allowing them to become experts in the topic. Students often build significant background knowledge before they begin deeper work with experts and fieldwork, maximizing the value of those resources.
4. The learning expedition draws to a close with product creation, synthesis and reflection, and a culminating event, which celebrates learning.

Benchmark C. Choosing and Focusing the Topic

1. Learning expedition topics are centered on common core state standards identified in curriculum maps.
2. Topics are constructed to engage student curiosity and passion. They provide opportunities to connect historic, scientific, and other disciplinary concepts to specific case studies that make learning concrete and relevant.
3. Topics encourage curiosity and discovery and, especially in classrooms with young learners, have rich potential for experiential, hands-on exploration.
4. Topics take a broad content unit (e.g. the Revolutionary War, Newtonian physics) and focus it with at least one case study that engages students and clarifies concepts (e.g. the role of a city in the Revolutionary War, the physics of car accidents).
5. The topic offers opportunities for fieldwork, work with local experts, and the use of primary source material. It offers strong possibilities for original research and the creation of high-quality products for an authentic audience.
6. Community issues and resources focus the topic and require students to collect data, interview citizens and experts, and create products that meet a real community need.
7. The topic invites students to consider multiple perspectives.

8. Learning expeditions often involve issues of cultural diversity, equity, and social or environmental justice to engage students in compelling conversations about their ideas of right and wrong.

Another Expeditionary Learning Core Practice is *Mapping Skills and Content*. Teachers and school leaders work together to ensure that a set of school-wide, standards-based curriculum maps acts as the foundation for all planning and instruction. The maps incorporate all required standards and college readiness skills and are revised as needed over time. The maps describe a vertical sequence of learning expeditions and projects and they define the key content and skills that need to be addressed at each grade level and discipline. The maps guard against unnecessary repetition of content across grades and ensure appropriate repetition of skills and concepts. Below are several benchmarks by which we will determine our consistency of Mapping Skills and Content.

Benchmark A. Standards Alignment

1. Teachers and school leaders work together to ensure that learning expeditions, case studies, projects, lessons, and curricular decisions are based on required standards.
2. Teachers and school leaders prioritize standards that will receive particular emphasis, creating opportunities for depth and appropriate repetition of key skills and concepts.
3. Teachers and school leaders review measures of student achievement as indicators of how well the curriculum is addressing standards, and regularly make related adjustments to curriculum.

Benchmark B. Skills and Concepts Maps

1. Teachers and school leaders map skill standards across the grade levels and align those standards with learning expeditions and other curriculum structures.
2. Skill and concept maps reflect a vision that students are always growing in their skills and understanding of concepts. Rather than a map in which skills and concepts are checked off as “done,” the maps reflect the notion that students must apply skills and concepts in increasingly more sophisticated and rigorous contexts as they get older.

Benchmark C. Content Maps

1. Teachers and school leaders create, regularly analyze, and adjust school-wide content maps to ensure that standards are addressed, students are engaged and challenged, and repetition is minimized. As much as possible, content maps are aligned with or combined with skill and concepts maps, so that the connection between content, skills, and concepts is clear.
2. Teachers and school leaders ensure that all students have access to a high-level curriculum.

3. Teachers and school leaders ensure that curriculum includes topics related to cultural diversity, equity, and social or environmental justice.
4. Content is driven by standards and sequenced to maximize opportunities for interdisciplinary connections when appropriate.

Another Expeditionary Learning Core Practice that will form the curriculum of IASI is *Selecting Case Studies*. Case studies animate the major concepts of a discipline or broad topic through concrete – often local – studies of subtopics within the discipline. The case study helps students focus their research and become experts on a specific topic before they generalize their learning to broader concepts and content. Sometimes, Expeditionary Learning uses the term “case study” exactly as it is applied in the fields of law or medicine – to refer to an investigation of a unique person, place, institution or event (e.g. as part of a U.S. history study of the Civil Rights movement, students investigate a local civil rights hero). Other times, Expeditionary Learning uses the term more loosely, to refer to a narrowed subtopic that allows students to focus their research on a particular example that animates and clarifies the broader topic (e.g. in a study of the Civil War, students are involved in a case study of women’s roles in the war).

Case studies are a part of learning expeditions, but they can also be planned as stand-alone structures outside of full learning expeditions. Case studies are typically 2-6 weeks in duration and usually include student projects and products. Below are benchmarks that will inform our faculty on the implementation of the curriculum.

Benchmark A. The Role of Case Studies

1. Case studies make learning come alive for students by clarifying and animating broad topics and concepts through engaging, specific examples.
2. Case studies require students to engage in original research with primary source materials, just as professional historians, mathematicians, scientists, and writers would.
3. Case studies allow students to deeply explore a topic and become experts, building their commitment and pride in their work, before generalizing learning to broader issues and concepts.
4. Case studies help students make connections between their academic learning and the real world and build bridges between the school and local community.

Benchmark B. Planning Case Studies

1. Case studies are centered on key content standards. Students study particular examples of important topics and concepts within these standards.
2. Whenever possible, case studies are centered on local resources to ground students in concrete examples and to help connect the school to the community.

3. Case studies may focus on a unique person, place, or thing (e.g. the closing of a local factory), or simply narrow a broad topic by focusing deeply on a particular sub-topic or perspective (e.g. the topic of birds narrowed to a case study of owls).
4. All case studies are rich in literacy learning – reading, writing, speaking, listening, research – and vocabulary development. Whenever possible, they are also rich in numeracy and mathematical concepts.
5. Teachers guide students to generalize from case studies, applying their understanding to the broader content and concepts required by standards.

The Expeditionary Learning Core Practice of *Designing Projects and Products* will be the final key component of our curriculum development. In Expeditionary Learning schools, students are engaged in skills-rich projects that result in high-quality products or performances for audiences beyond the classroom. Projects are a primary structure for in-school learning, teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through student research and fieldwork. The products of student projects are typically modeled on real-world documents and artifacts, with professional models guiding student work. Products are critiqued by professionals and contribute to a real-world audience (e.g. a whole-class scientific study of a local pond, resulting in a water-quality report for the city board of health).

Often, a project is also a case study. The two structures can be identical. For example, during a study of the Civil Rights era, if students interview a local Civil Rights hero and create a book to honor her life, that is both a case study and a project (with a product for an authentic audience). However, projects and case studies can also be distinct. If students research and create children's books about civil rights to share with younger students, that is a project, but it is not a case study. Conversely, if students examine local data from the Civil Rights era to ground their understanding of national issues, but do not create something from this research, that is a case study, but not a project.

Projects and products are a part of learning expeditions, but they can also be planned as stand-alone structures outside of full learning expeditions. Projects are typically 2-6 weeks in duration. The following benchmarks will inform our staff on the implementation of project and product design.

Benchmark A. Projects

1. Projects are a core structure for learning important skills and content standards during the school day. They are not an enrichment opportunity provided as an add-on or supplement after core learning has been completed.
2. Projects culminate in high-quality student-created products or performances.
3. Teachers plan backward from the final student product or performance. Lessons,

labs, research, fieldwork, experts, and product creation, as well as regular assessments, are scheduled to lead up to the completion of a high-quality culminating piece, planned with the audience in mind.

4. Teachers involve students as much as possible in directing aspects of the project, with clear, posted, student-monitored organizational structures (e.g. learning targets, calendars, checklists, rubrics) that hold students accountable for their individual and group progress.

5. Assessment toward learning targets takes place during all aspects of the project, not just at the completion of the final product. The project includes formative and summative assessments such as conferences, quizzes, tests, essays, and presentations.

6. Literacy is intentionally woven into every stage of the project (e.g. reading and research to develop background knowledge or writing in a particular genre or format).

Benchmark B. Products and Performances

1. Products and performances are created for an audience beyond the classroom, giving students an authentic reason to care about quality.

2. Projects typically engage all students in working toward the same product format (e.g. scientific report, architectural blueprint, historical play) to engage the power of the classroom community to focus together on the same key skills and genre and to support quality through common models of excellence and critique.

3. Within the common product format, there is room for students to make creative choices (e.g. all students may create architectural blueprints, but students make choices in the design of their building). There are also structures for differentiating support for students toward this common product.

4. Student products provide material for the culminating event of the learning expedition, which features high-quality student work.

5. Products and performances are modeled on real-world formats rather than artificial scholastic formats (i.e. students write a book review for a local newspaper instead of a book report for the teacher).

6. Teachers and students create product descriptors, rubrics, and checklists, often working from exemplary models, so that students are clear about the concrete features that represent high quality.

7. Assessment of the final product typically focuses on meeting craftsmanship and character learning targets (learning targets focused on content and concepts will have been assessed during earlier stages of the project).

8. Technology is used appropriately in various phases of product development (e.g.

recording and analyzing data, graphic design, presentation).

9. Quality work is supported through explicit skills lessons and critique of models so that students gain expertise in a medium:

a. Student work goes through multiple drafts or rehearsals, with specific, targeted feedback given to improve works in progress.

b. In group projects, the product is designed so that the work of each student can be evaluated individually, ensuring accountability for all students.

c. For products with multiple components, benchmarks are set for completion of each component to keep students on track. Some components are mandatory for all students and others are used as options to differentiate instruction for a range of learners.

Language Arts: By using a workshop approach to reading and writing instruction, IASI seeks to create students who not only possess the skills and knowledge to communicate effectively, but also grow to love reading and to use writing as tool that suits a range of purposes. While a standard workshop structure (teacher mini-lesson, independent student practice, and teacher/peer feedback) may be routine, there will be opportunities for various flexible grouping options (pair, small group, individual conferences) that will allow for instruction that is differentiated to meet the particular needs and development of each student.

Students will be exposed to a range of genres by reading appropriate, authentic text from classroom libraries and from selected expository texts that correspond to grade-level Science and Social Studies curriculum topics and that connect to the focus of the learning expeditions. These same texts will serve also as mentor texts that will allow students to compose text in a range of genres after identifying the features of each. Writing will also be used to support learning in the content areas as a tool for recording observations, exploring ideas, and sharing thinking.

In both reading and writing, time will also be devoted to word study. At the younger grades, the students will develop their word analysis skills by using a repertoire of strategies to decode and spell. As the students progress through the grades, the word study segment begins to shift from decoding to vocabulary development.

Through class meetings, discussions, conversations between partners, and individual project and portfolio presentations, the students will also develop and refine their oral communication skills.

Math: IASI will use *Everyday Mathematics* for grades K-5 as a skill-building curriculum that incorporates inquiry-based features. IASI will also use the *Contexts for Learning* mathematics series to supplement the *Everyday Mathematics* curriculum with some specifically inquiry-based units. Students in grades 6-8 will use the *Connected*

Mathematics curriculum. Our goal and priority is for real-life problems to be incorporated whenever possible to introduce and reinforce mathematical concepts. Students will be expected to read and create data sheets to display the information gathered in expeditions.

Science: The content for Science will be delivered through hands-on experiments and investigations, which are organized within the learning expeditions and planned for each grade level. Students will also access content through the expository text (trade books and articles) used within the reading workshop. As students progress through the grades, they also will be able to navigate and use the Internet and textbooks as resources. Our big ideas in Science will be aligned with Indiana State Standards.

Social Studies: Similar to Science, the content for the Social Studies will be delivered through experiences, simulations, and investigations organized within the learning expeditions planned for each grade level. Connections to the community of the school and the larger community of the students will be actively sought in order to make concepts concrete, relevant, and meaningful for the students. At the same time, these connections will promote civic awareness and responsibility. Students will also access content through the expository text (trade books, primary source documents, and articles) used within the reading workshop. As students progress through the grades, they also will be able to navigate and use the Internet and textbooks as resources. Aligned to the Indiana standards, the following themes in Social Studies will be addressed:

- Political Systems
- Economic Systems
- Events, trends, individuals and movements shaping the history of Indiana, the United States and other nations
- World geography and the effect of geography on society
- Social Systems

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

Inspire Academy seeks to empower a diverse body of students with an internationally competitive education by fostering students' natural inclination toward curiosity, discovery, and adventure through the use of in-depth expeditions as the central method for mastering learning targets that align with Common Core State Standards. IASI will use an inquiry-based, inter-disciplinary approach, with emphasis on arts integration, collaborative learning, and character development. EL's inquiry-based approach to curriculum and instruction through the use of expeditions aligns perfectly with Inspire

Academy's instructional design. Expeditionary Learning Core Practice *Formulating Guiding Questions* best embodies our inquiry-based design. Guiding questions frame the inquiry of the class. They are open-ended, non-judgmental questions that motivate students to explore and discuss topics from multiple perspectives. Grappling with good guiding questions leads students to enduring understanding of broader issues and fundamental concepts within and across disciplines. Guiding questions also link all elements of curriculum and help teachers and students see the connections between lessons, projects, and case studies. They provide a filter for teachers when they are making instructional choices and they help students understand the big picture of their learning.

Guiding questions are a part of learning expeditions, but they can also be planned as stand-alone structures outside of full learning expeditions. The benchmarks below will inform our faculty and staff concerning the fidelity of our inquiry-based mission.

Benchmark A. The Role of Guiding Questions

1. Guiding questions focus on the broad concepts of learning expeditions. They build curiosity, guide students' inquiry, and connect all elements of students' studies.
2. Guiding questions help to connect the specific topics of case studies and projects to core concepts of the disciplines.
3. Learning expeditions typically include one to three guiding questions, which are posted for recurring discussion.
4. Guiding questions help students recognize their deepening understanding over the course of a learning expedition as they develop more informed and sophisticated responses to these questions, individually and as a group.

Benchmark B. Characteristics of Guiding Questions

1. Guiding questions are open-ended and lead to multiple perspectives and "answers." They can be returned to throughout the study and throughout life to discuss and debate (e.g. What is a "healthy" life? What roles do insects play in our lives?).
2. Guiding questions often reveal fundamental issues and concepts of a discipline and the essential questions that scholars (e.g. scientists, historians) must grapple with in their work (e.g. Whose story is told when history is written?).
3. Guiding questions are student-friendly. They are straightforward and memorable, yet thought-provoking.

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

As noted in section “a” of this portion of the application, Standards Alignment is Benchmark A of the Core Practice *Mapping Skills and Content*. In line with Expeditionary Learning’s commitment to aligning with standards, the board and staff of Inspire Academy is committed to aligning all curriculum and instruction to the Common core State Standards. Teachers and school leaders will work together to ensure that learning expeditions, case studies, projects, lessons, and curricular decisions are based on required standards. Teachers and school leaders prioritize standards that will receive particular emphasis, creating opportunities for depth and appropriate repetition of key skills and concepts. Teachers and school leaders review measures of student achievement as indicators of how well the curriculum is addressing standards, and regularly make related adjustments to curriculum.

The administrative staff of IASI will review teacher lesson plans to ensure that instruction is aligned to state standards. In addition, teachers will be expected to place learning targets and state standards in the classroom visually as “I can” statements. Students will then be asked to grade themselves on scales that correspond with Indiana Academic Standard scales based on the “I can” statements of learning targets that are the focus of each day or week. The levels of high performance on standardized testing which EL schools experience nationwide is evidence of the effectiveness of inquiry-based learning in aligning with and exceeding state standards.

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.

Expeditionary learning instructional strategies and methodologies are central for all teachers to know and use. We will partner with Expeditionary Learning, drawing from their expertise and wealth of resources to provide our staff with the tools they need to create a successful EL School. Expeditionary Learning is not an EMO, it is a service organization that specializes in school design and professional development. IASI will sign an at-will contract with Expeditionary Learning that will range in price depending on the services the IASI requests of EL. Based on preliminary conversations with EL, IASI plans to spend \$65,000 annually (line item 56 “implementation exp” in 12-13 worksheet, line item 40 “professional expenses” in 5-year forecast worksheet) to ensure that the vision is implemented with consistency, fidelity and impact. The proposed school will be provided with a School Designer on contract from Expeditionary Learning.

Instructional strategies and methodologies that are central for all teachers to know and use are spelled out in Expeditionary Learning Instruction Core Practice 9: *Delivering*

Effective Lessons. Effective lessons engage students in productive work throughout the class period. Lessons create purpose and build curiosity for students. Teachers have time to confer with students, classroom management is smooth, and teachers are aware of each student's level of understanding and participation. Effective instructional practices promote equity and high expectations. They make content engaging, ensure that all students think about and grapple with challenging content, and allow the teacher to know all students and their thinking well. Effective lessons foster character by inspiring each student to develop craftsmanship, perseverance, collaborative skills, and responsibility for learning. They promote critical thinking by asking that students make connections, perceive patterns and relationships, understand diverse perspectives, supply evidence for inferences and conclusions, and generalize to the big ideas of the discipline studied. The benchmarks below will indicate the success of our instructional strategies and methods.

Benchmark A. Creating Purpose

1. Teachers strategically share learning targets with students at the best time (e.g. at the beginning of a lesson, or after a “hook,” mystery experience, or discovery period).
2. Teachers connect new ideas and content with the prior knowledge of students.
3. Questions, graphics, video, artifacts, and hands-on experiences engage and draw students into the learning.
4. Teachers may introduce a complex or provocative problem for students to consider.
5. Teachers describe next steps in the learning to orient students in the project or series of lessons and to provide the big picture for their learning.

Benchmark B. Building Curiosity

1. Teachers pose questions that elicit multiple responses and perspectives from students.
2. Teachers collect, record, and post student questions about the new learning.
3. Teachers use “mystery” artifacts, compelling images, or text related to the subject to spark student interest.

Benchmark C. Maintaining Focus

1. Teachers and students develop and practice routines that maximize student ownership and responsibility for effective lessons.
2. Teachers use classroom norms, habits of scholarship criteria, and related character learning targets to promote student collaboration and responsibility for creating a productive learning environment.
3. Teachers create structures to ensure group participation and individual accountability

(e.g. exit tickets, note catchers). Every student has a clear role and/or a responsibility for producing something that shows his or her thinking.

4. Students engage in instructional tasks as soon as they enter the classroom or at the beginning of a new lesson (e.g. “do now” posted on the board). Students always know what to do when they enter the room for a lesson.

5. Teachers use specific techniques or signals for quickly getting and maintaining students’ attention (e.g. call and response, raised hands, rhythmic clapping).

6. Teachers develop and teach routines in the classroom for managing materials, furniture and space. Students become adept at organizing the classroom for varied types of lessons and purposes.

7. Teachers and students develop routines for dealing with lesson interruptions such as visitors, announcements, and transitions. Students are able to refocus quickly.

8. Teachers and students maximize use of instructional time by streamlining tasks that are non- instructional (e.g. distributing materials, taking attendance).

Benchmark D. Using Protocols

1. Teachers use protocols to provide equity of voice and to ensure that all students think critically and participate fully. Protocols are formats for discussion that bring clear structures and guidelines to classroom discourse. There are many examples (e.g. Socratic seminars, jigsaws).

2. Teachers use protocols to specifically build the background knowledge of all students.

3. Teachers use discussion protocols to facilitate classroom meetings and crews and to model and encourage behavior that allows for productive individual and group work.

Benchmark E. Supporting All Students

1. Teachers intentionally and explicitly build students’ background knowledge.

2. Teachers pre-assess and/or ask students to self-assess against learning targets in order to determine flexible student groups and to provide all students with respectful tasks that will move them towards proficiency.

3. Teachers scaffold instruction to support a variety of learners:

a. Teachers provide extra supports to struggling students during lessons (e.g. mini-lessons or guided practice, different/additional materials).

b. Teachers provide more complex, challenging tasks to students who are proficient.

Benchmark F. Using Models

1. Teachers use practices such as demonstrations, think-alouds, role plays, and fishbowls to show what meeting the learning target looks like, for both academic learning targets and character learning targets.
2. Samples of products from the world of work provide professional models for students to examine.
3. Teachers use a range of examples of student work, most importantly highest-quality work (exemplars), to generate criteria lists with students and to construct product descriptors and rubrics.
4. Teachers collect student examples of varying quality to use as models for future lessons.

Benchmark G. Representing Thinking

1. Students and teachers represent their thinking using formats such as graphic organizers, journals, concept maps, data charts, and quick-writes.
2. Teachers use anchor charts and other forms of documentation to publicly synthesize student understanding and to provide the class with a resource for student learning.

Benchmark H. Reflecting

1. Students identify the thinking and problem-solving strategies they use during a lesson.
2. Teachers ask students to reflect on how their thinking has changed over time.

Students will have learning opportunities and experiences that align with each of Robert Marzano's Nine High Yield Instructional Strategies.

Identifying similarities and differences:

IASI students will continuously be comparing data and classifying information gathered throughout their learning expeditions. This data will be examined for cause and effect links and analyzed through Venn diagrams and other thinking maps. Students will journal regularly their reflections and be encouraged to create their own analogies of comparison in addition to the analogies for instruction presented by the classroom teacher.

Summarizing and note taking:

As noted above, journaling will be a regular part of IASI students' experience. The EL design principle of Solitude and Reflection fosters a student's ability to put information into his or her own words. Teachers will model journal entries for students and teach concepts of narrative organization, as well as graphic

organization. Through the commitment to creating real products for real audiences, IASI will provide opportunities for students to identify key concepts in project outlines and tables of content, as well as create stunning reports on expeditions for the public to read.

Reinforcing effort and providing recognition:

At the end of each expedition, IASI will host an exhibition night that is open to friends and families of students, as well as the general public. During exhibition night, students' work will be displayed and students will be given the opportunity to present their experiences and discoveries orally to guests who attend. Through the arts being integrated into both the exhibition nights and the weekly core material, a variety of learning styles will be honored, which will in turn allow for more kinesthetic learning to take place.

Homework and practice:

One of our EL design principles is Responsibility for Learning. Homework and practice will be used regularly as a means of developing each student's responsibility for his or her own learning. Students will be given homework that is intended for them to be able to complete on their own, such as practice of an already taught skill or reflection on discoveries made during expedition time. Parents will be respected as valuable members of the circle of influences that determine a student's success. In addition to keeping parents abreast of assignments and the correlating objectives through an online system, teachers will also be reachable through email (and phone during specified hours) for further questions.

Nonlinguistic representations:

Through arts integration, IASI will provide ample opportunity for students to create nonlinguistic representations of core concepts. Sketches, paintings, sculptures, models, and re-enactments will be a regular part of every student's experience at IASI.

Cooperative learning:

The EL design principle of Collaboration and Competition prioritizes cooperative learning. EL school culture is developed and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. Teaching practices and school-wide structures ensure that all students are well known by adults and peers. A weekly school-wide community meeting will be held in which the students use the arts to celebrate learning, practice school wide academic

concepts, build community, and review the Design Principles. In addition to this, daily morning meetings will be held within each classroom to establish community inside the classroom. Students will be expected to regularly work together with their classmates to compete against their personal best.

Setting objectives and providing feedback:

Learning targets based on the Common Core State Standards will be visually displayed in every classroom in the form of “I can” statements. Students will also be engaged in assessing their own progress toward individual learning targets (A sample template used for engaging students in assessing their own progress toward learning targets can be found in section 7g of this application). Teachers will also provide timely feedback to student work based on the stated learning targets.

Generating and testing hypotheses:

Hypothesizing is built into the foundation of the inquiry-based model of School of Inquiry. IASI will encourage creative, independent thinking through an inquiry-based program. Students will learn by asking questions and by following the trajectory of their questions, with teachers as partners in exploration. Students will be given extensive opportunity for history investigation and scientific investigation during regionally based history and science expeditions. As students create hypotheses, teachers will model additional problem solving skills and engage students in the use of inductive and deductive reasoning to encourage students to generate more questions for further investigation.

Questions, cues, and advance organizers:

Every learning expedition will be structured around key guiding questions that align with the Common Core State Standards. A sample learning expeditions structured around guiding questions can be viewed via a hyperlink in the application summary. Teachers will keep these questions visually displayed throughout each expedition to keep both their instruction and each student’s inquiries and investigations focused on the important elements of the expedition.

IASI will utilize primary sources to engage students in skimming chapters for key vocabulary, making inferences, drawing conclusions, and other standards based skills. Teachers will guide students through the process of organizing observations drawn from each text.

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

Core Practice 5 in Expeditionary Learning Schools is *Designing Projects and Products*. In Expeditionary Learning schools, students are engaged in skills-rich projects that result in high-quality products or performances for audiences beyond the classroom. Projects are a primary structure for in-school learning, teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through student research and fieldwork. The products of student projects are typically modeled on real-world documents and artifacts, with professional models guiding student work. Products are critiqued by professionals and contribute to a real-world audience (e.g. a whole-class scientific study of a local pond, resulting in a water-quality report for the city board of health).

Technology is used appropriately in various phases of product development (e.g. recording and analyzing data, graphic design, presentation). Because students are presenting products to a real-world, professional audience, technology will be used in the creation of final product with professional qualities. Students will learn to use a variety of media presentation tools, as well as a variety of software programs while creating final products.

This form of technology incorporation into creation of final product will support our learning goal of involving students in self-evaluation of progression toward learning targets as they find themselves critiquing their work for presentation to professional mentors. Students will hold themselves to a higher standard on work that is presented to the public than on work that is being placed in a file. It will also support our goal that students will become well-rounded individuals who perform at high levels of achievement in all core subjects that meet or exceed district averages.

Quality work is supported through explicit skills lessons and critique of models so that students gain expertise in a medium:

- a. Student work goes through multiple drafts or rehearsals, with specific, targeted feedback given to improve works in progress.
- b. In group projects, the product is designed so that the work of each student can be evaluated individually, ensuring accountability for all students.
- c. For products with multiple components, benchmarks are set for completion of each component to keep students on track. Some components are mandatory for all students and others are used as options to differentiate instruction for a range of learners.

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

School of Inquiry plans to make use of Smart Boards in classrooms as a means of ensuring that technology education is integrated into the delivery of instruction. The students will also be introduced to internet research in a structured and supervised environment as they search for additional primary sources that address the topic which is being researched. School of Inquiry also intends to introduce students to interactive, educational websites that can support them in the practice of basic skills and test-taking skills.

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

School of Inquiry will use a web-based information system, such as School Loop, to enhance communication with parents, ensure that information with which they can hold their students accountable is readily available, and to enhance technical support to students and parents. School of Inquiry will also make an automated texting service available to parents with school-wide or grade specific announcements. School of Inquiry will emphasize to faculty and staff that web-based information systems and automated texting services are only effective as a supplemental tool to strong relationships, phone calls, and face-to-face interactions.

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

School of Inquiry has prioritized providing access to technology for our students by planning to use \$135,000 of start-up federal grants for computer hardware and software (line item 56 “implementation expense” in 12-13 worksheet) and \$18,000 for IT Services in year one of operation (line item 138 “IT Services” in 12-13 worksheet). We plan to spend \$33,540 on technology in year two, \$34,096 in year three, and \$35,259 in year three (line item 65 “total technology expense” in 5-year forecast worksheet)

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).

Teachers and school leaders will analyze and disaggregate test data to determine patterns

of performance by socioeconomic status, gender, and ethnicity, and collect and use multiple sources of data beyond test scores (e.g., data on school-level assessments, student engagement, family participation, and teaching practices). Teachers will know the achievement patterns of subgroups of students in their classrooms and of subpopulations in the school as a whole. Data will be used to monitor and address achievement gaps. School leaders will use data to tell their schools' stories, and to leverage change and resources. They will go beyond mandated reporting to collect such data as student and family participation to tell their school's story.

Core Practice 38 of Expeditionary Learning is *Reflecting on Progress*. IASI's School Leadership Team will align the School of Inquiry's annual school improvement plan with the Expeditionary Learning work plan described in Attachment 10 – Professional Development. The school improvement plan and the Expeditionary Learning work plan will include a limited number of important and realistic goals focused on improving student achievement and attaining the stated learning goals and objectives from (7b). School improvement and work plan goals will be regularly monitored and modified. Data collection related to annual goals is ongoing.

- 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).

The organizing group of IASI will determine the school's potential special needs students through the needs assessment. We have researched the percentage of various special needs of the district as a whole, as well as studying the percentages of special needs in schools that serve geographic regions and demographics comparable to those which we are targeting.

According to the Muncie Community Schools 2010 report, 11% of students were in Gifted and Talented Education. Based on these statistics, we expect a comparable percentage of students who enroll in School of Inquiry to be advanced in their academic achievement for their developmental stage.

The needs assessment revealed that just under 52% of students in Muncie Community Schools passed the ISTEP+ in 2011. Based on this data, we expect approximately half of the students who enroll in School of Inquiry to be struggling academically when they come to us. Based on the needs assessment, we do expect less than 1% of students who enroll in IASI to be English Language Learners. Finally, we expect that we will have a comparable percentage of students with special needs as MCS, which report 21% of students as having special needs.

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

The percentage of students who have been designated special needs in Muncie Community Schools is 21%. Based on the statistics at the elementary and middle schools in the urban core of Muncie near our target area, we expect that a comparable percentage of our students will have special needs. We have also determined, based on MCS reports of fewer than 1% of enrolled students as English language learners, that IASI will likely have very few English language learners. However, we still plan to support the few students in IASI who will need support in learning English as a second language. Based on ISTEP+ scores in Muncie Community Schools, we expect that around 50% of our students will be struggling with academic achievement.

The elementary schools of MCS had a .3% incidence rate on average of circumstances including drugs, alcohol, or weapons that resulted in suspension or expulsion. The middle schools of MCS had a 1% incidence rate on average of circumstances including drugs, alcohol, or weapons that resulted in suspension or expulsion. The elementary schools of MCS had a 6% incidence rate on average of suspensions, and the middle schools of MCS had a 30% incidence rate on average of suspensions. We do not expect to attract a large enough percentage of our students from Indiana at large to cause our incidence rates to vary dramatically outside the norm of Muncie Community Schools. While we expect our initial incidence rate to be comparable to those of the elementary schools within MCS, we expect that by the time we are serving middle school students, our incidence rate will be lower than that of MCS middle schools based on our approach to discipline through a holistic hands-on, minds-on educational approach. See Student Discipline Program section of this application for further detail on our student discipline plan and expected outcomes.

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

Following is a summary of performance data for Muncie Community Middle and Elementary Schools. At Northside Middle School, 66% scored Pass or Pass+ on ECA Algebra 1, and only 37% scored Pass or Pass + on ECA Algebra 1 at Wilson Middle School. A summary of performance data for district populations and subgroups for ISTEP+ can be found in Attachment 6b.

The DOE has reported that since the IREAD assessment was administered as a pilot during Spring 2011, data will not be released. Detailed reports will be available once the assessment is operationalized in Spring 2012. The DOE has also reported that, due to the approval of cut scores, IMAST results will not be available until later this month. Cut scores have also been approved for ISTAR, and results will be to corporations through the ISTAR application through the Learning Connection for students who met participation criteria and were assessed with ISTAR.

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

There is a general perception amongst the African-American community that the disproportionate number of African-American males designated as special needs students is an indicator that the traditional education model is not well suited for all cultures and learning styles. Prominent African-American authors are working to draw the community's attention to the fact that too many African-American males are in special education classes. The educational model of IASI will empower the staff to engage a broad range of student learning styles without unnecessarily labeling students.

Project based learning will be a refreshing approach for many Muncie families, including those with special needs. Members of the organizing group have engaged the community through community events, including a neighborhood block party and National Night Out. The over whelming response was a positive curiosity about our approach to education, with especial interest in the commitment to arts integration and extensive fieldwork.

While IASI will make every necessary accommodation for students with special needs, we will not follow the common practice of labeling students from more participatory cultures of origin or those with kinesthetic learning styles as "special needs" or "learning disabled." We believe in treating each student with respect, in light of their inherent dignity. Based on formal and informal research and surveys, many urban and minority families and activists report that far too many youth are unfairly labeled. IASI believes in speaking positive, life-affirming messages over our youth rather than instilling in them a

self-fulfilling prophecy of defeatism based on negative identity designations.

12. Serving Special Populations

Identifying and Serving Special Needs

- a. Explain the specialized resources the school will devote to serving students with special needs

IASI is developing an operations model designed to provide holistic and seamless service delivery for special education students. The Special Education Coordinator will plan a team meeting for each student who enters the school with an Individualized Educational Plan (IEP) or Behavior Intervention Plan (BIP). Past records, special requests by the student and the parents, and the existing IEP will be reviewed and evaluated. A decision will be made whether to continue with the existing IEP or BIP, make amendments to it with written permission from the parent or guardian as required by Indiana Article 7, or conduct further evaluation to determine the level of need and the appropriate services. All services will then be implemented as indicated. Special education curricula will follow the general curriculum as closely as possible and review meetings will be arranged on a regular basis or as needed. IASI will operate in compliance with the Americans with Disabilities Act of 1990 (ADA) and not discriminate against any student who has a “physical or mental impairment that substantially limits any major life activity.” All teachers at IASI will obtain information regarding each special needs students’ academic and social performance, concerns, and successes from students’ previous schools. This information will be obtained and made available by the Special Education Coordinator.

In addition to using past performance to establish a possible need for special education services or an “Individualized Education Plan” (IEP), teachers also conduct beginning-of-the year baseline assessments to establish the learning needs of all students, as well as to predict possible IEP or BIP needs. In addition, bi-weekly all-staff meetings are held to ensure school-wide uniformity in providing effective instructional support for all students with special needs and/or IEPs. Furthermore, the Special Education Coordinator will develop and support structures for effective accommodations and modifications for students. The primary goal of the school is that all students join in a fully inclusive classroom environment. However, when IEPs or BIPs require it, one-on-one teaching and small group instruction will be provided, either in-class or outside the classroom, when necessary. In addition, the special education coordinator will ensure training for all staff in effective practices and will collaborate with school administrators to develop schedules that enable special education teachers to meet at least twice weekly with their grade-level regular education teams to plan curriculum and student support. Lastly, every three

years, or as deemed necessary, the Special Education Coordinator will ensure that a full reevaluation is conducted as required by federal law.

Inspire Academy is committed to using appropriate portions of the supplies and materials budget to support students with special needs with supplementary instructional materials and technological assistance tools as requested by the Special Education Coordinator.

IASI agrees to abide by the nineteen assurances set forth in the “Guidance for Special Education Programs” drafted by the BSU Office of Charter Schools. IASI plans to spend \$112,500 on Special Education in year one of operation (line items 64 and 65 in Salary Assumptions worksheet, line item 59 in 12-13 worksheet). The amount that this number increases in years two through five will directly correlate with the exceptional needs of enrolled students (line items 37 and 40 in 5-year Forecast worksheet).

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

Differentiating Instruction is Core Practice 10 in Expeditionary Learning. In Expeditionary Learning schools, differentiation is a philosophical belief and an instructional approach through which teachers proactively plan to meet students’ varied needs based upon ongoing assessment. Teachers utilize flexible groupings of students and design respectful tasks that allow for different approaches to the same goals. Each classroom builds a culture that honors diverse needs and holds all students accountable to the same long-term learning targets. At a school-wide level, differentiation is supported by appropriate grouping structures that are informed by a team of school professionals.

Benchmark A. Structures to Support Differentiated Instruction

1. Ability grouping (e.g. tracking) is replaced with flexible heterogeneous grouping informed by ongoing assessment.
2. The school offers supplemental services (e.g. tutors, reading programs, interventions, summer school) that provide additional support and intervention to students whose needs are not met in the regular education setting. These school-wide structures are developed based on the recommendations of a multi-disciplinary team (e.g. special education teachers, literacy specialists, counselors, classroom teachers) whose recommendations are informed by student data.
3. Special education students and English language learners are taught in regular education classrooms to the greatest extent possible.

Benchmark B. Integrating Differentiated Instruction

1. Students work towards the same long-term learning targets and teachers provide multiple pathways for meeting the learning targets based on student needs (e.g. tiering

lessons).

2. Teachers determine student needs through use of assessment strategies (e.g. pre-assessments, student self-assessments, inventories, providing multiple opportunities for success).
3. Teachers use instructional practices that ensure that all students are thinking and participating (e.g. providing texts for different reading levels, designing tasks based on different learning styles).
4. Teaching materials are selected so that all students read high-quality literature, assume multiple perspectives, and develop compassion and empathy.
5. Teachers ensure that all students acquire the background knowledge needed to succeed.
6. Teachers understand how cultural differences influence curriculum and instruction and build on student interests and backgrounds.

Benchmark C. Creating a Culture for Differentiated Instruction

1. Students know and learn with a diverse group of peers.
2. Teachers learn about the home, cultural, and community backgrounds of their students.
3. Teachers examine their own classroom equity practices using protocols such as tracking patterns of student participation in classroom discussions and tracking teacher/student interaction.
4. School communications accommodate linguistic and cultural differences.
5. Teachers and school leaders offer all students access to cultural and social institutions (e.g. libraries, museums, universities).
6. Exhibitions and performances present the work of all students.

General and special needs teachers will collaborate to plan instruction at least twice weekly. All teachers at IASI will obtain information regarding each special needs students' academic and social performance, concerns, and successes from students' previous schools. This information will be obtained and made available by the Special Education Coordinator. The general education teachers and the special education teachers will use this collaborative learning time to review individual data collected through student work and progress toward the goals established on each student's IEP.

- c. Summarize any research or evidence that supports the appropriateness of the school's approach to serving students with special needs.

The University of Indianapolis has published a summary of research indicating that project-based learning has proven effective and appropriate for both general education students and students with special needs. The article cites research that students with a variety of deficits demonstrated improved performance in everything from content knowledge to critical thinking skills. The research also indicates that students with the highest levels and lowest levels of achievement were able to be highly engaged in the same projects through this model of learning. The article can be referenced through the following hyperlink: <http://cell.uindy.edu/docs/PBL%20research%20summary.pdf>.

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

The Special Needs Teacher plays an important role in the proficiency-based grading system used to monitor the achievement and progress of students with special needs. Many special needs students will work toward the same long-term targets, whether supporting in the classroom or outside of it. This means...

- at the outset of a term, special educators and classroom teachers have focused conversations about how to provide appropriate scaffolding and support for all students to reach the long-term targets.
- decisions about the type of support and the focus of support will be based on a common set of targets and priorities shared by the classroom teacher and special educator.
- special education students may need different supporting targets (to get to the long-term targets), or may just need more scaffolding for the supporting targets already in place.
- when kids are in a self-contained setting for a required subject area, that classroom usually has its own set of targets.

The above assumes students require accommodations, not modifications.

The Special Needs Teacher will work with classroom teachers to create quality assessments linked to specific long-term targets. This means...

- identifying accommodations or creating appropriate scaffolding steps for kids to complete assignments successfully.
- modifying the assignment, when appropriate.

- identifying different methods or formats *all* kids can use to show they've met the target. (All students should have more than one assessment per long-term target.)

The Special Needs Teacher will assist in determining grades for long-term targets. In some cases this means...

- contributing assessment information to teacher's grade books from some pull-out settings.
- discussing students' overall progress; sharing professional judgment by which a final grade might be determined.

- 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.

The achievement of the goals of each IEP will be used to evaluate the efficacy of the program and ensure that the needs of the students are being met. If an individual's goals are not being met, the student's IEP will be re-evaluated for improvements to accommodations and modifications that need to be made to ensure the success of the individual student. If there is a pattern of unmet IEP goals among IASI special education students, a work plan specific to the special education program will be created with goals for improvement and close monitoring of those goals. Included in the work plan will be professional development for the special education staff of IASI.

- 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.

Attach Table 12f as a PDF (Portable Document Form) named, **Attachment 12f – Personnel for Special Populations**

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.

IASI implements the use of rituals, structures, protocols, and activities to create a positive school climate and consistent student discipline procedures. EL school culture is developed and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. Teaching practices and school-wide structures ensure that all students are well known by adults and peers. A weekly school-wide community meeting is held in which the students use the arts to celebrate learning, practice school wide academic concepts, build community, and review the Design Principles

(http://elschools.org/sites/default/files/design_principles%28full%29_EL_1110_0.pdf).

In addition to this, daily morning meetings will be held within each classroom to establish community within each crew. The faculty articulates and promotes a set of character traits that are emphasized throughout the school. Teachers foster student character through challenging academic work, service, and the expectation that students are courteous, respectful, and compassionate.

The steps in “disciplining” could include:

1. Private consultation between student and teacher
2. Crew meeting
3. School meeting
4. Teacher-student conflict resolution
5. Student-student conflict resolution
6. Family-student-teacher conflict resolution
7. Removal from the classroom (into another classroom)
8. School Leader-student-family conflict resolution
9. Suspension
10. Expulsion

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. The latter half of the

list is enacted in those cases involving the health and safety of oneself or others. Parents will be notified in writing in all cases of suspension.

Zero-Tolerance Policy

IASI maintains a zero-tolerance policy regarding aggressive physical contact between children. Hitting, scratching, pushing, kicking, and other physically harmful behaviors are strictly forbidden and are cause for immediate removal from school or suspension.

Upon suspension, or when children are sent home early for disciplinary reasons, it is expected that parents will pick their child up within one hour of notification.

More thorough coverage of disciplinary policies, as well as other policies and procedures are included in the student and family handbook. These policies and procedures will be distributed to staff during the hiring process and to parents or guardians and students upon enrollment and annually thereafter.

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

With an intended population composed primarily of urban students who may have fallen through the cracks of traditional educational programs, IASI must tailor its discipline program accordingly. Citing extensive research in original sources, the ASCD (Association for Supervision and Curriculum Development), which specializes in issues facing urban and minority youth, lists three "crucial" and "interdependent" factors in discipline that serve to create "positive culture in urban schools" (<http://www.ascd.org/publications/educational-leadership/mar05/vol62/num06/Positive-Culture-in-Urban-Schools.aspx>).

The three primary characteristics of effective discipline for urban schools are: 1. *Caring connections*, 2. *Positive behavioral supports*, and 3. *Social and emotional skills*. Each one of these three factors is perfectly in line with the mission and practice of an Expeditionary Learning School. First, since IASI will stress commonality and strive to create tight-knit communities of learning within classrooms, *caring connections* will be foundational to each learning expedition. EL necessitates subdivided structures, in which students and teachers are all "crew" and not "passengers". This eliminates the need for students to move all over the building and get lost in the shuffle. This "self-containment" of classrooms serves to foster tight-knit community and caring connections.

In this atmosphere of support and mutual respect, students are not just taught information, but are fostered into life skills and character development. Instead of simply teaching desired behaviors, EL schools stress character traits that serve to define commonly expected behaviors. Additionally, these are not simply planned and mandated by the staff and leadership. Students are included in defining the character traits they believe

would serve them in becoming whole people and which will serve in creating a positive school culture. This embodies perfectly the category of *positive behavioral supports*. Research shows that in urban environments, harsh discipline can actually serve to work against caring connection and can in turn exacerbate problems. This is why IASI believes that the most empowering method of discipline is to include students in defining their expectations and to respect them enough to believe that they can live into the character traits expected of them.

Finally, IASI adheres to a pedagogical model that creates whole people, not disembodied brains. This includes the research-proven category of *social and emotional skills*. As the ASCD states, “Successful urban schools also nurture the internal assets that help students regulate their own behavior and deal with the many social and academic challenges they face.” By focusing on relationship-building, awareness of self, and decision-making, many problems are avoided and success is encouraged.

All three of these factors are inter-connected and will together serve to create a positive environment of strong discipline and respect. This is not to imply that IASI will be lazy in discipline or low in its expectations. Rather, by raising the bar and through creating positive adult-student relationships, the bond of trust is created which allows for a positive culture of discipline to flourish. The track record of EL schools and their prevailing culture as well as relevant related research both proves this viability of this approach.

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

IASI focuses on developing a caring, supportive school community in which students participate fully in solving problems, including problems of behavior. We believe that students’ growth toward kindness, respect and critical problem solving depends on becoming active members of a caring community. We further believe that it is the experience with decision-making and problem solving that enables children to handle conflicts that arise. When students become engaged in learning expeditions, behavior disruptions decrease. When they are stimulated, challenged, and held to the school community’s norms of behavior, students are less likely to disturb the class. Our dual focus on character and academics prevents and addresses discipline problems.

In Expeditionary Learning schools, such as IASI, teaching, learning, and school culture are shaped by ten specific design principles:

- | | |
|-----------------------------------|-----------------------------------|
| (1) The Primacy of Self Discovery | (6) Collaboration and Competition |
| (2) The Having of Wonderful Ideas | (7) Diversity and Inclusion |

(3) Responsibility for Learning

(8) The Natural World

(4) Empathy and Caring

(9) Solitude and Reflection

(5) Success and Failure

(10) Service and Compassion

Our general discipline procedures will be implemented with these values in mind. These procedures are: classroom and school meetings are held consistently to discuss discipline issues, conflict resolution and problem-solving skills are taught, causes for misbehavior are sought to facilitate prevention of further misbehavior, alternative approaches are based on the analyses of causes, and any action is monitored, evaluated and revised as necessary.

Public and classroom spaces reflect the values of the Expeditionary Learning Design Principles, showcase the work of students, and facilitate collaboration. Students will be given a daily “grade” for their behavior that corresponds with Common Core State Standard scales, so students know consistently what grade is excellent, average, below average, or problematic.

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.

The teaching staff of IASI has not yet been fully identified. While several applicants have expressed interest, we are just beginning the recruitment process and expect many more candidates to surface as the charter authorization process unfolds. The Organizing Board intends to have administrative staff identified by the time of authorization in order to expedite the hiring process of teachers.

Teachers will be required to go through a rigorous application process to determine their alignment with the Design Principles and philosophy of Expeditionary Learning. The administration of IASI will be looking for gifted, experienced teachers with an entrepreneurial spirit, who are ready to create from scratch and work as a team. As a part of this process, resumes will be required as well as documentation of state certification as determined by the position for which the application is submitted. IASI will ensure that teachers meet the ongoing requirements necessary to maintaining their certification. IASI will employ teachers who meet both state teacher certification requirements, as well as the Highly Qualified requirements of NCLB. The school administration (Executive Director and Instructional Guide) will be directly responsible for the hiring and supervision of prospective teachers as well as the process of ensuring that teachers meet

the necessary requirements. Additionally, prospective teachers will be required to create samples of expeditions and accept constructive criticism. Teachers will be employed by IASI “at will.” Teachers will be full employees of the school, as EL is not an EMO.

The Organizer identified a potential Executive Director early in the organizing process based on the recommendations of educators, charter organizers, and Expeditionary Learning staff. We understand that IASI needs an Executive Director who truly understands the values of Expeditionary Learning, the vision of the Organizing Board, and has the entrepreneurial spirit required of a charter school leader. Jacey Foley was identified early in the organizing process by Expeditionary Learning staff and local organizers as potentially having the qualities needed to oversee a successful charter school. She has both her Bachelors and Masters Degrees from Ball State University in Education. She has a strong and positive reputation in the local community as a leader who cares about community development. In addition to educational expertise, she also has extensive experience in fund development, managing large budgets, and running successful programs. Based on these qualities, she was asked to join the Organizing Board as a community leader and a potential Executive Director candidate. She plans to apply for the Executive Director position.

The Organizer has also identified a potential Instructional Guide based on the recommendations of educators, charter organizers, and Expeditionary Learning staff that the individual with whom the vision of the school design originated should be onsite daily to ensure that the vision is being implemented on the ground level. Leslie Draper has been identified by members of the Organizing Board and Expeditionary Learning Staff as being a potential instrument in the implementation of the school design and as a potential Instructional Guide Candidate. She has a Bachelors Degree in Communication Studies from Taylor University, which is an asset in relating to staff and ensuring that the vision is communicated effectively to teachers in order to facilitate consistent implementation of instructional strategies. She has experience teaching in an array of non-traditional settings and a track record of inspiring individuals toward higher levels of achievement. She plans to apply for the Instructional Guide position.

Additional candidates for each of the above positions will be reviewed to ensure that the Organizing Board is convinced that they are choosing the candidates best suited to implement the mission and vision behind Inspire Academy. Candidates for teaching positions and other staff positions are being sought after and recruited. The members of the organizing group of IASI have been spreading the word about the potential opening of the school in 2012 among educators and institutions of higher learning, in order to ensure that we will have a large pool of strong candidates from which to choose upon authorization.

Professional Development Plan

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

Staff development priorities for the first year will primarily focus on our goals of equipping and immersing staff in the Expeditionary Learning model and creating a positive school culture of high expectations and a nurturing community environment. We believe that, based on EL statistics, prioritizing these areas of staff development will result in the achievement of our goals for high student achievement in the Common Core State Standards.

- b. Describe a multi-year/ long-term professional development plan.

Expeditionary Learning provides schools over a multi-year period with an integrated set of on-site, regional and national professional development and technical assistance services to facilitate full implementation of the design and a high level of student learning. The National Staff Development Council (NSDC) rated Expeditionary Learning's staff development as exemplary. In three separate studies, the NSDC found that EL professional development was of the highest quality at all three levels (elementary, middle, and high school) and had a significant impact on student achievement at all three levels.

The school leadership team for Inspire Academy will develop a School Work Plan in conjunction with the school designer. The work plan will hone in on a few key goals each year that the school leadership team and the school designer determine based on the strengths and weaknesses that surface during each year of development. A sample school work plan is included below.

School Strategy Plan - School Culture/Conditions Goal

School Culture Goal:

We are an engaged, effective community of teachers improving on behalf of all students

Core Practice Benchmarks: Developing a Professional Community (CC III.2, III.5)

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress

I can engage in professional development and coaching structures to reach master teacher status. I can use the teacher pathways document to make appropriate choices for my continued growth. I can use the teacher evaluation document to self-assess, set goals, and monitor my progress.	Structures: - Individual coaching - Friday PD sessions - Formal observations - Evaluations Leadership Actions: - Build and support a coaching schedule - Conduct observations and share data/feedback in a timely manner - Design a responsible and responsive timeline for implementation of the Teacher Pathway document.	Attend Leadership meetings and provide input and support as needed	Reflections – January and April Site Seminar debrief Formal observations Teacher evaluation Subset of staff end-of-year survey
School Strategy Plan- Student Growth and Achievement Goal 2010-2011			
Student Growth & Achievement Goal: Odyssey fosters a culture where all students are engaged, proficient writers			
Core Practice Benchmarks: Teaching writing K-12 Across the Disciplines (AP II.3); Designing Products and Linked Projects; Producing and Presenting High Quality Student Work (LE I.3, 1.5); Ensuring Equity and High Expectations; Developing a Professional Community (CC III.2, III.5)			

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
I can use assessment for learning practices... - I can use exemplars and rubrics to help students become proficient writers (5) - I can support students in using descriptive feedback to improve their writing (6) ...and knowledge about my students - I can analyze data in ways that help me prioritize instruction for students (1) - I can use effective grouping strategies to support student achievement in writing (7) ...to match writing instruction to my students' needs - I can craft scaffolding plans that incorporate the targets I've identified as priorities (2) - I can plan and implement writing instruction using the components of the workshop model (3 and ongoing) - I can plan and	Structures (Responsible party) - Weekly PD & full-day PD sessions (Leadership team) - Weekly coaching (Liza, Lori, Marcia) - Teacher Pathways and Performance Evaluation (Marcia) - In-house writing assessment (Leadership & Literacy teams) - Observations (Leadership team) - Classroom labs (Liza) - Literacy team meetings (Cyndi) Literacy team responsibilities: - Create rubrics for the writing assessment - Agree on a product format scope and sequence - Find writing exemplars and anchor papers linked to the scope and sequence. - Develop in-house writing assessment - Act as critical friend for PD plan - Facilitate PD on a voluntary basis	- Participate on Leadership team - Plan and facilitate literacy team meetings - Support work of the literacy team - Lead the in-house writing assessment project - Facilitate PD and support others' facilitation of PD	Evidence of Teacher Growth - Exit tickets (Done during PD) - Writing continuum with priorities and instructional notes tracked - Assessment plans and scaffolding plans (with scored rubrics) - Observation notes and data Evidence of Student Growth - October and April scores for in-house writing assessments (Summative: 80%+ proficient in April.) - Progress reports – summary data of writing targets – Jan. and May - Summative: MAP and CSAP

implement a project with an authentic written product (4) • I can use writing routines that give students choice (8)			
School EL Professional Development Plan 2010-2011			
School Year: 2010-2011 Number of on-site Days: (as designated by MOU) All on-site days will be scheduled in advance and may include the following: - Scheduled classroom observations and coaching / debrief sessions with teachers; - Expedition, case study, and lesson planning with teachers' - Leadership meetings - PD Planning sessions - Facilitation of whole-staff PD On-site Days: (List Dates and Recurring Structures) September 9 - Leadership/Literacy team meetings (.5) 10 – PD: Workshop (.5) 22 – Leadership – Observation (.25) 23 - Leadership/Literacy team meetings (.5) 24 - PD: Prep for writing assessment (.5) 30 – Leadership meeting & Staff Council (.5) October 1 – PD: Scoring papers (.5) 14 – Literacy team: scoring papers (1) 15 – PD: Exemplars and rubrics (.5) 21 – Leadership meeting (.5) 22 – PD: Exemplars and rubrics (.5) November 11 – Leadership/Literacy team meetings (.5) 18 – Leadership/Literacy team meetings (.5) 19 – PD: Descriptive feedback based on exemplars and rubrics (.5) December 2 – Leadership meeting (.5) 3 – PD: Descriptive feedback based on exemplars and rubrics (.5)		January 3 – PD: Project planning (.5 AM) 6 – Literacy team scheduled 28 – Site Seminar Prep (.5) Could be all day February 3 – Leadership (.5) 4 – PD (.5) 10 - Leadership/Literacy team meetings (.5) 11 – PD (.5) 16-19 – Site seminar (3.5 days total) 25– PD – Site seminar debrief (.5) March 10 - Leadership/Literacy team meetings (.5) 11 – PD (.5) 24 Literacy team (1) April 8 – PD (.5) 14 - Leadership/Literacy team meetings (.5) 15 – PD (.5) 22 – PD (.5) 28 – Leadership (.5) 29– PD (.5) <i>20.5 onsite days allocated + 5 days for Katie to coach Emily; retain 7 for offsite planning;. Total =32.5 out of 36.5 budgeted. 4 days remain for May-August.</i> May June July	

	August Off-site Institutes: Regional Leadership Cohort – 2 slots

c. Explain the system for ongoing staff development.

IASI will partner with Expeditionary Learning, a non-profit organization, for ongoing staff development. Expeditionary Learning is a nationally acclaimed, research-based model of comprehensive school design, based on shared goals between the organizations as well as EL's proven success rate in similar populations to IASI's target demographics (http://elschools.org/sites/default/files/WorldofInquiry_EL_2010.pdf).

IASI shares with EL the fundamental goals of improving student achievement, building student character, enhancing teacher practices that require active participation on the part of all students, and instilling a positive school culture in an effort to support the success of students. EL will support IASI with design, implementation, development and evaluation of the five key dimensions of life in school: Curriculum (Learning Expeditions), Instruction (Active Pedagogy), Culture and Character, Assessment, and Leadership. EL will provide regular site seminars to teachers and administrators that will enable staff to see EL practices in action, as well as offer immersion experiences in the expeditionary model through Learning Expeditions for Educators. EL will also train teachers and administrative staff through 3-5 day institutes that each address a specific topic of pedagogy. The most recent EL professional development calendar can be viewed at the following hyperlink:

http://elschools.org/sites/default/files/EL%20PD%20Calendar%202011-2012_1.pdf.

EL will also provide IASI with a School Designer, who will do on-site consulting and guide the administrative and teaching staff toward effective development of a successful EL model.

The column entitled "Structures and Leadership Action" in the above sample work plan demonstrates additional structures that on-site staff development will model that reflects the research on adult learners.

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

A variety of procedures and systems will be put in place to evaluate the effectiveness of transitioning PD content to classroom practice. The contents of the column entitled "Data Points/Evidence for Monitoring Progress" reflect some of these procedures. In addition, transfer of PD material to the classroom will be monitored via the handing in of lesson plans, written reviews, and feedback from the teachers on the school leadership team. Since we expect that effective EL implementation will result in comparable achievement scores to other EL schools, student progress reports will be another means of evaluating the transfer of PD concepts to classroom instruction.

- 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.

Expeditionary Learning has been transparent about the costs required if IASI is to implement EL thoroughly. The cumulative services will amount to \$65,000 annually (line item 56 "implementation exp" in 12-13 worksheet, line item 40 "professional expenses" in 5-year forecast worksheet). In addition, the Organizing Group has allotted travel expenses for professional development in the budget (line 41 in 5-year Forecast worksheet). IASI will sign an annual MOU with EL that clearly states services provided each year. Below is a sample MOU.

Expeditionary Learning Schools - Regular Contract School Budget Template																								
Fiscal Year:	2012-2013																							
School:	SAMPLE																							
MOU Start Date:	July 1, 2012	MOU End Date:	June 30, 2013																					
ELS Services Direct Service Direct Service Days are a combination of on-site, off-site, travel days and expenses combined <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: right;"># On-site Days</td> <td style="width: 10%; border: 1px solid black; text-align: center;">35.0 0</td> <td style="width: 5%; text-align: center;">@</td> <td style="width: 20%; border: 1px solid black; text-align: center;">\$ 750.00</td> <td style="width: 25%; border: 1px solid black; text-align: center;">\$ 26,250.00</td> </tr> <tr> <td style="text-align: right;"># Planning Days</td> <td style="border: 1px solid black; text-align: center;">10.0 0</td> <td style="text-align: center;">@</td> <td style="border: 1px solid black; text-align: center;">\$ 750.00</td> <td style="border: 1px solid black; text-align: center;">\$ 7,500.00</td> </tr> <tr> <td style="text-align: right;"># Travel Days</td> <td style="border: 1px solid black; text-align: center;">5.00</td> <td style="text-align: center;">@</td> <td style="border: 1px solid black; text-align: center;">\$ 750.00</td> <td style="border: 1px solid black; text-align: center;">\$ 3,750.00</td> </tr> <tr> <td style="text-align: right;">Travel (# of trips X cost per trip)</td> <td style="border: 1px solid black; text-align: center;">10</td> <td style="text-align: center;">@</td> <td style="border: 1px solid black; text-align: center;">\$ 750.00</td> <td style="border: 1px solid black; text-align: center;">\$ 7,500.00</td> </tr> </table>					# On-site Days	35.0 0	@	\$ 750.00	\$ 26,250.00	# Planning Days	10.0 0	@	\$ 750.00	\$ 7,500.00	# Travel Days	5.00	@	\$ 750.00	\$ 3,750.00	Travel (# of trips X cost per trip)	10	@	\$ 750.00	\$ 7,500.00
# On-site Days	35.0 0	@	\$ 750.00	\$ 26,250.00																				
# Planning Days	10.0 0	@	\$ 750.00	\$ 7,500.00																				
# Travel Days	5.00	@	\$ 750.00	\$ 3,750.00																				
Travel (# of trips X cost per trip)	10	@	\$ 750.00	\$ 7,500.00																				
Membership Fee																								

(Max. of \$10,000)	# of Staff Members	10	@	\$ 300.00		\$ 3,000.00
Off-Site Professional Development Slots						
5-day Learning Expedition for Educators or 5-Day Institute		3	@	\$1,500	each	\$ 4,500.00
3-day Institute		6	@	\$800	each	\$ 4,800.00
Leadership Cohort Participation Slots		1	@	\$800	each	\$ 800.00
Leadership Institute Slots		1	@	\$800	each	\$ 800.00
Outward Bound Educator Courses Slots		0	@	\$1,800	each	\$ -
National Conference Slots		4	@	\$750	each	\$ 3,000.00
National Conference Pre-Conference Day		4	@	\$200	each	\$ 800.00
Site Seminar slots		5	@	\$350	each	\$ 1,750.00
**Funds for School Based or Cluster-based Institute		0	@	\$0	each	\$ -
**requires price quote approved by COO						
**Specific Books or other Professionally Published Materials						\$ 550.00
**Contact Wendy Wolf for a list of costs for specific books that can be purchased through ELS						
Total ELS Services						\$ 65,000.00
Passthrough Funds						
School staff travel						\$ -
School staff stipends						\$ -
Other						\$ -
Other						\$ -
Total Passthrough Services						\$ -
Total MOU Amount						\$ 65,000.00

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.

n/a

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

n/a

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

n/a

16. Transition Plan

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

Students will be provided multiple activities that will support students' transition from one grade span to the next. The staff of IASI will strategize ways to provide peer interaction between the older and younger grades. Activities such as matching younger students with older reading buddies will allow younger students to look forward to becoming the older reading buddy and see a glimpse of what it will be like to be in the older grades. Another opportunity for inter-age level peer interaction that the staff of IASI will consider is possible inter-age level lunch groupings on appropriate dates.

Another avenue through which younger students will be able to prepare for the next grade span is through participation in Exhibition Night. Exhibition Night is the evening on which all grade levels exhibit their work from the most recent expeditions to family and community members. Younger students will see the work of older students during this event and will gain a realistic picture of the level of work that will be expected of them after they transition to the next grade span.

A final strategy that IASI will use to support students' transition from one grade span to the next is the Passageway Ceremony. The staff of IASI will determine specific details of the Passageway Ceremony. However, key elements of the ritual will revolve around each student explaining why they are ready to move on to the next grade span and

interaction with staff and family about the transition upon which (s)he is about to embark.

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

IASI foresees that the extent to which each parent is prepared for the transition will be a key issue that will affect the school. The staff of IASI is committed to helping parents with each transition by discussing with the entire family what is expected from students at specific grade levels. The staff of IASI is also committed to connecting parents with the tools they need to support their child(ren) through the transition.

Another potential issue that we foresee is the desire for older students to demonstrate their seniority to younger students through bullying and other unhealthy avenues. IASI will provide ample opportunities for students to go through rites of passage into higher realms in order to fulfill students’ desires for recognition of their seniority and corresponding achievements. The staff of IASI will also address this issue by channeling students desire for seniority into positive leadership through exemplary behavior and servant leadership.

EL schools engage in a ritual referred to as Passages. Passages (i.e. portfolio presentations, presentations of learning) require students to take part in traditions that confirm a student’s readiness to move forward in all realms of achievement. Passages may include students articulating their current levels of proficiency in core subjects, sharing exemplary work from different subject areas, sharing artistic, athletic, and/or technology accomplishments, sharing outside of school and/or service learning contributions, and growth and proficiency with relational and performance character. The school schedules specific time for passages (e.g. 3rd grade, 5th grade, 8th grade, 10th grade) for all students. Students, with teacher support, analyze their own portfolios to identify quality evidence that demonstrates progress toward academic learning targets and habits of scholarship and readiness for passage. Teachers support students in showcasing their progress and demonstrating their readiness for passage. Teachers support students in practicing presentation skills, such as eye contact, clear articulation of ideas, use of technology, and presenting evidence to support statements.

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.

As part of Inspire Academy's initiative to identify the needs of students and their families, teachers and administrators will be asked to attend an "Urban Expedition" designed to equip teachers to build and maintain a community of high expectations. The expedition will be built on concepts from The Urban Teacher Leadership Academy, a program developed by Dr. Sonia Williams and Dr. Michelle Hancock to promote teachers as leaders within schools with regard to equity and professional development. Crews of teachers will go out into the surrounding community in which the school is located, led by parent facilitators, to investigate the resources of the community, meet with community leaders, and experience the culture within the homes of students. Home visitation will then become a more comfortable and expected practice for teachers.

Significant interaction with parents will occur on a regular basis to keep information flowing back and forth. In all probability, many parents, like their children, have not always had good feelings toward school and toward teachers. Knowing this to be true, IASI teachers will make extra effort to contact, communicate with, and include parents. The Executive Director along with the teachers will show initiative in making these contacts. Regular weekly progress reports will be sent with details and accomplishments of the week and a personal message. The staff will not only be available by phone but will make calls immediately when significant events occur to encourage parents to be a part of what is happening.

In addition, School of Inquiry will use a web-based information system, such as School Loop, to enhance communication with parents, ensure that information with which they can hold their students accountable is readily available, and to enhance technical support to students and parents. School of Inquiry will also make an automated texting service available to parents with school-wide or grade specific announcements. School of Inquiry administration will emphasize to faculty and staff that a web-based information system and automated texting service are only effective as a supplemental tool to strong relationships, phone calls, and face-to-face interactions.

Finally, IASI also hopes to mobilize parent volunteerism throughout the building, as well as for fieldwork. It is our hope that we would go beyond parent volunteerism and provide job opportunities for parents by considering parent candidates for job openings as they arise.

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

IASI will use the Kentucky Family and Community Involvement Guide to Student Achievement as a tool for self-evaluation to ensure a proficient level of family and community involvement and to constantly improve relationships until a distinguished level of all six objectives is obtained. The key objectives in the Family and Community Involvement Guide are:

1. Relationship Building: School staff builds productive, personal relationships with parents/guardians of all their students.
2. Communications: Two-way information in many forms flows regularly between school staff and parents/guardians about students' academic achievement and individual needs.
3. Decision Making: School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.
4. Advocacy: For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.
5. Learning Opportunities: School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.
6. Community Partnerships: School staff engages and partners with community members to plan and implement substantive work to improve student achievement.⁷

IASI will include at least one of these six objectives each year in its annual school work plan noted in the professional development segment of this application.

As mentioned in section a. of parent involvement, School of Inquiry will use a web-based information system and automated texting service to enhance communication with parents, ensure that information with which they can hold their students accountable is readily available, and to enhance technical support to students and parents. This will help ensure that parents can realistically assist with their students' achievement with home practice and reinforcement. Parents who are informed and involved will contribute to

⁷ *The Missing Piece of the Proficiency Puzzle*, Commissioner's Parents Advisory Council Final Report to the Kentucky Department of Education: 2007.

school achievement.

Parents will also be encouraged to volunteer to help chaperone and guide students on field work. Due to the high amount of hands-on, out of classroom learning, parents will be needed to assist students with fieldwork and expeditions. This will contribute to the achievement of our goal to implement learning expeditions across the disciplines that align with the Common Core State Standards in every grade level. Parent involvement in fieldwork will increase adult to student ratios and thus improve the implementation of expedition work as well as student understanding and engagement.

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

Student-led parent conferences is a program that School of Inquiry will implement to enhance parents' engagement in their students' success. The goal of the conferences is to help develop a sense of ownership and responsibility and will be incorporated in the program for the IASI. Student-led conferences are held at least twice a year to help promote the family-school partnership concept. Along with these goal setting and goal review conferences, the learning presentations will be incorporated which will be driven by the individual student's learning styles and interests. These strategies are all designed to create the necessary positive culture where students have ownership of the learning with the strong involvement of the faculty and parents. Parents will be invited to the learning presentations and parent surveys will be conducted as a way of getting feedback as to satisfaction and areas of concern. These surveys will be part of a larger climate audit that will be conducted within the school to assess the effectiveness of procedures and policies and as a means to get input. A parent council will be held at least on a quarterly basis to review the results of the climate audit and to brainstorm resulting ideas.

Exhibition Night will be another element of School of Inquiry that will support parents' engagement in their students' academic success. Exhibition Night takes place at the end of each expedition and is an evening when students exhibit their extensive work to families, as well as the community at large. Parents will be made aware of the plans for Exhibition Night both through their child(ren)'s excitement and through school communication systems. Students will present material to attendees and have the chance to expand on the physical works presented. Professional mentors and contributors for each expedition will also often participate in the exhibition of the accomplishments of the project.

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

School of Inquiry will actively seek out local professionals from whom we can draw from their expertise for our expeditions as a strategy to make the community aware they can be involved in the education of our students. Students of School of Inquiry will also be involved in the community through carefully planned expeditions that engage children in asset-based community research and civic engagement. Expeditions will engage topics that will spark community interest when publicized. It is our goal that local professionals will be regularly invited to participate in expeditions that relate to their area of expertise.

The Organizing Group of School of Inquiry is comprised of several key community leaders who have already begun to spread the word about School of Inquiry and its community focus. Those who transition to the Governing Board will continue to make opportunities for involvement known to the greater community through their networks of influence. The Governing Board will operate in compliance with state and federal regulations and post place and time of regular board meetings in a public place to make the community aware that they can also be involved by attending monthly board meetings.

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

School of Inquiry is committed to always having one or more parent representatives on the Governing Board. The parent representatives will serve as the contact for parents to address issues of parental priority to the board. The Governing Board meetings will always be announced through public notice and held in an accessible location for parents to have easy access to board meetings as a means of influencing the management of the school. The Governing Board and administration will also entertain recommendations for staff applicants and board applicants from parents.

In addition, the parents will be invited to give feedback through community building events at which IASI staff and faculty will be present. Some of these events will include formal times for parents to give suggestions of ways the school can improve its management. Other events will be more social in nature but will still work toward the goal of making parents feel comfortable engaging the administrative and teaching staff when issues arise.

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.

The following partnership and contractual relationship is central to the school's operations and mission. IASI will contract with Expeditionary Learning (EL), a nationally acclaimed, research-based model of comprehensive school design, based on shared goals between the organizations as well as EL's proven success rate in similar populations. The contract will amount to approximately \$65,000 annually (line item 56 "implementation exp" in 12-13 worksheet, line item 40 "professional expenses" in 5-year forecast worksheet).

All governing authority for IASI will rest solely on the local governing board. The school facilities will be leased or owned by IASI; curriculum, materials, and equipment will be the property of IASI; and selection and supervision of the executive director and instructional guide will be the responsibility of the Governing Board of IASI. The partnership between IASI and EL will be limited to pedagogical practices, school design, and professional development.

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

IASI has chosen not to contract with an EMO in order to ensure that the school is being run locally at all levels. Inspire Academy will partner with Expeditionary Learning at-will, and Expeditionary Learning will operate solely in a consulting and professional development role. A due diligence form that applies to this partnership is attached to this section to demonstrate EL's capacity and competence.

Expeditionary Learning is a non-profit organization. IASI shares with EL the fundamental goals of improving student achievement, building student character, enhancing teacher practices that require active participation on the part of all students, and instilling a positive school culture in an effort to support the success of students. EL will support IASI with design, implementation, development and evaluation of the five key dimensions of life in school: Curriculum (Learning Expeditions), Instruction (Active Pedagogy), Culture and Character, Assessment, and Leadership. EL will provide regular site seminars to teachers and administrators that will enable staff to see EL practices in action, as well as offer immersion experiences in the expeditionary model through Learning Expeditions for Educators. EL will also train teachers and administrative staff through 3-5 day institutes that each address a specific topic of pedagogy. A list of topics offered in the near future can be viewed at the following hyperlink:

http://elschools.org/sites/default/files/EL%20PD%20Calendar%202011-2012_1.pdf.

EL will also provide IASI with a School Designer, who will do on-site consulting and guide the administrative and teaching staff toward effective development of a successful EL model. IASI will sign an annual MOU with EL that clearly states services provided each year. A sample MOU is included in section 14e of this application.

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.

At the top of the attached organizational chart of Inspire Academy is the Ball State University Office of Charter Schools. This is to represent that the Office of Charters is the overseer of our charter contract and the primary entity to which we are accountable to report achievement data and compliance with state and federal requirements.

Directly below the Office of Charters is the Governing Board of Trustees of Inspire Academy as the holder of the charter. We have noted in the chart the role of the Organizing Group, and our desire was to demonstrate that the Organizing Group will not play an ongoing role in the school. Upon authorization, the Organizing Group will hand the reins over to the Governing Board.

Reporting directly to the Governing Board is the Executive Director of Inspire Academy. The Executive Director will be the school leader who is the point of accountability on the staff of the school. (S)he will have all the management responsibilities of the day to day operations of the school. The Executive Director will oversee all staff members. The Executive Director will be physically present at the school daily for tracking everything that arises throughout each day. The Executive Director will maintain all board communication and reporting.

Three administrative positions will serve directly under the Executive Director. The first is the Office Manager who will assist the Executive Director as needed. The Office Manager will assist in ways that may include, but are not limited to handling phones, records, attendance, correspondence, routine needs of students and parents, and managing personnel files. The second is the Instructional Guide who will shepherd the teachers in instructional practices. The Instructional Guide will coach teachers in the model of Expeditionary Learning in ways that may include, but are not limited to modeling, coaching, leading book studies, helping to identify local educational assets and resources, familiarizing Executive Director with instructional approaches, and establishing an evaluation system. The Instructional Guide will maintain open communication between the teachers and the administrative team. The third administrative position serving directly under the Executive Director is the Special Education Coordinator. The SPED

Coordinator will oversee the Special Education Program and oversee additional Special Education Teachers as they are added to the staff. The SPED Coordinator will be expected to drive compliance, oversee the delivery of instruction, report program progress to school leaders, track academic data, implement data-driven program enhancements, and coordinate evaluations and related services.

Serving the students under the oversight of the administrative staff are the teachers of IASI. The teachers report directly to the Executive Director (ED) and are evaluated by the ED. However, members of the ED's administrative staff are in place to support and oversee specialized areas of teacher performance, as noted above. Each teacher will have a teacher associate. The teacher associates will report directly to their classroom teachers.

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

b. Indicate the reporting structure of school leader(s) to the board of trustees (governing board) and staff to the school leader(s).

The Board assumes ultimate responsibility for the governance of the school, including its budget. However, the school's educational program and day-to-day operations will be administered by the Executive Director. The Executive Director will report directly to the board of trustees (governing board). Working with the Executive Director will be an Office Manager to handle phones, records, attendance, correspondence, transportation, and routine needs of students and parents. The Office Manager may also be expected to assist the Executive Director with managing budget, payroll, and personnel files. She or he will support the Executive Director's various responsibilities and manage the school office. The Office Manager will report to the Executive Director. IASI will use a PEO for human resources support, payroll, and accounting.

Also working alongside the Executive Director will be an Instructional Guide (IG) to establish rapport and constructive interaction with teachers, grade level teams, and departments and maintain open communication with the administrative team. The IG will maintain and disseminate professional reading materials which reflect current research, collaborate with teachers to support instruction and to solve problems that limit student achievement, observe instruction and provide feedback as support for teachers, conduct demonstration lessons, assist teachers in designing, delivering and assessing instruction. The IG will also work closely with the EL School Designer. Teachers will

report to the Instructional Guide on matters relating to Instructional Design. The Instructional Guide will report to the Executive Director.

A Special Education Coordinator/Teacher will be employed by IASI from the first year of operation who will be responsible for overseeing the special needs program, including gathering and documenting all information regarding student special needs, creating and administering a team structure with delegated tasks amongst all education staff members, determining how best to organize support, leading in IEP development as required by the Individuals with Disabilities Education Improvement Act (IDEA) based on accurate and qualitative Present Levels of Performance (PLOPS) indicators of classroom success and learning strengths to support continuing progress in the least restrictive setting and ensuring accommodation and modification for testing. The coordinator/teacher reports progress quarterly, maintains a portfolio of student work demonstrating achievement of IEP goals, communicates regularly with parents and general education teachers, and seeks advice and support from the clinicians as needed. The Special Education Coordinator/Teacher will be expected to drive compliance, oversee the delivery of instruction, report program progress to school leaders, track academic data, implement data-driven program enhancements, and coordinate evaluations and related services. If a higher percentage of special needs students enroll than are statistically anticipated, additional special education teachers will be hired to work under the guidance of the Coordinator to ensure students with special needs are afforded quality education and adequate individualized care. Teachers will report to the Special Education Coordinator concerning special needs of students. The Special Education Coordinator will report to the Executive Director.

- c. Provide an explanation of (narrative) the lines of reporting and accountability, your rationale for choosing this structure, and the roles of any management or partner organizations.

IASI has chosen not to contract with an EMO in order to ensure that the school is being run locally at all levels. Inspire Academy will partner with Expeditionary Learning at-will, and Expeditionary Learning will operate solely in a consulting and professional development role.

Based on the numerous tasks involved in managing a charter school, IASI has chosen to hire an administrative team to run the school, with the Executive Director as the primary school leader. Since charter schools do not have the administrative teams that districts do, an administrative team within the school will allow each person to focus on a specific department to ensure administrative excellence. The Executive Director will assume responsibility for overseeing the financial and business operations of the school, family

and community partnerships, and reporting and accountability. The Instructional Guide will work under the Executive Director and will oversee the Instructional Design of the school and implementation of the intended design. The Instructional Guide will also be responsible for planning and overseeing whole school events that cultivate a positive school culture. The Office Manager will be responsible for providing parents and families with a welcoming face that is always available, as well as providing support to the Executive Director and Instructional Guide.

20. Governing Board

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

The governing board will be recruited from the many community leaders connected to the members of the Organizing Group. Board members will be chosen according to the varying vocations, expertise, and fields they represent. The Organizing Group will ensure that the governing board includes an attorney with relevant experience, an educator, a businessperson who demonstrates financial expertise, a business administrator, a systems analysis expert, and individuals highly connected in diverse community circles (all of these categories are already represented within the Organizing Group). It is very likely that the majority of the Organizing Group will apply to be a part of the Governing Board of IASI. A mechanism to ensure local and community participation in the governance of the school is included in the by-laws, requiring that all board members are Indiana residents and that over 60% of board members reside within counties in which current students at IASI reside.

The Governing Board will hold the charter for the school. The Board will have legal, moral, ethical, and fiscal responsibility for the school and be completely responsible for school governance. Specifically, the Board will oversee the following:

- (1) Articulate and ensure alignment with the school's mission, vision and charter.
- (2) Secure compliance with all legal requirements including conformity to the charter.
- (3) Review and approve the annual budget, fundraise, and secure the school's financial well-being.
- (4) Provide the vision, overall policy, strategic plan, and review the school's progress.
- (5) Hire, advise, support, evaluate, and hold accountable the Executive Director.

(6) Promote and Represent the school to the public.

(7) Recruit board members with close ties to the Muncie community who share the founding group's passion for the school's mission and have skills that strengthen the board.

All records of Inspire Academy will be made available to Ball State University for inspection and copying upon its request.

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 school leader's role is to serve as the point of accountability. The school leader is responsible for the day-to-day management of the school. The school leader will oversee and evaluate all faculty. The school leader will oversee and manage all systems, including but not limited to attendance, achievement tracking, reporting, and lunch. The school leader will be on point daily for tracking everything that arises. He or she will be the point person for all outside organizations, board communication, and reporting. The school leader will participate in the planning of professional development as a way of demonstrating instructional leadership. The school leader will demonstrate educational leadership by establishing the culture of high expectations, modeling a strong work ethic and commitment to excellence, and by prioritizing the empowerment of every student through an internationally

competitive education. In short, the school leader is both the public face and the internal inspiration for the organization.

A charter school environment can be very rigorous, complex and demanding. School leaders that possess an uncommon set of competencies that incorporate strong instructional knowledge, are calculated risk-takers with entrepreneurial instincts, and possess business/managerial skills seem to fair best in successful charter schools.

In addition to the traits listed above; Expeditionary Learning demands a school leader that is a visionary, has great character, and is responsive to teachers, parents, students, the community, as well as data and indicators that warrant changes in instructional design/delivery. There are many dimensions to the effective charter school management of all students.

Unlike conventional district schools, charter schools usually operate with fewer administrative staff, so it is also important that the school leader has a high level of integrity that provides vigilant oversight and assumes responsibility for its fiscal soundness and fund development. A background in corporate and/or the non-profit sector is a plus, as charter schools often require a tenacious person, unafraid to ask for whatever is needed to ensure students can engage the community and excel academically.

Inspire Academy – The School of Inquiry (IASI) structure will include a team leadership approach. The school leader will work closely with the instructional guide who will interface with teaching staff to safeguard the integrity of the Expeditionary Learning model.

IASI will serve a diverse student population, so its governance and the school leader will also reflect the students and families it will serve.

b. Describe the qualifications required for the school leader.

Masters of Education degree or equivalent work experience. Demonstrates a strong work ethic. Experience managing and overseeing an organization. School administration and school finance experience and business experience preferred. Demonstrates thorough understanding and working knowledge of Expeditionary Learning model. Experience working with school boards. Experience working with local, state, and federal laws and reporting requirements. Great organizational and time management skills. Proficient in MS Excel, MS Word, MS Publisher, and Outlook. Experienced with Internet. Experience using a student information system or other database. Strong written and verbal communication skills. Fund development. Community mobilizing. Public

relations and marketing expertise. Program development and evaluation.

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

The Organizing Board plans to recruit an executive director through both personal networking and public postings. Members of the Organizing Group began scouting for an executive director early in the organizing process at the recommendation of education professionals. The Organizing Board is looking for someone with entrepreneurial skills, degrees in education, clear understanding of the mission and target population, experience supervising people and managing an organization, experience working with large budgets, and a commitment to inquiry-based learning and Expeditionary Learning.

- 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 use the criteria listed in 21 b and c to select the executive director. The process will involve a letter of intent and resume submission. If the board is interested in the candidate based on this submission, references will be checked and an interview will be conducted. Most of the public job postings, interviewing legwork, and the official recommendation to the larger board will take place through a *search committee*. However, the entire governing board will be solely responsible for the recruitment and hiring of the executive director. Inspire Academy will not be contracting with a management organization.

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.

- 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.

n/a

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.

The Board assumes ultimate responsibility for the governance of the school, including its budget. However, the school's educational program and day-to-day operations will be administered by the Executive Director. The Executive Director will report directly to the Governing Board. Working with the Executive Director will be an Office Manager to handle phones, records, attendance, correspondence, transportation, and routine needs of students and parents. The Office Manager may also be expected to assist the Executive Director with managing budget, payroll, and personnel files. She or he will support the Executive Director's various responsibilities and manage the school office. IASI will use a Professional Employer Organization for human resources support, payroll, and accounting.

Also working alongside the Executive Director will be an Instructional Guide (IG) to establish rapport and constructive interaction with teachers, grade level teams, and departments and maintain open communication with the administrative team. The IG will maintain and disseminate professional reading materials which reflect current research, collaborate with teachers to support instruction and to solve problems that limit student achievement, observe instruction and provide feedback as support for teachers, conduct demonstration lessons, assist teachers in designing, delivering and assessing instruction. The IG will also work closely with the EL School Designer. By year three, IASI expects to add a Community Liaison to the administrative staff. The Community Liaison will be able to focus on supporting the needs of families as the school grows, as well as manage community partnerships.

A Special Education Coordinator/Teacher will be employed by IASI from the first year of operation who will be responsible for overseeing the special needs program, including gathering and documenting all information regarding student special needs, creating and administering a team structure with delegated tasks amongst all education staff members,

determining how best to organize support, leading in Individual Education Plan (IEP) development as required by the Individuals with Disabilities Education Improvement Act (IDEA) based on accurate and qualitative Present Levels of Performance (PLOPS) indicators of classroom success and learning strengths to support continuing progress in the least restrictive setting and ensuring accommodation and modification for testing. The coordinator/teacher reports progress quarterly, maintains a portfolio of student work demonstrating achievement of IEP goals, communicates regularly with parents and general education teachers, and seeks advice and support from the clinicians as needed. The Special Education Coordinator/Teacher will be expected to drive compliance, oversee the delivery of instruction, report program progress to school leaders, track academic data, implement data-driven program enhancements, and coordinate evaluations and related services. If a higher percentage of special needs students enroll than are statistically anticipated, additional special education teachers will be hired to work under the guidance of the Coordinator to ensure students with special needs are afforded quality education and adequate individualized care.

Each classroom of twenty students will have a full-time licensed classroom teacher. Each grade level will have an aid to assist with differentiated instruction. The special education staff will also spend time in each classroom as a collaborative effort to have inclusive classrooms and allow students with special needs to have exposure to the full curriculum. IASI will employ a part-time music teacher during the first three years, which will be increased to a full-time position by year four. Based on IASI's educational program based around arts integration and a holistic approach to learning, the classroom teachers will be expected to incorporate the visual arts into their learning expeditions by exhibiting content knowledge through artistic models and presentations. IASI students will receive health and physical education instruction from their classroom teachers as well. Regular fieldwork will include physical activity during the school day. In addition, aides will be expected to engage children in structured games and activities during recess time to ensure that children have an outlet for physical activity and coordination exercises.

IASI will employ one full-time and one part-time food service employee the first two years in order to offer family style, home-cooked, nutritious meals to our students. In year three, we will employ two full time staff. A nurse will be added in year two in order to alleviate the administrative staff of the responsibility of administering medications and tending to sick children. We will not need to employ maintenance staff during the first two years because maintenance is included in the terms of our lease agreement with Cornerstone Center for the Arts. By year three, we will likely outgrow Cornerstone, but we still expect to sign a lease agreement that includes maintenance services.

23. Staff Recruitment and Retention

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

Staff will be recruited through the personal networks of the board and staff, as well as through public postings. While the board plans to take care of the staff of IASI with adequate salary and benefits, we recognize that charters receive lower funding than district schools and our salaries may not be the primary means of recruiting and retaining quality teachers. We plan to recruit teachers who desire higher levels of creative freedom and autonomy. We will commit to giving teachers high levels of administrative support, professional development, and collaborative planning time. We also plan to have specific questions and scenario response exercises in teacher interviews to determine if each candidate will share our mission and be a good fit in an expeditionary learning school.

Once we determine which candidates are a good fit and high quality teachers, we will work to retain those teachers through following through on our promises of high levels of administrative support, professional development, and collaborative planning time. Teachers will be involved in the process of determining their own professional development needs. Teachers will be provided all the necessary tools to implement the plan that is in this proposal. IASI will implement a team approach and successes will be celebrated in a way to communicate value and empower teachers.

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

The executive director will serve on the governing board as a non-voting member. The governing board, in partnership with the executive director, may request other members of the school leadership team to serve on the governing board as non-voting members.

The school leadership team, comprised of lead teachers, the special education coordinator, and the administrative staff, will meet regularly and be highly involved in the management of the school. A school leadership team increases the learning and engagement of every student through continuous improvement of instruction, assessment and school culture in alignment with the EL Core Practices and each school's unique mission.

The school leadership team will meet regularly to ensure that the following responsibilities are collectively, strategically, and continuously met:

- Establishing a clear, shared vision of teaching and learning that leads to focused improvement
- Carefully selecting priorities and goals based on available evidence
- Collecting, discussing and using quantitative and qualitative data and other evidence related to student learning and teacher practice in order to identify areas for celebration and improvement
- Identifying essential tasks, designing needed tools, and addressing critical outcomes related to improving teaching and learning
- Learning together as a leadership team through active inquiry into EL best practices, and making that learning visible to other members of the school community
- Identifying and designing professional learning opportunities for staff members based on priorities and goals
- Making appropriate decisions to support school-wide implementation of the EL design, or bringing information back to the entire staff for consideration and decision-making
- Modeling productive leadership practices and skills in all interactions
- Inviting active leadership from others

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.

Members of the organizing group spoke extensively with Andrea Goldwater, HR and Operations Mgr for Hoosier Academies. She was very supportive and helpful in our initial stages of developing numbers to begin working with. Members of our organizing group have also sought out and received counsel and guidance from three EL school leaders.

Kerry LaPress, a member of the organizing group who is an architect, contributed formulas from which to begin calculating building expenses and rental rates. Justin Ullom, a member of the organizing group who is a business owner and manager was able to offer financial expertise from

running a business and also utilized business contacts, such as insurance agents, to run figures.

BookKeeping Plus, the experts in charter schools, has already begun to review the IASI budget and is providing feedback and improvements to ensure that the budget is realistic and sustainable. The majority of our budget will be dedicated to developing human capital because we believe that people make the difference in the lives of students.

b. School's fiscal procedures.

The administrative staff will use Bookkeeping Plus. Bookkeeping Plus records all financial data in the format required by the State Board of Accounts. In addition, IASI is planning to use Tilson Human Resources, Administaff, or a comparable PEO to handle HR, accounting, payroll, employee benefits, and related needs.

The school administration will be directly responsible for the day-to-day financial management of the school, under the oversight and governance of the Board.

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

We will allow our outsourced CPA firm to work in conjunction with our governing board and their financial committee to secure an outside auditing firm to handle the process annually.

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 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;

The number one budget priority of Inspire Academy is developing human capital. We believe that great teachers and strong school leadership are key components in the success or failure of our mission to empower a diverse body of students with an internationally competitive education by fostering students' natural inclination toward curiosity, discovery, and adventure through the use of in-depth expeditions as the central method for mastering learning targets. Therefore, we will devote the majority of our

budget to support quality teachers and administrative staff with salaries, benefits, and professional development. Professional development is important to both the educational program of IASI and to the retention of quality teachers. Due to our proposed partnership with Cornerstone Center for the Arts, IASI is in the strong place of not having to commit a major portion of our budget to facilities. Being able to share building space for the first few years will put us in a stronger place financially when we will need more space a few years down the road.

We know that a school rises with inspiring teachers and a strong educational platform. With our partnership with Expeditionary Learning, IASI has a solid pedagogical model backed by extensive results-oriented research. Therefore, we must ensure that our administration lives and breathes the mission of the school so that they are equipped to hire and empower a highly-qualified, diverse educational staff. Crucial to this process in the pre-operational phase is supporting such an administration financially. Therefore, IASI is devoting almost 40% of its pre-operational budget to *administration*. An initial expense which will be a more substantial portion of the budget near the beginning than it will be later in the process is *technology*. This will enable IASI to have the proper tools in place to support the strong educational platform for the long haul. Finally, *facilities* will be a minor portion of the pre-operational phase, encompassing only 7% of the budget.

Similarly, the first-year budget addresses the mission and top priorities of IASI. A full 69% of the budget is devoted to instructional staff, while an additional 17% supports general / administrative staff needs. This means that 86% of the first year operational budget either directly or secondarily supports human capital. This is in contrast with facilities occupying only 5% of budget space with technology accounting for only 1% of total expenditures (having been bolstered during the pre-operational phase). This is in line with our mission, which is to foster students' natural inclination toward inquiry and discovery. While the facilities and technology used will be more than appropriate to support the educational program, the priority is ensuring that the staff are trained and supported to inspire the students on to greatness. By utilizing Bookkeeping Plus, our spending will be monitored, sustainable, and in line with our vision of devoted leaders supporting empowered students in their journey through educational discovery.

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

By utilizing Bookkeeping Plus, IASI is contracting with the Premier Accounting / Budgetary service provider for charter schools. Our fiscal representative has a wealth of experience surrounding charter school income, including the federal start-up grant, the

state ADM funding, Common School Loans, and other funding sources / grants. This means that our revenue assumptions are evidence-based and realistic. Additionally, we have budgeted based on what is reasonably assured rather than the best-case scenarios so that we have a conservative, realistic expectation for our income and needs. Likewise, our expenditure assumptions are based on extensive research including consulting Bookkeeping Plus, district schools, and multiple charters. Our organizing group includes several members with extensive financial expertise, including those with experience as a business owner, a grant writer, and a COO. Finally, our numbers are not invented. They are based on actual quotes or advice from companies we have already contacted as potential service providers (e.g. insurance, HR, etc.). All debt incurred is based on conservative loans such as the Common School Loan and is projected to be repaid in a reasonable and realistic amount of time. IASI has striven to ensure that its budget is not based on unreasonable or arbitrary numbers, but rather supports long-term, sustainable growth in our educational mission.

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

Inspire Academy plans to utilize the Common School Loan to cover the gap between authorization and the first disbursements of ADM funding. Should Inspire Academy experience any additional shortfall in expected revenue, the following plan will be implemented:

- The Governing Board will put a freeze on all salary raises and even reduce salaries, as necessary, until a positive cash position is established.
- The Governing Board will enact a hiring freeze until a positive cash position is established.
- Calendar adjustments will be considered to increase instructional days during seasons when utility costs are lowered and teacher sick days are more infrequent to reduce substitute costs.
- Administrative staff will be expected to fill in as substitute teachers once weekly, as necessary.
- IASI staff will be expected to participate in door-to-door recruitment, in addition to other recruitment avenues enumerated in Section L.
- IASI will actively fundraise from community sources (Ball Brothers foundation, Community Foundation, personal connections, etc.)
- IASI may renegotiate contracts to ensure that we are getting the most for our

money.

- IASI will be forthcoming with the Office of Charter Schools and consider any recommendations.

Submit budget worksheets from Table 25, 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.

In consistency with the pre-operational and first-year budgets of IASI, the projected five-year budget plan will include the same general priorities in line with the mission of IASI. The mission of IASI includes *empowering* and *fostering inquiry*. This means that human capital is foremost: the budget priority is quality staff, followed by the necessary expenditures to put the educational platform center-stage. Therefore, IASI will continue to prioritize in a similar fashion.

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

By utilizing Bookkeeping Plus, IASI will still be in an extremely safe place in relation to knowledge of actual funding formulas, proposed expenses, and additional revenue streams. As noted above in 1.b., the Organizing Board of IASI has included amongst its members many with extensive financial expertise as well as choosing to contract with and obtain quotes from reputable companies. With our knowledge of the Common

School Loan, IASI has included reasonable expectations for repayment of debt service. While incurring no expense during the first operational year, by year five IASI will have repaid \$395,000, with a plateau of \$135,000 annually.

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

Inspire Academy – The School of Inquiry will hire an Executive Director with experience in and commitment to fund development. The Executive Director will be expected to submit grant applications, plan fundraising events, and pursue private donors.

In addition, should Inspire Academy have cash flow challenges, the plan laid out in section 25c of this application shall be implemented.

Submit budget worksheet from Table 26, Budget Worksheet C as a PDF (Portable Document Format - Adobe® - named, **Attachment 26 - Budget Worksheet C**

27. Fund-raising Contributions

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

IASI has chosen to plan the budget without outside contributions. Many in-kind contributions of professional time have already been made, and we plan to continue to pursue both pro-bono professional work as well as monetary contributions. However, we have deemed it in our best interest to plan the budget without these contributions and to consider what does come in to be above and beyond our planned income. As previously stated, IASI will take an active approach to fund-raising and grant-writing. However, in order to budget in a reasonable and conservative manner, we are budgeting as if only the guaranteed funding were a reality and we had no expectations for any other funding sources.

28. 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.

IASI will carry full property, liability, workman's comp, and umbrella insurance. All coverage amounts will meet or exceed state standards. IASI has already obtained an insurance quote which includes the necessary amounts as well as budgeted accordingly. IASI will of course, as a best practice, obtain multiple quotes for any such service. The Thompson Group has provided to the Inspire Academy - A School of Inquiry the following amounts:

- Liability: \$2,000,000 aggregate
- Property loss: \$50,000 for initial business personal property (assuming rental situation)
- Student Personal Injury: \$4,000,000 / occurrence

The total annual premium is \$14,169 and is included in the school's budgeted expenses with appropriate increases in future years.

29. 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.

Inspire Academy intends to lease space from Cornerstone Center for the Arts. The cost of leasing will amount to \$3500 per month. The leaser will be responsible for ensuring that the facility conforms to applicable health, safety, and occupancy requirements before IASI can use the building. The Governing Board and administrative staff of IASI will use due diligence to confirm that all spaces do indeed conform to applicable health, safety, and occupancy requirements before moving publically funded students and educational programming into the building.

- 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.

Cornerstone Center for the Arts is a gargantuan historic building in downtown Muncie, Indiana. There is far more than adequate space according to education building code. The organizing group of IASI has negotiated adequate dedicated space for eight classrooms for year one and ten classrooms for year two. We have also negotiated dedicated office space for our administrative staff, as well as spaces for teacher collaboration and special education. In addition to these dedicated spaces, Cornerstone will also share spaces with us for indoor recreation, assembly, and commercial kitchen facilities.

The location is within the urban core of Muncie and is accessible by foot, bike, bus, or short car drive to all Weed and Seed target areas. It was our goal to be located along South Madison Street, and using facilities at Cornerstone allows us to realize this goal. One of the design principles of our school is collaboration. Sharing a facility with another organization will force us to model collaboration from the top down and help our students see what collaboration looks like on a daily basis. The building itself is an historical artifact within Muncie and will serve as a resource to be tapped for investigation within expeditions. Cornerstone Center for the Arts is also ideal for integrating the arts across the disciplines. Cornerstone Center for the Arts itself has a mission revolving around arts education within the Muncie community and is anticipating opportunities to partner together to aid in the success of artistic and kinesthetic learners.

We are aware that IASI will exceed current available space at Cornerstone Center for the Arts by year three or four. The Organizing Group has a few options on the horizon for expansion in year three or four.

Option 1:

One proposed future site for IASI is the current Madison St. Furniture building located at 1321 S. Madison St. The owner has proposed, on multiple occasions, selling the building to members of the Organizing Group. He is planning to move his business. It is over 10,000 sq. ft. and sits adjacent to three vacant city lots owned by members of the Organizing Group along the major thoroughfare of Muncie's urban south side. We have negotiated with the owner of the furniture store, who has stated that he will sell the building for just over \$100,000. The Organizing Group has significant renovation experience and has completed a preliminary cost analysis (with the help of Kerry LaPrees, Architect and member of the Organizing Group, as well as another general contractor) to determine that the building could be upgraded to an educational facility for an additional \$125,000-\$175,000. The Urban Light Christian Community Development Corporation owns five city lots adjacent to the facility and would deed or permanently lease them to IASI, so additional parking and /or building additions will be very feasible. Kerry LaPrees has building plans drawn up of an educational facility on this property that can house Inspire Academy.

The Organizing Group also has an agreement with a Contractor who has offered to build an 8,000 sq. ft. addition for around \$250,000 (cost of materials). This would give us a final facility for around \$500,000. With the addition, IASI could hold up to 360 students (maximum capacity) in K-8.

Option 2:

The Organizing Group of IASI has continued ongoing contact with the Muncie Housing Authority to pursue leasing or purchasing what was previously the Garfield Elementary school building at 1600 S. Madison St. The building is an 86,000 sq. ft. educational facility, located within our target geographic location. Garfield Elementary would be the ideal facility and will be the first choice of IASI if the building can be obtained for a reasonable price. However, since it is not certain, we are listing this as facility expansion option two. Conversations are currently continuing with both Guillermo Rodriguez, CEO of MHA, and Van Johnson, COO of MHA. Based on a request from Mr. Rodriguez (as of Sep. 21, 2011), the Organizing Group will be submitting a proposal in writing that outlines our facility needs for the former Garfield Elementary.

Both of these options will be passed along to the Governing Board upon authorization for them to continue to pursue and choose the best option for the success of Inspire

Academy.

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

The acquisition of space within Cornerstone Center for the Arts will secure us a lease rate that is well below market value per square foot. The Organizing Board of IASI is pleased with the expense saved through partnering with Cornerstone. The Organizing Board is also committed to continuing to discuss other options within the Muncie community between now and December to ensure that we have the best location for the best price.

- 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.

September 19, 2011

Kerry LaPrees
Inspire Academy, Inc.
P.O. Box 3185
Muncie, Indiana 47308

Re: Letter of Intent to Lease that Certain Office Building and Equipment

Located at 520 E. Main Street, Muncie, IN (the "Building")

Dear Mr. LaPrees:

As we have discussed, this letter of intent constitutes our proposal to enter into a new lease (the "**Lease**") for space within the Building. The basic terms of the Lease will be as follows:

1. **Landlord:** Cornerstone Center for the Arts, Inc., an Indiana non-profit corporation.
2. **Tenant:** Inspire Academy, Inc., an Indiana non-profit corporation.
3. **Use:** All uses associated with the operation of a public school.
4. **Location:** 520 E. Main Street, Muncie, Indiana.
5. **Broker(s):** Landlord and Tenant represent to each other that they will not be represented by real estate brokers for purposes of negotiating the Lease.
6. **Premises:** Tenant will lease space in the basement, first floor, second floor and second mezzanine, as more particularly described on the floor plans attached to Exhibit A. The homeroom space defined on the floor plans shall be no less than 700 useable square feet and Tenant shall have exclusive use of the homeroom space during the Term or any Extended Term.
7. **Rent:** \$42,000 per annum, which shall be payable in equal monthly installments of \$3,500 each, in advance, no later than the first day of each calendar month during the Lease Term. (Hereinafter "Rent")

8.	Rent Escalation:	Rent will not escalate during the Lease Term; provided, however, Rent may increase during any Extended Term as provided in paragraph 14.
9.	Full Service Rental Rate:	The Lease will be considered full-service "gross lease agreement," as opposed to a "net" or "triple net lease agreement," meaning that the cost of and responsibility for all operating expenses, including, but not limited to all utilities (electricity, gas, water, sewer, telephone, internet, etc.) janitorial services, security services, fire protection, repairs, maintenance, insurance, real property taxes and special assessments and other costs and expenses associated with the ownership and operation of the Premises, Building and surrounding areas will be the responsibility of Landlord. Tenant shall not be responsible for any additional rental obligations beyond the real rates described in Section 8 of this Letter of Intent.
10.	Copier:	During the Term, Tenant will have use of a copy machine that is located in the Building. Tenant will be charged a fixed fee of \$.21 each and \$.09 for each block copy.
11.	Security:	No Security Deposit, prepaid rent, personal guaranty or corporate guaranty will be required.
12.	Commencement Date:	The lease will commence on two separate dates. The Commencement Date for the office space will be on January 5, 2012 and the Commencement Date for the remaining space will be on June 1, 2012.
13.	Lease Term:	Two (2) years and six (6) months commencing on January 5, 2012; provided, however, that the

14. Extended Term:	Lease Term for the remaining space will expire on the same date as of the office space. Tenant will have the option to extend the term of the Lease for three (3) additional periods of one (1) year each, upon first giving Landlord three (3) months prior written notice (prior to the expiration of the Lease Term) of its intention to exercise said option. The Extended Terms will be on all of the same terms of the Lease, except that Rent during any Extended Term may increase to cover any increases in the cost of utilities, janitorial, and other expenses noted in paragraph 9 or that the Landlord may incur as a result of Tenant's use of the Premises. Landlord will provide Tenant with the proposed rental rate no less than six (6) months prior to the expiration of the Initial Term or any Extended Term, as the case may be.
15. Leasehold Improvements:	Landlord will improve the open space, at its sole cost and expense, by placing dividing walls between the space described as Homeroom #2 & #3, Homeroom #6 & #7, Homeroom #8 & #9 shown on <u>Exhibit A</u>. Landlord shall also, at its sole cost and expense place permanent walls around Homeroom #6 & #7. All improvements shall be subject to the approval of Tenant. Any space not being improved shall be delivered to Tenant in good condition and repair and comply with all building codes applicable to public school facilities, including, but not limited to the American's with Disabilities Act.
16. Building Management:	Landlord will be responsible for managing the Premises, including all reasonable maintenance and repair obligations for the Building, along with any common areas and parking areas associated therewith. Landlord will also provide

	24-hour security and fire protection services for the Building.
17. Assignment / Sublease:	Upon prior written Agreement and approval by the Landlord, and of which the request will not be unreasonably withheld, Tenant may be allowed to assign or sublease all or any portion of its rights under the Lease to any person or entity, provided that any assignee or sublessee agrees to use the space subject to the terms and conditions of the Lease and Tenant continues to be responsible for its obligations under the Lease in the event that any assignee or sublessee defaults on its obligations.
18. Signage:	Tenant will be entitled to maintain its name and logo on all existing signage associated with the Building or to install additional signage for purposes of identifying Tenant's presence within the Building. Tenant will be responsible for the cost of constructing, installing, preparing and maintaining any signage for the Building. All signage shall comply with all applicable laws, codes, and historic building preservation requirements.
19. Representations:	Landlord will represent to Tenant that: (a) Landlord has the power and authority to enter into the Lease Agreement with Tenant; (b) the land upon which the Building is located is not subject to any covenants or restrictions that would restrict Tenant's use and enjoyment of the Building; (c) to the best of Landlord's knowledge, hazardous substances have not been stored, placed, disposed of or located on or in the Building or the property associated therewith; (d) Landlord has no knowledge of latent or patent defects in the Building or the Premises;

and (e) the Building is not located within a 100 year floodplain or a flood zone as determined by FEMA, requiring flood insurance to be maintained by the owners or occupants of the Building.

20. Issuance of Charter:

In the event that Tenant is not issued a charter on or before December 31, 2011, by the Ball State University Office of Charter Schools to operate a public charter school, then the Lease will automatically terminate.

21. Contingencies/Lease Execution:

This Letter of Intent is contingent upon a fully executed and delivered Lease. This Letter of Intent is for negotiation purposes only and is not meant to bind either party. Only a mutually executed Lease shall bind the Tenant and Landlord.

If the terms and conditions set forth above are acceptable to Tenant, please so indicate by acknowledging the same and returning an executed copy of the Letter of Intent to Landlord by 5:00 PM EST on September 20, 2011. If Landlord has not received a fully signed counterpart of this Letter of Intent by that time, then this offer to lease the Premises on the terms and conditions herein shall be deemed revocable thereafter at Landlord's option, and if revoked, shall be of no further force or effect.

Sincerely,

CORNERSTONE CENTER FOR THE ARTS, INC.

By: _____ By: _____
Robbie Tompkins, Executive Director Ben Smith, President of the
Board

Acknowledged and agreed to this ____ day September, 2011

INSPIRE ACADEMY INC.

By: _____
Kerry LaPrees, Authorized Board Member

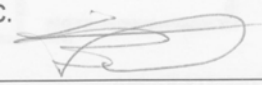
**21. Contingencies/Lease
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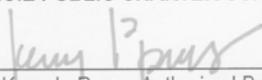
Sincerely,

CORNERSTONE CENTER FOR THE ARTS, INC.

By:  By: 
Robby Tompkins, Executive Director Ben Smith, President of the Board

Acknowledged and agreed to this 20th day September, 2011

MUNCIE PUBLIC CHARTER SCHOOL OF INQUIRY INC.

By: 
Kerry LaPrees, Authorized Board Member

30. 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.

In accordance with Indiana's second and fifth principles of the State Accountability System, "All Students" and "Subgroup Accountability," teachers and school leaders will analyze and disaggregate test data to determine patterns of performance by socioeconomic status, gender, ethnicity, special needs, student mobility, and English language learners, and collect and use multiple sources of data beyond test scores (e.g., data on school-level assessments, student engagement, family participation, and teaching practices). Teachers will know the achievement patterns of subgroups of students in their classrooms and of sub-populations in the school as a whole. Data will be used to monitor and address achievement gaps. School leaders will use data to tell their schools' stories, and to leverage change and resources. They will go beyond mandated reporting to collect such data as student and family participation to tell their school's story.

- b.** Expects all students and subgroups to reach proficiency in accordance with State System of Accountability (Absolute, Comparative, Growth).

In accordance with the first principle, "All Schools," of the State System of Accountability, Inspire Academy – The School of Inquiry (IASI) will expect all students and subgroups to reach proficiency. The staff of IASI will provide academic achievement and student progress reports in a timely manner in accordance with the first principle of the State System of Accountability. Data will be disaggregated to determine the proficiency level of various subgroups. Said data will be used to inform and improve instruction to provide every subgroup with a competitive education.

IASI expects Absolute proficiency by its fifth year of operation. IASI will measure this according the State System of Accountability that labels 90% of a student body passing ISTEP as an exemplary school. IASI expects Comparative proficiency within its first year of operation. We expect that, compared to the district within which our school is geographically located, our students will perform at a rate above the median by the end of the first year. IASI expects proficiency in Growth each year of operation until Absolute proficiency is mastered. Our growth goals can be referenced in section 7b of this application.

- c. Uses the Federal targets for achievement and aligns method of AYP determination with the State System of Accountability.

Inspire Academy – The School of Inquiry will articulate standards for student performance based on the Common Core State Standards and the Indiana Academic Standards. The faculty will develop performance standards in detail for each subject area at each grade level and will share them with the students. They will also convey them clearly in the quarterly progress reports.

IASI uses the Federal targets for achievement to formulate rigorous and achievable goals. The goals listed in Section 7: Instructional Design of this application demonstrate alignment with Federal targets by holding exemplary status according to the Department of Education as the goal. We desire that 90% or more of our students will demonstrate proficiency in Math, ELA, Science, and History by year five of operation. In accordance with the third principle of the State System of Accountability, “Method of AYP,” IASI has set achievable intermediate goals for the first three years of operation as a means of holding the faculty accountable to achieving exemplary status by year five.

Also in accordance with the third principle, IASI will conduct an incoming assessment of each student’s knowledge content during our first year of operation to be able to establish a starting point from which to gauge whether each student demonstrates a year or more of growth by the end of the year. For each following year, the faculty of IASI will use the previous year’s data as the starting point from which to determine each student’s growth for that year.

- d. High school must include graduation rate as indicator.

n/a

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

Inspire Academy – The School of Inquiry will use additional indicators that are valid and reliable to ensure that students are achieving at exemplary levels. IASI will abide by the Office of Charter’s requirement to administer NWEA testing with all eligible students as an additional indicator of student growth. The school is also considering using DIBELS or STEP to assess the achievement level of K-2 students. In addition, the faculty of IASI will compile student portfolios of work that is representative of each student’s achievement level. The faculty of IASI will also create an archive of student product from the very beginning in order to be able to access samples of student work easily for

reporting and promotional purposes.

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

In accordance with the tenth principle of the State System of Accountability, “Participation Rate,” the administration and faculty of IASI will offer incentives for student attendance on high stakes testing days. IASI will also offer ongoing attendance incentives to all students and families, including all subgroups, as a way of encouraging consistent participation and high attendance rates. In addition, IASI will offer a makeup testing date as allowable by the state for students who are ill or have some other family emergency on the day of the state assessment. Through these means, IASI will ensure at least 95% participation and attendance in the school and all subgroups.

g. Additional Targets:

- Student recurrent enrollment

IASI intends to build a strong sense of community and belonging as a means of securing student recurrent enrollment. One of the Core Practices of Expeditionary Learning is *Establishing Structures for Knowing Students Well*. IASI will establish said structures through Benchmark A of this Core Practice: Crew in Elementary Classrooms. Crew allows students and teachers to forge productive relationships over time to support their achievement. Crew provides a time to focus on relationship building among students and between adults and students (e.g. through greetings, personal sharing, classroom discussions). Crew provides a check-in on how the class is doing in terms of character and academic progress, and how well individuals are doing. If there are problems with courtesy, behavior, tolerance or responsibility in the group, those problems are often addressed in this setting. Whenever possible, students in crew sit in a circle so they can see each other, participate actively in discussion, and hold each other accountable for high standards of character. Crew leaders form relationships with parents, monitor academic progress, and lead interventions. Benchmark C under the Core Practice of *Establishing Structures for Knowing Students Well* is Building Relationships. The school will ensure that every student is known well by at least one adult who serves as an advocate for the student’s academic and social progress. Teachers will use a variety of structures and strategies to get to know students well (e.g. crew time, flexible grouping, regular check-ins). The school will celebrate the contributions of members of the learning community through community meetings. Multi-year connections between students and adults will be created through looping and/or mentoring or crew relationships that last more than one year.

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

Although IASI is not requesting a charter contract that includes high school at this point, the school will begin the preparation process for post-secondary and career readiness and success with students during the elementary and middle school years. Through our expedition-based curriculum, students will learn about numerous careers and be introduced regularly to professionals of a variety of fields. Benchmark B under the EL Core Practice of *Incorporating Fieldwork, Experts, and Service Learning* is Experts. Teachers regularly engage experts during fieldwork and as classroom guests. Teachers reach out to a range of experts who may be professionals from a particular discipline or community members with first-hand knowledge of the topic being studied. Experts may work with just teachers or with teachers and students. Experts work collaboratively with students on projects and/or products and they help students critique their work against professional standards. Students greet experts with courtesy, respect, and background knowledge. Experts should be surprised and delighted by the students' depth of knowledge and preparation. Teachers and students orient experts to the needs of the project and the protocols for class critique. Often, teachers and students maintain ongoing relationships with experts. Whenever possible, students take a lead role in communication with experts before (to ensure alignment and focus), during (to keep the collaboration on track), and after (showing appreciation), to build student responsibility and skills to perform real-world work. Our commitment to continuous interaction with the rest of the professional world will expose students to a variety of careers and a knowledge of what is expected of successful professionals.

31. Accountability to Sponsor

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

The executive director will be responsible for completing and turning in timely reports to the Ball State University Office of Charters. We will allow our outsourced CPA firm to work in conjunction with our governing board and their financial subcommittee to secure an outside auditing firm to handle the process annually.

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

The organizing board will hold a monthly meeting that is publically posted. The board

will be required to familiarize themselves with the bylaws and board policy and to abide by said documents. The board will also attend a board training (potentially through Charter Board expert and authority Dr. Brian L. Carpenter) and attend an Expeditionary Learning event. The board of Inspire Academy – The School of Inquiry meets the first Friday of every month at 8:30 a.m.

32. Accountability to Constituents

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

Inspire Academy – The School of Inquiry will implement a multi-faceted system for gathering data from constituents regarding their concerns and suggestions and responding effectively. Staff and faculty will use formal survey results gathered during parent orientation and parent/teacher/student conferences. The staff and faculty will also gather informal information from phone calls and personal contacts, including required phone calls made by teachers to each parent on a quarterly basis. Data will also be gathered at planned parent events, such as “coffees” hosted by the school leadership. A record of all survey data, suggestions, concerns, and additional informal data should be kept and reviewed for possible action at regular School Leadership Team meetings. All written or spoken concerns will be responded to in a timely and appropriate manner by the proper staff.

- 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.

Core Practice 38 of Expeditionary Learning is *Reflecting on Progress*. Expeditionary Learning school leaders apply Expeditionary Learning’s Core Practices as the central means for improving student achievement, engagement, and character development. During the annual improvement planning process, the staff examines achievement data, teaching practices, and data related to school culture and character to reflect on and analyze progress. The process of reflection and analysis leads to a focused and manageable set of school improvement goals and action steps.

School leaders will participate in the annual Implementation Review and use Expeditionary Learning’s implementation report to guide school planning. School leaders

use feedback from Expeditionary Learning's Implementation Review along with other sources of data, including but not limited to NWEA scores, DIBELS or STEP scores, ISTEP scores, student portfolios and product, to assess growth and inform annual goals. School leaders will reflect regularly on their own progress toward personal goals and toward addressing school goals, modeling for the staff an ethic of self-improvement. School leaders will organize and present appropriate data to appropriate audiences so that they can be analyzed effectively and efficiently by constituents and evaluated for progress toward meeting the school's Accountability Plan goals. School leaders will ensure that time is set aside and used for school improvement planning. The school's leadership team will solicit input on the school improvement plan from staff and other partners, including Expeditionary Learning staff.

- 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.

Inspire Academy – The School of Inquiry will communicate its progress towards meeting its Accountability Plan goals annually to all stakeholders. Annual reporting to various stakeholders will take on various forms. School leaders, board members, and teachers will be the first to be notified via routine meetings that occur on at least a monthly basis. Annual reporting to parents will take place at parent orientation meetings at the beginning of each school year. This opportunity will also be used to involve parents in the brainstorming process for ways to improve student performance. Progress will be measured more frequently by tools other than state testing, such as student work samples, teacher lesson plans, and other assessment tools, and will be reported internally for continuous improvement planning.

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.

33. 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**

34. 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**

35. School Admissions Policy and Criteria

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

Attach Plans and Timelines – as a (Portable Document Form) named, **Attachment 35 – Plans and Timelines**

36. 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.

Attach Discipline Policy - as a PDF (Portable Document Form) named, **Attachment 36– Discipline Policy**

37. 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**

38. 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**

39. 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**

40. 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**

41. 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**

42. 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**

43. 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**

44. 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**

45. 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**

46. 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**

47. 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**

48. 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**

49. 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**

50. 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**

51. 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**

52. 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**

53. 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**

Table 10b: Assessment System

Dates for Administration of Assessment	Name of Assessment	Grade Levels Involved	Students Being Assessed	Information About Assessment
August and May	NWEA	Grades 2-8	All Students	Used to provide comparative data to inform instructional decisions.
Spring	ISTEP+	Grades 3-8	All Students	For the purpose of providing data for measuring student achievement in alignment with the Common Core State Standards.
August and May	STEP	Grades K-3	All Students	For the purpose of diagnostic data to provide targeted instruction to accelerate student reading.
August and May	easyCBM math	Grades K-2	All Students	For the purpose of diagnostic data to provide targeted instruction to accelerate student math comprehension.
Spring	ISTAR	Grades 3-8	Students for whom an alternative state assessment is required	For the purpose of providing information for instruction and measuring progress of students.
Spring	IMAST	Grades 3-8	Students for whom an alternative state assessment is required	For the purpose of providing information for instruction and measuring progress of students.

Position Title	Line Item with Amount	Administrative Responsibilities
Special Education Coordinator	Line Item 64 in Salary Assumptions Worksheet \$40,000	• Oversee the special needs program • Gather and document all information regarding student special needs • Create and administer a team structure with delegated tasks amongst all education staff members • Determine how best to organize support • Lead in IEP development as required by the Individuals with Disabilities Education Improvement Act (IDEA) • Ensure accommodation and modification for testing • Ensure compliance to the Free Appropriate Public Education (FAPE) requirement that no more than 16 special education students be assigned to any one teacher
Special Education Teachers	Line Item 65 in Salary Assumptions Worksheet \$32,500	• Meet at least twice weekly with their grade-level regular education teams to plan curriculum and student support • Implement and update meaningful IEPs based on accurate and qualitative Present Levels of Performance (PLOPS) indicators of classroom success and learning strengths to support continuing progress in the least restrictive setting • Serve as the case manager directly responsible and accountable for ensuring the academic progress and individual case compliance • Report progress quarterly • Maintain a portfolio of student work demonstrating achievement of IEP goals • Communicate regularly with parents and general education teachers • Seek advice and support from the clinicians as needed



Office of Charter Schools **BALL STATE UNIVERSITY**

Due Diligence Questionnaire

Determining an Educational Partner's Capacity to Provide Services

Partner Name: Expeditionary Learning/Outward Bound

Contact Information of Person Completing Form:

Name: Deb Otto

Title: Regional Director, Midwest, Expeditionary Learning

Phone/Fax: 564-513-0757

E-mail: dotto@elschools.org

Expeditionary Learning (EL) is not an EMO. It is a non-profit organization that partners with schools to implement its specific core practices.

The EL model is based on research and honed by 17 years of working closely with schools and districts. This experience has consistently demonstrated that our model:

- Develops leadership capacity across the school to build a shared vision for school transformation and a professional culture rooted in quality, continuous improvement, and trust
- Builds teacher effectiveness through on-site coaching as well as regional and national professional development
- Organizes learning around an experiential project-based approach where students do original research and create high-quality products for audiences beyond the classroom
- Develops critical thinking and problem solving skills as essential elements of the deep learning that prepares students for success in college and beyond
- Creates a school culture based in strong adult-student relationships and positive character, with rigorous expectations for behavior and achievement
- Empowers school leaders, teachers and students in collecting and analyzing data from multiple sources to improve student achievement
- Balances an academically rigorous and well-defined approach with teacher creativity and judgment

EL partners with 165 schools in 29 states and the District of Columbia. The proposed Inspire Academy in Muncie, would be the fourth EL school in Indiana. Staff would serve it from the Midwest Region of EL.

The Board of Directors of Expeditionary Learning Outward Bound is a dedicated group of individuals whose guidance and support help to establish vibrant and effective schools, where students love to learn and teachers love to teach.

Chair
Virginia Hill Worden

President and CEO
Scott Hartl
Expeditionary Learning

Roland S. Barth, Ed.D.
Education Consultant

Greg Farrell
Expeditionary Learning Schools Outward Bound
(retired)

Robert Gable
Unitrode Corporation (retired chairman and
CEO)

Judith E. Glaser
CEO, Benchmark Communications, Inc.
co-founder, Creating WE Institute

Allen Grossman
Professor, Harvard Business School

Lee Klingenstein
Chairman Emeritus

R. Bruce Rich
Partner, Weil, Gotshal & Manges LLP

Corinne H. Rieder
Executive Director and Treasurer
The John A. Hartford Foundation

Kurt L. Schmoke
Dean, Howard University School of Law

Irwin W. Silverberg
Senior Managing Director, Burnham Financial
Group

Douglas T. Tansill
Partner
Cove Harbor Partners, LLC

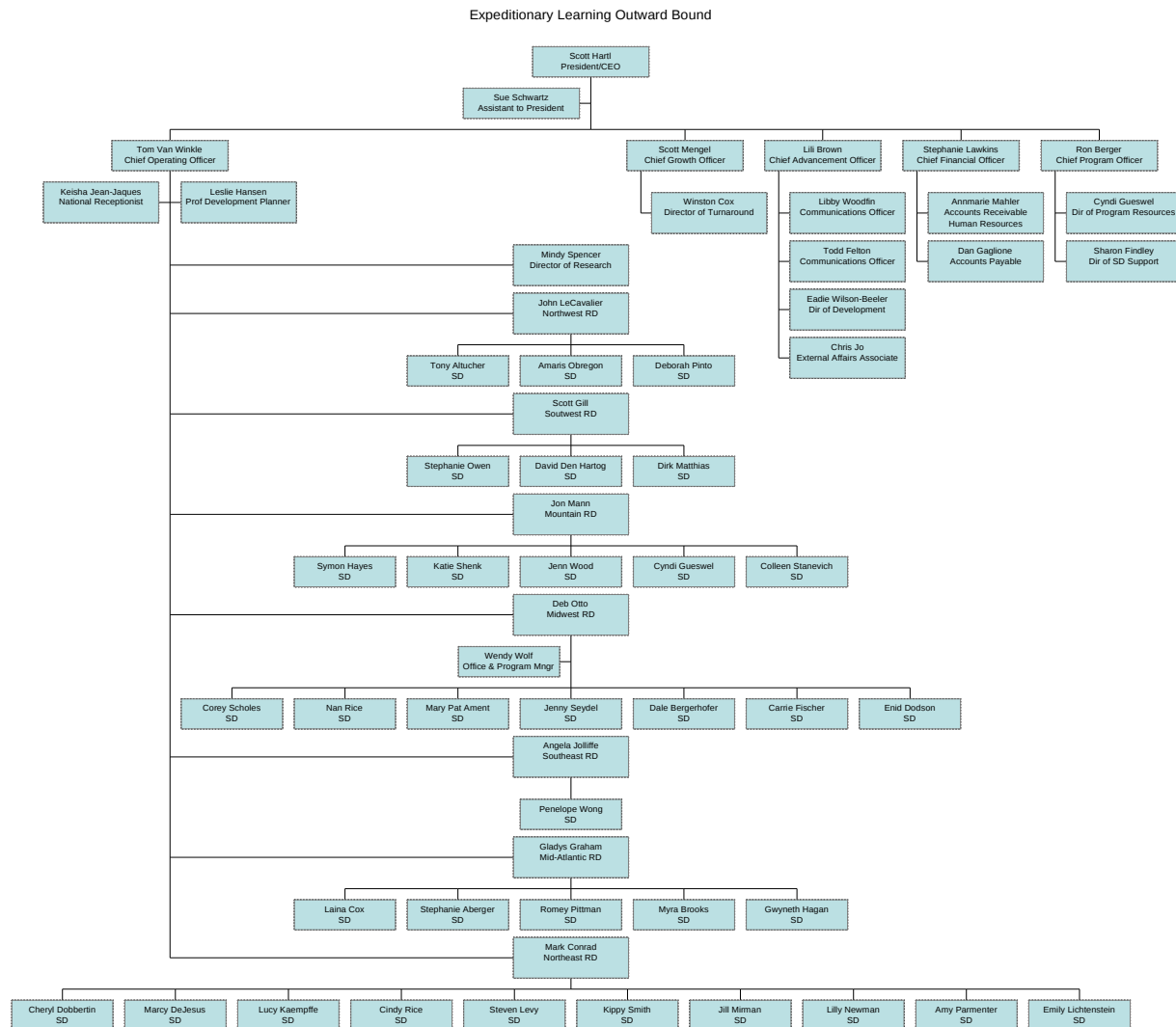
Harriet L. Weissman

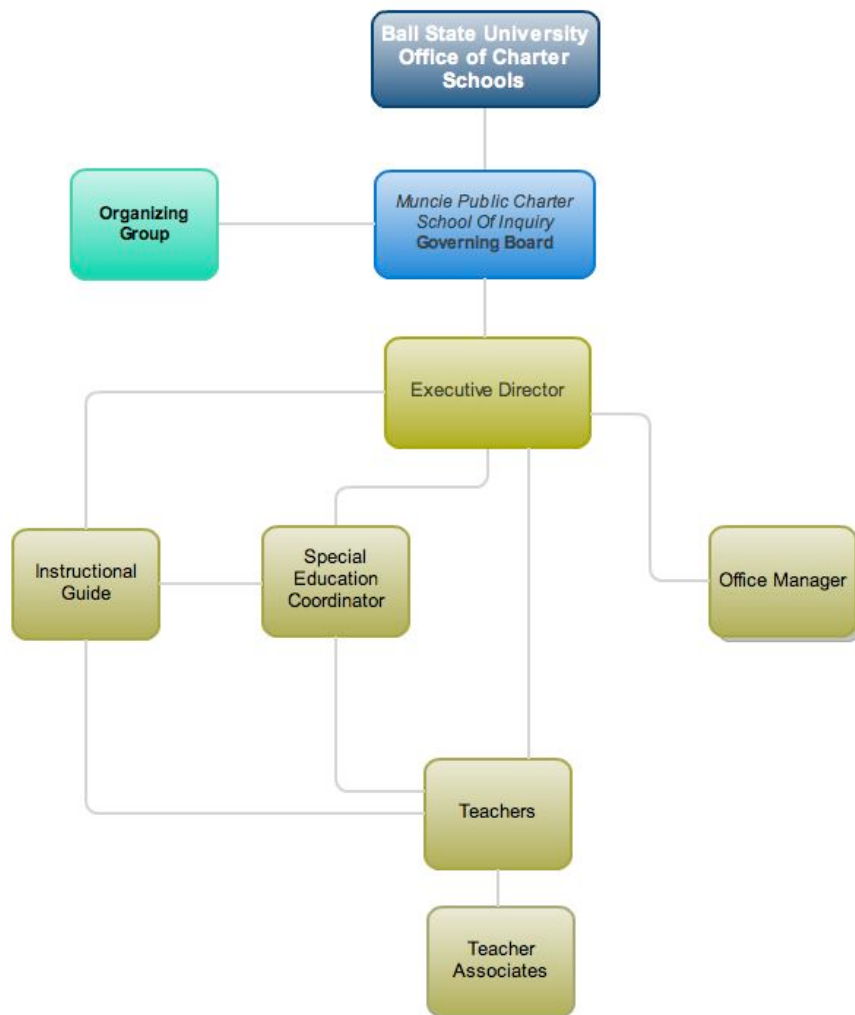
Alexandra Buckley Voris
co-founder, EduFoods

Joanne K. Ziesing
Horizons Student Enrichment Program

Expeditionary Learning national headquarters are located at 247 West 35th Street, 8th Floor, New York, NY 10001, phone 212-239-4455.

EL Organizational Chart

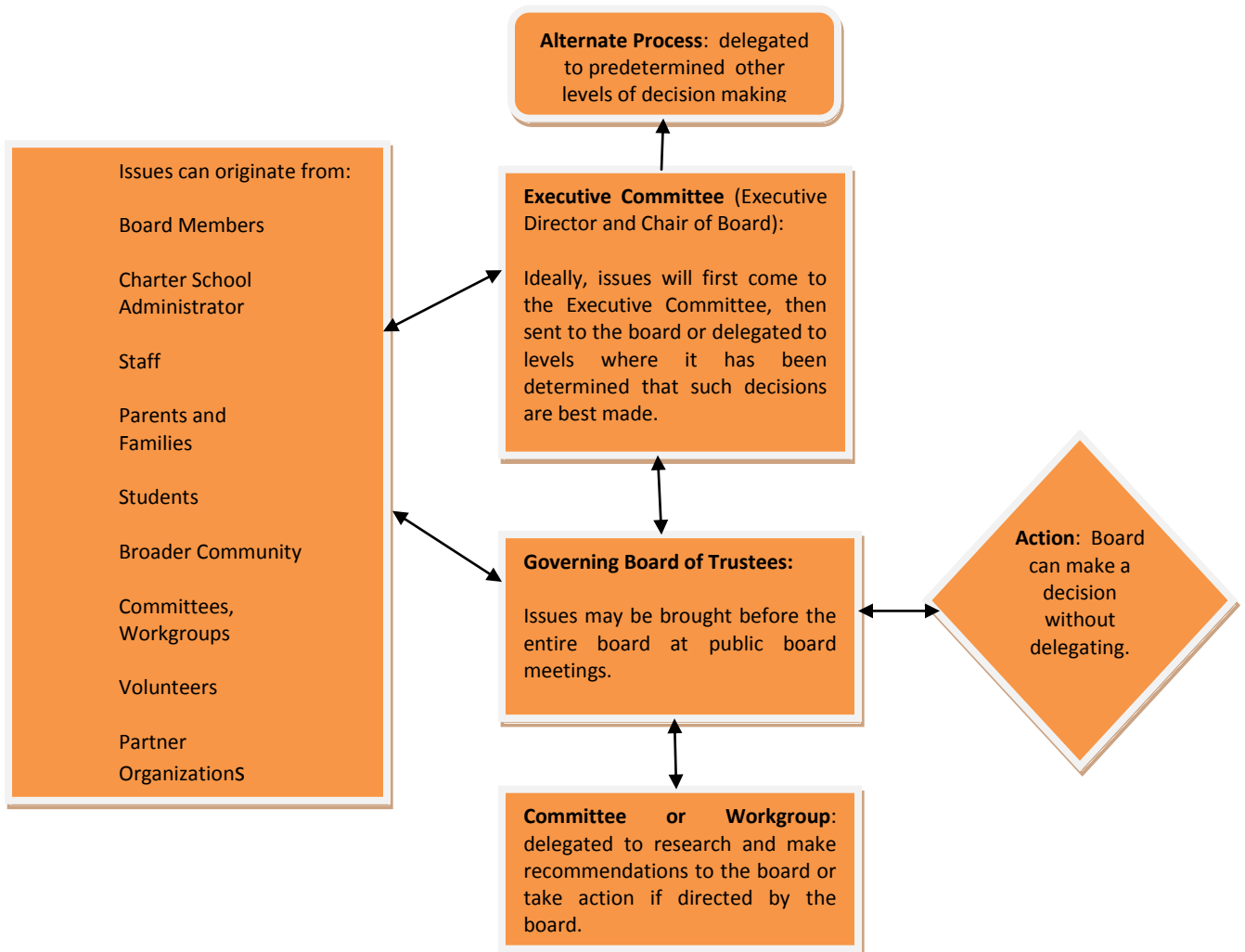




Attitudes Toward the Charter

Positive Attitudes	Negative Attitudes
Inclusive and diverse school	Will take money from district
Will narrow the achievement gap	Will take students from district
Centrally located in urban Muncie	Charters are private schools
Diverse administration and staff	Lack of transportation
Support of African-American leaders	Charters are for rich suburban kids
Support of faith community	Charters are a Republican idea
Support of professional community	Won't be funded enough by the state
Urban community-based	Money-making scheme for private company
An alternative to MCS	Competition
Success for students who have been overlooked	Muncie is already losing students
Someone who really cares about my children	MCS won't let it happen
Someone who doesn't kick my kids out	Can't have a former MCS building
Someone who doesn't label my child	No school-sponsored sports league
Real, hands-on learning	No marching band
"Gifted" education for my child	People don't trust education and schools
Proven educational track record	
Established trust in the organizing leaders	
MCS is willing to partner	
Gives us hope	
Will travel to enroll my child	
Kids out studying in community	

Chart 20b – Flow of Information



State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION
of

MUNCIE PUBLIC CHARTER SCHOOL OF INQUIRY INC.

I, Charles P. White, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, January 06, 2011.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, January 07, 2011



Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE

APPROVED AND FILED
CHARLES P. WHITE
INDIANA SECRETARY OF STATE
1/6/2011 10:23 PM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

MUNCIE PUBLIC CHARTER SCHOOL OF INQUIRY INC.

P.O. BOX 3185, MUNCIE, IN 47308

ARTICLE II - REGISTERED OFFICE AND AGENT

LESLIE E. DRAPER
221 E. 9TH ST., MUNCIE, IN 47302

ARTICLE III – INCORPORATORS

LESLIE E. DRAPER
221 E. 9TH ST., MUNCIE, IN 47302
Signature: LESLIE E. DRAPER

ARTICLE IV – GENERAL INFORMATION

Effective Date: 1/6/2011

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

(A) THE SPECIFIC PURPOSE OF THE CORPORATION IS TO ORGANIZE, MANAGE, OPERATE, GUIDE, DIRECT AND PROMOTE MUNCIE PUBLIC CHARTER SCHOOL OF INQUIRY (THE "CORPORATION"), SERVING STUDENTS WITHIN THE STATE OF INDIANA, PURSUANT TO A CHARTER SCHOOL AGREEMENT BY AND BETWEEN BALL STATE UNIVERSITY (THE "UNIVERSITY") AND THE CORPORATION.

(B) IN FURTHERANCE OF THE AFORESAID PURPOSE, TO TRANSACT ANY AND ALL LAWFUL BUSINESS FOR WHICH CORPORATIONS MAY BE INCORPORATED UNDER THE ACT, PROVIDED SUCH BUSINESS IS NOT INCONSISTENT WITH THE CORPORATION BEING ORGANIZED AND OPERATED EXCLUSIVELY FOR CHARITABLE PURPOSES.

Distribution of assets on dissolution or final liquidation

1. IF THE UNIVERSITY REVOKES THE CHARTER BEFORE THE END OF THE TERM FOR WHICH IT IS GRANTED, OR DOES NOT RENEW THE CHARTER, OR THE CHARTER IS OTHERWISE TERMINATED BEFORE THE END OF THE TERM 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.

2. IF THE ORGANIZER IS DISSOLVED, THEN CONSISTENT WITH INDIANA CODE 20-24-3-3, ALL REMAINING FUNDS AND ASSETS SHALL BE DISTRIBUTED AS FOLLOWS:

A. ALL REMAINING FUNDS RECEIVED FROM THE DEPARTMENT OF EDUCATION SHALL BE RETURNED TO THE DEPARTMENT OF EDUCATION NOT MORE THAN THIRTY (30) DAYS AFTER DISSOLUTION; AND

B. ALL OTHER REMAINING ASSETS OF THE ORGANIZER AND THE CHARTER SCHOOL SHALL BE USED FOR NON-PROFIT EDUCATIONAL PURPOSES.

ARTICLE V

(A) THE CORPORATION IS ORGANIZED AND OPERATED EXCLUSIVELY FOR CHARITABLE PURPOSES, WITHIN THE MEANING OF INTERNAL REVENUE CODE SECTION 501(C)(3), 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 ARTICLE IV.

(B) 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.

(C) 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.

State of Indiana
Office of the Secretary of State

CERTIFICATE OF ASSUMED BUSINESS NAME
of

MUNCIE PUBLIC CHARTER SCHOOL OF INQUIRY INC.

I, Charles P. White, Secretary of State of Indiana, hereby certify that Certificate of Assumed Business Name of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

Following said transaction the entity named above will be doing business under the assumed business name(s) of:

INSPIRE ACADEMY

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, September 19, 2011.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 20, 2011



Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE

APPROVED AND FILED
CHARLES P. WHITE
INDIANA SECRETARY OF STATE
9/19/2011 8:58 PM

CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ENTITY NAME

MUNCIE PUBLIC CHARTER SCHOOL OF INQUIRY INC.

Creation Date: 1/6/2011

PRINCIPAL OFFICE ADDRESS

P.O. BOX 3185 , MUNCIE, IN 47308

ASSUMED BUSINESS NAME

INSPIRE ACADEMY

GENERAL INFORMATION

Effective Date: 9/19/2011

Electronic Signature: LESLIE E. DRAPER

Signator's Title: PRESIDENT / FOUNDER

First Year Staffing Chart

Employee Positions	Year One 2012-2013	Projected Average Salary Expenditures
Total # of Students		
1. Executive Director	1	\$55,000
1. Instructional Guide	1	\$40,000
2. Office Manager	1	\$27,500
1. Special Education Coordinator	1	\$40,000
2. Special Education Teacher	1	\$32,500
3. Classroom Licensed Teachers	8	\$32,500
4. Classroom Assistants/Aides	8	\$12,500
5. Music Teacher	.5	\$18,000
6. Food Services	1.5	\$27,500

**Staffing Projections
Years Two through Five**

Employee Positions	Year Two 2013-2014	Year Three 2014-2015	Year Four 2015-2016	Year Five 2016-2017
Total # of Students				
1. Executive Director	1	1	1	1
1. Instructional Guide	1	1	1	1
2. Office Manager	1	1	1	1
1. Business Manager		1	1	1
2. Special Education Coordinator	1	1	1	1
1. Special Education Teachers	1	1	2	2
2. Classroom Licensed Teachers	10	12	14	16
3. Classroom Assistant/Aides	10	12	14	16
4. Art Teacher			.5	.5
5. Music Teacher	.5	.5	1	1
6. Food Services	1.5	2	2	2
7. Community Liaison		1	1	1
8. Nurse	1	1	1	1

Table 6b Achievement Data by Grade Level and Subgroups Intended to Serve
Percentages of students who passed both Math and ELA portions of ISTEP+ in MCS in 2011

	3	4	5	6	7	8
Amer. Ind.	***	***	***	***	***	***
Asian/PI	***	***	***	***	***	***
Black	50.0%	48.5%	45.4%	45.4%	33.8%	30.6%
Hispanic	50.0%	69.2%	86.7%	***	***	***
Multiracial	59.6%	47.1%	58.5%	60.0%	53.8%	39.6%
White	72.2%	67.0%	65.7%	62.7%	62.2%	53.8%
FRL	59.5%	56.9%	56.5%	52.5%	81.3%	39.8%
Non-FRL	85.1%	78.3%	80.9%	76.6%	39.8%	70.7%
Sp. Ed.	55.4%	50.0%	38.4%	19.0%	19.2%	12.9%
ELL	36.4%	***	***	***	***	***
Gen. Ed.	68.5%	63.6%	66.6%	66.1%	61.8%	56.0%

Calendar and Daily Schedule

Table 8

Number of school days/length of school year	Length of instructional day (minutes)	Number of minutes for core academic areas/subjects	Uninterrupted time for academic instruction	Extended learning time provisions
182 days	480 minutes	330 minutes	6 hours	15 days

MSI CALENDAR 2012/2013

July

23-27 - Staff PD / Set-up

August

1 – Opening Day - 1st full day of classes

September

3 – No school - Labor Day

13 – Open House

28 – First Quarter Ends

October

Intersession #1

1-5 – Staff PD

1-16 – Fall Break

17 – School Resumes - Second Quarter Begins

26 – Parent-Teacher-Student Conferences

November

22-23 – No School - Thanksgiving

December

21 – Second Quarter Ends

Month	Days
Aug	23
Sept	19
Oct	11
Nov	20
Dec	15
Jan	13
Feb	18
March	16
April	11
May	22
Jun	14
TOTAL	182

Intersession #2

24-31 – Winter Break

January

1-11 – Winter Break

7-11 – Staff PD

14 – School Resumes - Third Quarter Begins

21 – No School - Martin Luther King, Jr. Day

February

18 – No School – Presidents’ Day

19 – No School – Staff Development

March

22 – Third Quarter Ends

Intercession #3

25-29 – Spring Break

25-29 – Staff PD

April

1 – 12 – Spring Break

15 – School Resumes / Fourth Quarter Begins

22 – No School – Parent-Teacher-Student Conferences

May

27 – No School – Memorial Day

June

14 – End of Trimester 3 - Last Day for Students

Typical Day of Instruction

7:40-8:00 Breakfast

8:00-8:30 Morning Meeting/Crew

8:30-9:30 Basic Skill Building (Math)

9:30-11:00 Expedition (incorporates all core subjects; heavy emphasis on history or science)

11:00-11:45 Art/Music/PE

11:45-12:20 Lunch

12:20-1:20 Literacy Centers (phonics, word work, conventions, sentence combining)

1:20-1:45 Recess

1:45-2:45 Writers’ Workshop

2:45-3:45 Readers’ Workshop

3:45-4:00 Closing/Dismissal

Muncie Public Charter School

Budget for Planning Year 2011-2012

Last Revised: 08/15/11

	Jul '11	Aug '11	Sept '11	Oct '11	Nov '11	Dec '11	Jan '12	Feb '12	Mar '12	Apr '12	May '12	June '12	TOTAL
Income													
Federal Start Up Grant							0	50,000	50,000	50,000	50,000	50,000	250,000
Walton Grant	0	0	0	0	0	0	0	0	0	0	0	0	0
Contributions										0			0
LISC / LEED Grants	0									0			0
Foundation Grants	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Income	0	0	0	0	0	0	0	50,000	50,000	50,000	50,000	50,000	250,000
Expenses													
General Admin													
Supplies							500	500	500	500	500	500	3,000
Salary & Wages							10,500	10,500	10,500	10,500	10,500	10,500	63,000
Contracted Admin Support	0	0	0	0	0	0	0	0	0	0	0	0	0
Taxes & Benefits							2,625	2,625	2,625	2,625	2,625	2,625	15,750
Community Relations	0	0	0	0					1,250	1,250	1,250	1,250	5,000
Total General Admin	0	0	0	0	0	0	13,625	13,625	14,875	14,875	14,875	14,875	86,750
Facilities Expense													
Facilities / Construction	0	0	0	0	0	0	0	0	0	0	0	0	0
Accounting Services							7,000	1,200	1,200	1,200	1,200	1,200	13,000
Professional Services							0	0	0	0	1,600	0	1,600
Maintenance							0	0	0	350	350	0	700
Total Facilities Expense	0	0	0	0	0	0	7,000	1,200	1,200	1,550	3,150	1,200	15,300
Technology Expense													
Professional Services		0				0			0		5,000	5,000	10,000
Equipment & Furniture								25,000			40,000	40,000	105,000
Software (Komputrol)							2,000						2,000
Total Technology Expense	0	0	0	0	0	0	2,000	25,000	0	0	45,000	45,000	117,000
Total Expense	0	0	0	0	0	0	22,625	39,825	16,075	16,425	63,025	61,075	219,050
Ending Cash Balance	0	0	0	0	0	0	(22,625)	(12,450)	21,475	55,050	42,025	30,950	30,950

Copier, furn & equipment

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* Insurance benefits are estimated at \$4500 per employee for the 11-12 year; annual increase at 15%

1 **Muncie Public Charter School**
2 **Budget for 2012-2013**
3 Last Revised: 08/15/11

Projected													
July '12	Aug '12	Sept '12	Oct '12	Nov '12	Dec '12	Jan '13	Feb '13	March '13	April '13	May '13	June '13	YTD	
Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget		
0	0	0	0	0	0	87,500	87,500	87,500	87,500	87,500	87,500	525,000	Funding begins in Jan -- always runs in arrears (6 mo)
0	0	0	0	0	0	87,500	87,500	87,500	87,500	87,500	87,500	525,000	
0	262,500	0	262,500	0	0	0	0	0	0	0	0	525,000	Based on growth over prev ADM -- 100% (half year funding)
0	262,500	0	262,500	0	0	0	0	0	0	0	0	525,000	
0	200	200	200	200	200	200	200	200	200	200	0	2,000	
0	0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	7,067	7,067	7,067	7,067	7,067	7,067	7,067	7,067	7,067	63,600	Amt recd for lunch program -- file monthly reports for funds (75%)
0	0	0	250	250	250	250	250	250	250	250	250	2,250	Amt recd for breakfast program -- file monthly reports for funds (75%)
0	200	200	7,517	7,517	7,517	7,517	7,517	7,517	7,517	7,517	7,317	67,850	
0	0	0	0	0	0	0	0	0	0	0	0	0	
0												0	
0	0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	0	26,250	0	0	0	0	0	0	26,250	Always pay in Dec to fund other 1/2 since K-garden is half student
0	0	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	87,500	Based on school free and reduced percentate -- Provided by DOE
0	0	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000	Prof Dev - for highly qualified teachers -- can use for IA and subs also
0	0	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	0	19,800	Federal funds
0	125,000	125,000	0	0	0	0	0	0	0	0	0	250,000	Federal program for start up -- only receive in the 1st three years
0	0	0	0	0	0	0	0	0	0	0	35,000	35,000	Facility Grant
0	125,000	136,950	11,950	11,950	38,200	11,950	11,950	11,950	11,950	11,950	44,750	428,550	
0	0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	
500	500	500	500	0	0	0	0	0	0	0	0	2,000	Charges to students
0	0	0	0	0	9,000	0	0	0	0	0	0	9,000	Amount based on Free and Reduced and applications turned in
0	0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	for phone, tech and cables
0	0	0	0	0	0	0	0	0	0	0	0	0	
500	500	500	500	0	9,000	0	0	0	0	0	0	11,000	
500	388,200	137,650	282,467	19,467	54,717	106,967	106,967	106,967	106,967	106,967	139,567	1,557,400	
29,875	29,875	29,875	29,875	29,875	29,875	29,875	29,875	29,875	29,875	29,875	29,875	358,500	
8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000	
												0	Extra amount to disburse as needed -- contract allow for this
38,208	38,208	38,208	38,208	38,208	38,208	38,208	38,208	38,208	38,208	38,208	38,208	458,500	
0			1,875			1,875			1,875		1,875	7,500	
2,923	2,923	2,923	2,923	2,923	2,923	2,923	2,923	2,923	2,923	2,923	2,923	35,075	PR taxes for cert teachers
				4,000								4,000	
3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	3,375	40,500	based on other schools of average of \$4500 cost to school per employ
1,750	1,750					1,750	1,750					7,000	Unemployment for cert teachers
			6,722			6,722			6,722		6,722	26,888	Teachers are Trf or can elect 403B
8,048	8,048	6,298	14,895	10,298	6,298	16,645	8,048	6,298	14,895	6,298	14,895	120,963	
3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	Consumables used in the class room
12,000	12,000	12,000	12,000	0	0	0	0	0	0	0	0	48,000	
0	0	0	0	5,000	0	0	0	0	0	0	0	5,000	
15,000	15,000	15,000	15,000	8,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	89,000	
0	500	500	500	500	500	500	500	500	500	500	500	5,500	10 Teachers based on 10 sub days per teacher @\$115/ day
0	125,000	125,000	0									250,000	Unknown Program expenses -- moved to Equipment
0	0	0	0	0	0	0	0	0	0	0	0	0	
0	0											0	
0	0	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000	SPED Consultant & Expense -- Unknown
0	125,500	129,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	295,500	
0	0	0	0	0	0	0	0	0	0	0	0	0	
5,000	5,000	0	0	0	0	0	0	0	0	0	0	10,000	
0	0	0	0	0	0	0	0	0	0	0	0	0	
125	125	125	125	125	125	125	125	125	125	125	125	1,500	
5,125	5,125	125	125	125	125	125	125	125	125	125	125	11,500	
1333	1333	1333	1333	1333	1333	1333	1333	1334	1334	1334	1334	16,000	
												0	Only used if funds are available or students reimburse
1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,334	1,334	1,334	1,334	16,000	
67,714	193,214	190,464	74,061	62,464	53,464	63,811	55,214	53,465	62,062	53,465	62,062	991,463	
7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	95,000	Principal -- & Curr Dir
2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	27,500	Office help
0	0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	
10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	10,208	122,500	
			516			516			516		516	2,063	Same as above
781	781	781	781	781	781	781	781	781	781	781	781	9,371	
				1,000								1,000	
1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	13,500	

81	24100.230 Unemploy Tax	2,100		1,925			1,925			1,925			1,925	9,800
82	24100.216 TRF Expense				1,781			1,781			1,781		1,781	7,125
83	24100.290 Other Benefits													0
84	Payroll Taxes & Benefits	4,006	1,906	3,831	4,203	2,906	3,831	4,203	1,906	3,831	4,203	1,906	6,128	42,859
85	24100.532 Postage	200	200	200	200	200	200	200	200	200	200	200	200	2,400
86	24100.550 Printing	0			0			0			0			0
87	24100.611 Supplies	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000 Office supplies -- non instructional in nature
88	24100.580 Dues & Subscriptions	300	300	300	300	300	300	300	300	300	300	300	300	3,600
89	Supplies/Materials/Equip	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
90	23150.318 Legal Fees	1,500		0	1,000			1,000			1,000			4,500 Review contracts and various items
91	24100.319 Prof Services	250	250	250	250	250	250	250	250	250	250	250	250	3,000
92	25150.314 Paychex Fee	250	250	250	250	250	250	250	250	250	250	250	250	3,000 Payroll services
93	23110.312 Board Training		0	0	0									0
94	23210.319 CMO Fees													0
95	25160.319 Accting Fees	2,500	2,500	2,500	5,000	5,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	35,000 BPI fees for monthly bookkeeping and CPA fees for audit and tax filings
96	25195.871 Bank Fees	25	25	25	25	25	25	25	25	25	25	25	25	300
97	Professional Services	4,525	3,025	3,025	6,525	5,525	3,025	4,025	3,025	3,025	4,025	3,025	3,025	45,800
98	23220.540 Advertising	1,000	1,000					200				1,000	1,000	4,200
99	23220.611 Supplies	500	0	0										500
100	23220.550 Print	500	1,000									500		2,000
101	Community Relations	2,000	2,000	0	0	0	0	200	0	0	0	1,500	1,000	6,700
102	24100.580 Travel	0		750		750		750		750				3,000
103	25191.876 Refund of Revenue													0
104	25720.540 Emp & Place Ad	500			0			0			0			500
105	Other Expenses	500	0	750	0	750	0	750	0	750	0	0	0	3,500
106	Total General/Admin	22,739	18,639	19,314	22,436	20,889	18,564	20,886	16,639	19,314	19,936	18,139	21,861	239,359
107														
108	Facilities Expense													
109	46000.730 Equip	0	0	0	0	0	0	0	0	0	0	0	0	0
110	26200.611 Janitorial Supplies	0	0	0	0	0	0	0	0	0	0	0	0	0
111	Supplies/Materials/Equip	0	0	0	0	0	0	0	0	0	0	0	0	0
112	45500.440 Rent	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	42,000
113	45100.715 Signage	0		0				0			0			0
114	45100.715 Leasehold Improvements	0	0	0	0	0	0	0	0	0	0	0	0	0
115	Rent/Leasehold Improvements	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	42,000
116	26200.420 Cleaning Services	0	0	0	0	0	0	0	0	0	0	0	0	0
117	26200.430 Bldg Mtnc/Repairs	0	0	0	0	0	0	0	0	0	0	0	0	0
118	26200.412 Trash Removal	0	0	0	0	0	0	0	0	0	0	0	0	0
119	26300.319 Grounds Mtnc	0	0	0	0	0	0	0	0	0	0	0	0	0
120	45500.440 Equip Rent	750	750	750	750	750	750	750	750	750	750	750	750	9,000 Copier leases & FFE Lease & Computer Lease
121	26600.319 Security	150	150	150	150	150	150	150	150	150	150	150	150	1,800
122	Professional Services	900	900	900	900	900	900	900	900	900	900	900	900	10,800
123	24100.531 Telephone	0	0	0	0	0	0	0	0	0	0	0	0	0
124	26200.621 Electricity	0	0	0	0	0	0	0	0	0	0	0	0	0
125	26200.622 Gas	0	0	0	0	0	0	0	0	0	0	0	0	0
126	26200.319 Exterminating	0	0	0	0	0	0	0	0	0	0	0	0	0
127	26200.411 Water/Sewer	0	0	0	0	0	0	0	0	0	0	0	0	0
128	Utilities / Property Tax	0	0	0	0	0	0	0	0	0	0	0	0	0
129	26700.520 Insurance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
130	26700.525 Treas Bond	0	350	0	0	0	0	0	0	0	0	0	0	350
131	Insurance Expense	2,000	2,350	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,350
132	Total Facilities Expense	6,400	6,750	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	77,150
133														
134	Technology Expense													
135	Hardware/Software	0	0	0	0	0	0	0	0	0	0	0	0	0
136	Supplies/Materials/Equip	0	0	0	0	0	0	0	0	0	0	0	0	0
137	22360.319 IT Services	0												0
138	22360.319 IT Services	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
139	22360.744 Internet	0	0	0	0	0	0	0	0	0	0	0	0	0
140	Professional Services	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
141	Total Technology	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
142														
143	Debt Retirement													
144	Common School Loan	0	0	0	0	0	0	0	0	0	0	0	0	0 Interest deferred for two more years per session results
145														
146	Other Expenses													
147	31400.614 Food Purchases	0	0	11,400	11,400	11,400	11,400	11,400	11,400	11,400	11,400	11,400	11,400	114,000 Food costs for school lunches
148	31900.614 Other Food Purchases	100	100	100	100	100	100	100	100	100	100	100	100	1,200
149	31200.611 Kitchen Supplies	100	100	100	100	100	100	100	100	100	100	100	100	1,200
150	School Lunch	200	200	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	116,400
151	39900.611 Supplies/Parent Wkshp	100	100	100	100	100	100	100	100	100	100	100	100	1,200
152	Other Expenses	100	100	100	100	100	100	100	100	100	100	100	100	1,200
153	Transportation		0	0	0	0	0	0	0	0	0	0	0	0
154	Total Other Expenses	300	300	11,700	11,700	11,700	11,700	11,700	11,700	11,700	11,700	11,700	11,700	117,600
155	Total Expense	98,654	220,404	229,379	116,097	102,954	91,629	104,297	91,454	92,380	101,598	91,205	103,523	1,443,572
156	Net Income	(98,154)	167,796	(91,729)	166,369	(83,487)	(36,912)	2,669	15,513	14,587	5,368	15,762	36,043	113,829
157														
158	Beginning Cash Balance	30,950	(67,204)	100,593	8,864	175,234	91,747	54,835	57,504	73,017	87,605	92,973	108,735	30,950
159	Net Income	(98,154)	167,796	(91,729)	166,369	(83,487)	(36,912)	2,669	15,513	14,587	5,368	15,762	36,043	113,829
160	Ending Cash Balance	(67,204)	100,593	8,864	175,234	91,747	54,835	57,504	73,017	87,605	92,973	108,735	144,779	144,779

1 **Muncie Public Charter Schoo**

2 **5-Year Forecast 2012-2017**

3 Last Revised: 08/15/11

4

5 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017

6

7 **Student Count**

8	Kindergarten	50	50	50	50	50
9	1st Grade	50	50	50	50	50
10	2nd Grade	50	50	50	50	50
11	3rd Grade	50	50	50	50	50
12	4th Grade	0	50	50	50	50
13	5th Grade	0	0	50	50	50
14	6th Grade	0	0	0	50	50
15	7th Grade	0	0	0	0	50
16	8th Grade	0	0	0	0	0
17	Total	200	250	300	350	400
18	ADM	175	225	275	325	375
19	% Increase		25%	20%	17%	14%

20

21 1st School Year 2nd School Year 3rd School Year 4th School Year 5th School Year Comments

22 **Income**

23

24	Basic Support	525,000	1,200,000	1,500,000	1,800,000	2,100,000	Assumes \$6000 / Student (Actual \$ Recd)
25	Common School Loan	525,000	150,000	150,000	150,000	150,000	
26	Student Lunch Revenue	67,850	84,813	101,775	118,738	135,700	
27	Contribution Income	0	0	0	0	0	
28	Facility Grant	35,000	40,500		0	0	based on current #'s w/ 10% decrease
29	Federal Grants	393,550	402,244	167,468	181,424	194,383	
30	Interest Income	0	1,500	1,500	1,500	1,500	
31	Other Income	11,000	20,000	20,000	20,000	20,000	Textbook Reimbursement and E rate
32	Total Income	1,557,400	1,899,056	1,940,743	2,271,661	2,601,583	

33

34 **Expenses**

35

36 **Instructional Expenses**

37	Salaries & Wages	458,500	562,255	669,123	841,005	943,735	4 new teachers during growth years & 4 new IA
38	Payroll Taxes & Benefits	120,963	163,169	213,601	295,317	364,530	
39	Supplies/Materials/Equip	89,000	172,230	52,397	53,445	54,514	
40	Professional Services	295,500	304,365	63,496	130,401	199,313	
41	Training Expenses	11,500	7,000	7,000	7,000	5,000	
42	Other Expenses	16,000	21,480	27,124	33,938	40,956	
43	Total Instructional Exper	991,463	1,230,499	1,032,741	1,361,106	1,608,048	

44

45 **General & Administrative**

46	Salaries & Wages	122,500	126,175	162,460	167,334	172,354	
47	Payroll Taxes & Benefits	42,859	48,559	68,776	77,923	88,287	

48	Supplies/Materials/Equip	18,000	23,175	28,644	34,421	39,338
49	Professional Expenses	45,800	47,174	48,589	50,047	51,548
50	Community Relations	6,700	5,000	5,150	5,305	5,464
51	Other Expense	3,500	3,605	3,713	3,825	3,939
52	Total General & Administrative Expense	239,359	253,688	317,333	338,854	360,930
53						
54	Facilities Expense					
55	Supplies/Materials/Equip	0	0	0	0	0
56	Rent/Leasehold Improve	42,000	42,000	129,500	129,500	129,500
57	Professional Services	10,800	11,124	11,458	11,801	11,801
58	Utilities/Property Tax	0	0	0	0	0
59	Insurance Expense	24,350	27,272	30,545	34,210	37,631
60	Total Facilities Expense	77,150	80,396	171,502	175,511	178,932
61						
62	Technology Expense					
63	Supplies/Materials/Equip	0	15,000	15,000	15,000	15,000
64	Professional Services	18,000	18,540	19,096	19,669	20,259
65	Total Technology Expense	18,000	33,540	34,096	34,669	35,259
66						
67	Debt Service					
68	Common School Loan P	0	50,000	75,000	135,000	135,000
69	Total Building Debt Service Expense	0	50,000	75,000	135,000	135,000
70						
71	Other Expense					
72	Transportation Expense	0	0	0	0	0
73	School Lunch	116,400	149,865	185,233	220,427	256,955
74	Other Expenses	1,200	1,236	1,273	1,311	1,351
75	Total Other Expenses	117,600	151,101	186,506	221,739	258,306
76						
77	Total Expense	1,443,572	1,799,224	1,817,179	2,266,879	2,576,476
78						
79	Net Income	113,829	99,832	123,565	4,782	25,107
80						
81	Ending Cash Balance	144,779	244,611	368,175	372,957	398,064

Form 29d - Facilities Plan

Facilities

A. School district in which the school will locate:

B. Geographic preference within the district:

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

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

Space (Use blanks for additional needs)	Year One		Year Two		Year Three	
	Number	Average	Number	Average	Number	Average
		Size		Size		Size
Classrooms	8	700 sq. ft.	10	700 sq. ft.	12	750 sq. ft.
Offices	3	175 sq. ft.	3	175 sq. ft.	4	175 sq. ft.
Meeting/Counseling	1	225 sq. ft.	1	225 sq. ft.	1	225 sq. ft.
*Gym/Physical Fitness	1	2640 sq. ft.	1	2640 sq. ft.	1	3000 sq. ft.
Kitchen	1	1485 sq. ft.	1	1485 sq. ft.	1	1000 sq. ft.
*Dining	1	2376 sq. ft.	1	2376 sq. ft.	1	3000 sq. ft.
*Performance/Auditorium	2	3000 sq. ft.	2	3000 sq. ft.	2	3000 sq. ft.
Library	0	0	0	0	0	0
Media	1	442 sq. ft.	1	442 sq. ft.	1	442 sq. ft.
Hallways	5	600 sq. ft.	5	600 sq. ft.	5	600 sq. ft.
Locker Space	1	288 sq. ft.	1	288 sq. ft.	2	200 sq. ft.

Form 29d - Facilities Plan

Restrooms	4	380 sq. ft.	4	380 sq. ft.	4	600 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.

	Year One	Year Two	Year Three
Total Estimate Square Foot Requirements	24,101	25,501	20,167
Percent of budget dedicated to Facility Rental, Mortgage, and Construction/Renovation	3%	3%	7.1%
Number of Dollars per child dedicated to Facility Rental, Mortgage, and Construction/Renovation	\$385	\$321	\$571
Anticipated Annual Utility Budget			

Note: If the facility will be leased from a religious organization, you must read and comply with the Ball State University, Office of Charter School's **POLICY REGARDING AN ORGANIZER LEASING SPACE FROM A RELIGIOUS ORGANIZATION.**

**Statement of Assurance that the Organizing Group is in Compliance with the
BSU Policy Regarding Organizer Governance**

The Organizing Group of Muncie School of Inquiry agrees to operate in compliance with the Ball State University Regarding Organizer Governance. In compliance with Section 1 of the stated policy, Muncie School of Inquiry is incorporated in the state of Indiana and its Articles of Incorporation and proposed corporate by-laws in this application. In compliance with Section 2 of the state policy, the Organizer has included in this application evidence of submission of the Form 1023 application to the IRS for determination of Section 501(c)(3) status and a complete copy of its Form 1023 application submitted to the IRS. The Organizer of Muncie School of Inquiry will not be contracting with an Education Management Organization, so an EMO contract is not required or included.

BYLAWS
OF
MUNCIE PUBLIC CHARTER SCHOOL OF INQUIRY

ARTICLE I

General

Section 1. Name. The name of the corporation is MUNCIE PUBLIC CHARTER SCHOOL OF INQUIRY(MPCSI) Inc. (the “Corporation”).

Section 2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation’s initial registered office is PO BOX 3185, MUNCIE, IN 47307. The initial registered agent in charge of the initial registered office is Leslie Draper.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of JULY and end on the last day of JUNE next succeeding.

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 the number of members, not less than seven (7) or another odd number, as designated by resolution of the Board of Directors from time to time. ***At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least sixty percent (60%) of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.***

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve no more than three (3) consecutive terms. Following the expiration of a director’s final term, at least one (1) year must elapse before he or she again may be elected to the Board of Directors.

In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as deemed necessary.

Section 2. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 3. Regular Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors.

Section 4. Special Meetings. Notwithstanding the preceding Section 3 of this Article II, the Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

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 (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken.

Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

Section 9. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

(a) Violations of applicable law, including (but not limited to):

(i) Violations of the Indiana Charter School Law; and

(ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal

Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").

(b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

(c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.

(d) Inadequate attendance at meetings of the Board of Directors, defined as absence from three (3) consecutive meetings or from at least 50 percent (50%) of such meetings within one (1) calendar year.

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 10. Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization ("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 may have any pecuniary interest in such EMO.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article -II, Section 9. Any vacancy in any office shall be filled by the Board of Directors, 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 and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain 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 as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

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: 23

(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 transacting 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 or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), 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 a 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 a 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 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 may be 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 of Directors 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 otherwise is valid and enforceable under applicable law.

ARTICLE VI

Indemnification

Section 1. Indemnification by the 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 VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to 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 (or no reasonable cause to believe that the conduct was unlawful). 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 VI.

Section 2. Definitions.

(a) As used in this Article VI, 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 he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article VI, 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 VI, 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 VI, 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 VI (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 VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he 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 VI 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 VI, 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. 25

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons. -

ARTICLE VII

Contracts, Checks, Loans, Deposits and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) 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 deposited 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 Directors 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 VIII

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.

School Admissions Policy

Admissions Policy

Muncie Public Charter School of Inquiry's admissions practices will comply with State law and applicable Federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, or ancestry, or any other criteria that would be unlawful. As per IC 20-24-5-5, the schools will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity. If the schools receive a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission via a lottery process.

Enrollment Process and Lottery Procedures

Enrollment in the School of Inquiry will be open to all Indiana residents. Guaranteed space will be given to students enrolled and admitted the prior year and priority in the lottery will be given to siblings of students already enrolled. The school will hold an open enrollment period for a specific three-week period in February. If fully completed applications exceed the number of spaces available, the last business day of the enrollment period will be the deadline for applications to be drawn by a random selection lottery process. An outside, third party will be found to conduct the lottery. Applications will be available in the school office on school days during school hours. School staff will email, mail, or fax applications upon request. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Complete applications received after the open enrollment period closes, but before the lottery, will not be eligible to participate in the lottery, but will be added to the end of the waiting list created at the time of the lottery. A random selection lottery process will be held within four weeks of the close of open enrollment. The schools will notify all applicants of the public drawing's time and place. The lottery is blind to disabilities, testing, grades, etc. Names will be drawn until all classroom seats are filled, then a waiting list will be established, in the order in which they were drawn, to fill openings during the school year for which the student applied. After all eligible names are drawn, the names of applicants who filed after the close of open enrollment will be added. All applicants offered enrollment shall be required to affirmatively respond to an offer of enrollment on or before the enrollment deadline by submitting a complete enrollment packet. Those not responding by the enrollment deadline will be required to resubmit an application. Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. Applications received after the deadline will be added in the order in which they were received. Applicants on the waiting list must resubmit an application for the following year prior to the enrollment window for the next academic year. Once admitted, students

will remain eligible to be admitted for successive years without having to re-enter the selection process.

The lottery will be held once each year. The Office of Charter Schools will be notified, in writing, at least ten (10) days prior to the lottery. Students and families will be invited to attend the drawing. All students selected will be notified of their offer of acceptance in writing and via personal follow-up phone calls. The students not selected will be notified in writing and will be encouraged to choose to remain on the waiting list should a spot become available.

The only preferences allowed in this lottery will be for direct siblings. If one sibling is selected, all others will be enrolled. We will work from kindergarten forward towards the oldest grade. A waiting list by grade level will be created of all remaining applicants. As students withdraw from or transfer out of Muncie School of Inquiry, that space will be given to the next person on the waiting list at that grade level.

Caring Community Plan and Discipline Policy

The Muncie Public Charter School of Inquiry focuses on developing a caring, supportive school community in which students participate fully in solving problems, including problems of behavior. We believe that students' growth toward kindness, respect and critical problem solving depends on becoming active members of a caring community. We further believe that it is the experience with decision-making and problem solving that enables children to handle conflicts that arise. When students become engaged in learning expeditions, behavior disruptions decrease. When they are stimulated, challenged, and held to the school community's norms of behavior, students are less likely to disturb the class. Our dual focus on character and academics prevents and addresses discipline problems.

Design Principles

In Expeditionary Learning schools, such as MPCSI, teaching, learning, and school culture are shaped by ten specific design principles. The expectations that MPSCI has for student behavior are grouped under these principles and are listed below:

(1) The Primacy of Self Discovery

Student Expectations:

- Takes risks, but does not endanger self or others
- Tries something new
- Initiates investigation for answers to questions

(2) The Having of Wonderful Ideas

Student Expectations:

- Completes own work
- Shares thoughts and ideas with the group

(3) Responsibility for Learning

Student Expectations:

- Is on time
- Completes individual and group tasks
- Is where he/she is supposed to be

(4) Empathy and Caring

Student Expectations:

- Respects the space and personal belongings of him/herself and others
- Refrains from talking while others are talking
- Is an appropriate audience – shows appropriate attention, is attentive and participates when prompted or appropriate
- Says please, thank you, excuse me

(5) Success and Failure

Student Expectations:

- Accepts consequences for his or her actions

- Accepts constructive criticism as well as praise
- Tries different approaches and solutions instead of giving up at the first sign of difficulty

(6) Collaboration and Competition

Student Expectations:

- Pitches in without measuring contribution against that of others
- Supports the efforts of the entire school community
- Shares personal challenges with group

(7) Diversity and Inclusion

Student Expectations:

- Stands up for what he/she believes in and is resolute in the face of pressure
- Speaks kindly to and about people
- Listens to others
- Knows people and calls people by name

(8) The Natural World

Student Expectations:

- Places trash in designated receptacles
- Leaves things in better shape than (s)he found them

(9) Solitude and Reflection

Student Expectations:

- Does the right thing whether supervised or unsupervised
- Is honest and trustworthy
- Does what is right in the face of discomforts, hardships, dangers, mockery, boredom, skepticism, or impulse of the moment

(10) Service and Compassion

Student Expectations:

- Is consistent in action – lives by convictions, not circumstances
- Stops to help people in need
- Treats others as they want to be treated

Discipline Procedures

- Classroom and school meetings are held consistently to discuss discipline issues
- Conflict resolution and problem-solving skills are taught
- Causes for misbehavior are sought to facilitate prevention of further misbehavior
- Alternative approaches are based on the analyses of causes
- Any action is monitored, evaluated and revised as necessary

The steps in “disciplining” could include:

1. Private consultation between student and teacher
2. Class meeting

3. School meeting
4. Teacher-student conflict resolution
5. Student-student conflict resolution
6. Family-student-teacher conflict resolution
7. Removal from the classroom (into another classroom)
8. Principal-student-family conflict resolution
9. Suspension
10. Expulsion

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. The latter half of the list is enacted in those cases involving the health and safety of oneself or others, or continuous misbehavior which disrupts the educational program. Parents will be notified in writing in all cases of suspension. For a complete description of the school's discipline policy and procedures, please contact the Principal.

Zero-Tolerance Policy

MPCSI maintains a zero-tolerance policy regarding aggressive physical contact between children. Hitting, scratching, pushing, kicking, and other physically harmful behaviors are strictly forbidden and are cause for immediate removal from school or suspension. Teasing, name-calling, and bullying are also grounds for removal from school or suspension. We understand that an occasional incident may be developmentally appropriate, but we maintain zero tolerance for persistent and/or extreme cases. Upon suspension, or when children are sent home early for disciplinary reasons, it is expected that parents will pick their child up within one hour of notification. Please provide the school with contact information so that you, or your designee, may be reached at all times.

Suspension

Suspensions may be short term (five or fewer days) or long term (more than five days). Disciplinary infractions leading to short term suspension include: aggressive physical contact, assault on a student or staff member, teasing, name-calling, bullying, insubordination, threat of force, theft, abuse of school property or property not belonging to the student, obscene or abusive language or gestures, sexual harassment, possession of tobacco or alcohol, continuous disruption of the educational process, or any other act which school officials reasonably conclude warrants a short term suspension. These acts may also result in long term suspension, depending upon the record of the student. Other infractions leading to long term suspension include vandalism, possession of a weapon or other dangerous object of no reasonable use to a student at school, arson, assault on a student or staff member, continuous disruption of the educational process, or any other act which school officials reasonably conclude warrants a long term suspension.

Disciplinary Hearings and Expulsion

Children who receive a long-term suspension or who receive three or more suspensions within a school year are subject to a disciplinary hearing by the Discipline Committee of

the Governing Board. At the hearing, parents have the right to be represented by counsel, and have the right to present evidence and to cross-examine witnesses.

Hearings are conducted in two parts. During the first part, the committee determines if the student is guilty of the charge. If the Committee does find the student guilty, during the second part the Committee reviews the student's previous record and determines the recommended consequences for his or her actions, up to and including expulsion. Consequences are recommended to the Governing Board, which then acts upon the Committee's recommendation.

Reporting of Deadly Weapons, Firearm, or Destructive Device

The Executive Director shall notify the appropriate law enforcement agency having jurisdiction over the property where the school is located if a student is identified as bringing a deadly weapon, firearm or destructive device to school or on school property; or is in possession of a deadly weapon, firearm, or destructive device on school property. Upon receiving notification under this subsection, the law enforcement agency shall begin an investigation and take appropriate action. A student with disabilities (as defined in IC 20-35-7-7) who possesses a firearm on school property is subject to procedural safeguards under 20 U.S.C. 1415.

As added by P.L.1-2005, SEC.17.

Health and Safety Measures

Health

When to Keep Your Child Home

If your child exhibits any of the following symptoms, please keep your child home:

- A fever of 101 or higher
- Open or draining sores
- Vomiting
- Severe coughing
- Loose bowel movements
- Severe coughing
- Pain
- Rash or hives
- Difficulty breathing
- Lice, ringworm or other contagious conditions
- Runny nose with thick yellow or green discharge
- Pink eye

Early Dismissal Due to Illness

The determination to send a child home is made by the Executive Director or Office Manager, using the “Keep Home” criteria. Parents or caregivers will be notified by telephone of the nature of the illness and will be asked to pick the child up. Please provide the school with emergency contact information so that you, or your designee, may be reached at all times. We expect that ill children will be picked up within one hour of notification.

If your child becomes injured at school, you will be contacted and we will administer emergency first aid and complete an accident report for you to share with your child’s physician. In the event of serious injury requiring immediate emergency care, 911 will be called. The Executive Director or other staff person will accompany the child to the hospital in the event the parent or caregiver cannot be reached.

Medication

All medications, prescription and over-the-counter, should be clearly labeled with the student’s name and presented with written directions for administration from a physician consistent with the labeled directions. We also require written permission from the parent or guardian to administer the medication in school. Students requiring over-the-counter medication for temporary conditions (colds, allergies, etc.) will also receive it from the Principal or Office Manager if documentation is provided by the parent. Students may not transport medication, and may not keep any medication in their personal effects or in classrooms.

Health Records

Students’ health records are maintained separately and confidentially from other school records, as required by law. Please be sure that all immunizations are up to date and be prepared to provide documentation of all immunizations.

Allergies

Please alert us to any allergies your child may have and provide medication (if necessary) to prevent a serious allergic reaction. This includes allergies to plants, animals, foods, medicines, and other substances.

Health Screenings

Routine vision and hearing screenings shall be provided to the students of IASI annually.

Absences and Excuse Notes

If your child has missed school due to illness or other circumstances, please send in a written note that explains the nature of the illness or absence and the days he or she missed school. A physician's note is required for absences of more than three days. Please refer to the school's attendance policy below for further information.

Safety

IASI Emergency Response Plan

At the direction of the IASI Governing Board, the Executive Director will name a School Safety Team and charge it with the development and maintenance of the School Emergency Response Plan. There are three aspects of the MSI Emergency Response Plan: Risk reduction; response; and recovery. A copy of the MSI Emergency Response Plan summary will be available for review in the school office.

Mandated Child Abuse Reporting

As state mandated child abuse or neglect reporters, teachers and administrative staff of Inspire Academy – The School of Inquiry must initiate a report to the Division of Family Services if they suspect the maltreatment or neglect of a student. All reports are confidential and will be maintained in confidential and secured files apart from the student's school records.

Internet Use Policy & Internet Safety

Student use of the Internet is an important component of classroom research and learning. Students and their families must sign the school's Internet use agreement before being permitted to use Internet related tools. Teachers supervise student Internet use and students abide by Internet safety protocols.

Failure to abide by the rules will result in the suspension of Internet privileges for the student. See the Appendix for a copy of the school's Internet Use Policy.

School Visitor Policy

While we welcome families and visitors to Inspire Academy – The School of Inquiry, all visitors to IASI must first report to the school office and sign the visitor's log book. Visitor badges must be worn at all times while in the school and should be returned before leaving the building. These precautions are necessary for the safety of our students and staff. Parents are welcome to volunteer or observe in classrooms. Please

make arrangements with the classroom teachers prior to the date on which you would like to visit.

Disaster Drills

In compliance with Indiana Law, periodic tornado drills, fire drills, and manmade disaster occurrence drills will be

As covered in the IASI School Safety Plan, IASI will conduct a Fire Drill, a Tornado Drill, and an Emergency Attack Drill each Fall and Spring.

**The Executive Director of IASI is responsible to ensure that all health and safety requirements are met. The Executive Director will work with administrative staff and teachers to ensure that this policy is updated as necessary and upheld.

Disaster Drills, person responsible for ensuring health and safety requirements met, required health screenings

School's Leadership and Teacher Employment Policies

FACULTY HANDBOOK

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Introduction:

Because a faculty substantially determines whether or not our school is successful, you are vitally important to Inspire Academy - The School of Inquiry. A positive spirit of hope and high expectations for all should pervade our school. Staff, students, and parents alike should be appreciated, respected, and should feel a part of the community.

PROFESSIONALISM

Full-time teachers in the Inspire Academy - The School of Inquiry are contracted for _____ days. _____ of these days are student days and _____ are professional days. _____ paid holidays are figured into your salary. It is the duty of administration to provide professional activities and the teacher's responsibility to attend them and actively participate.

The teacher's contract specifies the professional expectations in #1 and #6 of each contract:

#1. Duties: Under the supervision of the Executive Director and Instructional Guide, the teacher shall:

- a) Faithfully perform all duties of a teacher in the school, using the Indiana State Standards and Common Core State Standards as are prescribed and supplied;
- b) Be accountable to the Executive Director for curricular plans;
- c) Observe proper decorum as befits the profession;
- d) Observe the regulations and schedules of the school, and the Inspire Academy Board of Directors;
- e) Continue professional growth and attend and be willing to participate in the exercises of required professional meetings;
- f) Be responsible for keeping accurate records as prescribed by the school;
- g) Make all reports required by the Executive Director, Inspire Academy's Board of Directors, and laws of Indiana; and
- h) Maintain licensure and renewal as needed.

#6. Defaults: The teacher shall be deemed in default under this contract in the event of any breach of duty hereunder, including, but not limited to the following:

- a) Failure to perform or neglect of duties;
- b) Unprofessional conduct;
- c) Insubordination;
- d) Falsification of employment application or other documents or other misrepresentation;
- e) Knowing violation of a reasonable rule of the school;
- f) Unsatisfactory attendance;
- g) Reporting to work under the influence of alcohol or drugs, the consumption of alcohol or non-prescription drugs on employer's premises or the sale of alcohol or drugs;
- h) Conduct endangering the safety of students or others; and

- i) Any conduct in or out of school tending to reflect great discredit on the teacher or the school or tending to seriously impair the teacher's continued effectiveness as a teacher.

It is understood that each professional and staff member is responsible for the climate of the school. There will be a clear and consistent focus on academic rigor, grounded in strong character development and citizenship. The school family will consist of parents, staff, and community working collaboratively to provide a safe and academically rich learning environment for all students.

It is unprofessional to discuss staff members, students, or parents in a negative manner with anyone who has no right to this information. It is unprofessional to comment on or discuss any staff member, student, or parent in a negative manner in a non-conference setting. As professionals, it is our duty to enhance the reputations of those with whom we work. Failure to live up to these expectations of professionalism is grounds for non-renewal of a contract or dismissal.

Mutual respect, loyalty, and support between the administration and faculty are required for a good working relationship. Communication must be honest and direct. The faculty must support the decisions of administration and refrain from discussing professional differences with students or parents. Any breach of professional confidence may be cause for dismissal.

- When speaking with parents, on or off campus, there should be no criticism of our administrators, faculty members, parents, or students. Discussions with parents should only focus upon their child. Discussions regarding the behavior and attitude of every child should be objective and framed in positive language.
- Teachers are reminded to stick to educational issues when talking to students and parents at school, on the telephone, or in a conference. Teachers are not to recommend or advise parents to take their child to a medical doctor for an evaluation, or advise them on parenthood. If this should occur, the teacher should expect a parent to contact his/her attorney, the Executive Director, or an Inspire Academy - The School of Inquiry charter board member.

Aside from the signed contract, or a signed job description, the faculty handbook regulates formative and summative evaluation. All Inspire Academy - The School of Inquiry staff members agree to accept and follow the guidelines set forth in the faculty handbook. All members of Inspire Academy - The School of Inquiry's staff also agree to be familiar with and enforce all parts of the Family/Student Handbook.

Absence-Attendance Reporting:

Staff Members

Full-time teachers are expected to be on the school premises and signed in by 7:30 a.m. each day. Teachers greet their students promptly by 7:55 a.m. and remain at school until 4:00 p.m., unless the teacher has an earlier morning duty, it is a scheduled enrichment/remediation day, or a faculty/level meeting has been scheduled. Should a teacher need to leave the school premises during his/her prep time, the teacher should sign out and notify the Executive Director. However, any prep. time in the schedule is intended for the use of preparation for school and should not be considered personal time. In case of emergency, it is important to know which staff members are in the building. If an unforeseen circumstance prevents a teacher from arriving on time, the school office should be notified immediately. In most cases, if a teacher is ill or for any other reason needs a substitute, he/she is expected to make arrangements for the substitute. Please inform the Executive Director, in advance, by way of an e-mail or a voicemail as to who the sub will be on the day you will not be in attendance. In extreme cases, the school office will attempt to obtain a substitute. All absences, for whatever reason, are recorded on a teacher absentee form. This is true whether a substitute is necessary or not. Professional and personal days require prior approval from the Executive Director. The Request for Days Off form should be placed in the Executive Director's mailbox. Any staff member absent for more than two consecutive days because of illness, should provide the Executive Director with a doctor's note upon returning to work. Doctor, dentist and other appointments should be made outside of school hours, on personal days, or other non-school days. Appointments taken during the school day will be added to personal or sick days. **These may only be taken in half day increments. For example, if an employee has to leave at 2:00 p.m., then a half day will be charged to the staff member.** Please make every effort to schedule these appointments on non-school days.

Students

Daily attendance forms are provided each day to homeroom teachers. Information on these forms should include:

- Teacher's name
- Teacher's room number
- Date
- Absent or tardy student's name
- Reason for absence or tardy if known
- Students may be counted tardy until 11:00 a.m. (i.e. doctor/dentist appointments)
- A student leaving school after lunch is counted absent for ½ day
- Students leaving after 2:00 p.m. are given credit for a full day. (However, please indicate tardy to show the student was not present the entire day.)
- Students leaving early must be met by their parents in the secretary's office and signed out. Students arriving late must be accompanied by their parents to the secretary's office and signed in.

Accreditation:

Inspire Academy - The School of Inquiry is fully accredited through the Indiana Department of Education.

Building Access:

Teachers may access the building after hours; however, caution is to be used at all times. In particular, if you are in the building working by yourself, be sure that your classroom door is closed and locked. Sometimes we are not aware of exactly who may have access to the building. Be sure that lights are turned off and the building doors are secure if you are the last one to leave.

Building Security:

The doors located on the _____ side of the school are considered the main entrance of the school. All exterior doors are to be closed and locked during the school day. Please take a building key with you each time you leave the school. Cell phones should be taken outside for recess and used by the special area teachers. Under no circumstances should exterior doors be propped open. Since students should always be accompanied by an adult, a student should not be buzzing the intercom to get in. Please inform your class that the last child in or out is responsible for ensuring that the door is closed and be sure that it is done.

Building Usage:

Use of the school facility by persons outside of the faculty is to be scheduled through the Executive Director by submitting proper paperwork (after school clubs, tutoring, intersessions, etc.). In the case of winter or spring break, check with the Executive Director about any scheduled cleaning times and plan not to come in during those times.

Bulletin Boards:

School bulletin boards or other areas in the school hallways are often a focal point of the school, and therefore, represent Inspire Academy - The School of Inquiry. Please discuss any common area assignments with neighboring teachers during professional days. All teachers are expected to share in the responsibility of creating an appropriate bulletin board and/or hallway displays. Please remember to ensure that the bulletin boards are professional and supportive of our vision and mission statements. It is strongly recommended that work displayed supports our school improvement and cluster area goals. Work displayed in the hallways should be of the highest quality and with the exception of kindergarten, free of mistakes. We are showcasing exemplary work. Student work which is publicly posted should be free of any grade. Bulletin boards should be changed at least monthly.

Cafeteria Supervision:

Instructional Aids and parent volunteers shall supervise each lunch and recess period. Duties will be given during professional days. There should be no change to the schedule given without the prior approval of the Executive Director. All students are to be physically escorted to the cafeteria. Efficient running of the cafeteria is dependent upon strict adherence to the schedule. Students are expected to arrive and leave on time. To do otherwise is inconsiderate to those who staff the cafeteria and also to those who are using it. Staff should model behavior expected by students. There should be no yelling for students to get quiet, blowing of whistles, etc. Set signals for the students to respond to and follow through with the expectations consistently.

Calendar:

A copy of the current school year's calendar should be kept in this handbook.

Executive Director:

The Executive Director is responsible for the day-to-day operation of the school, and is the next in line after teachers for parent communication concerning discipline and for student discipline which needs to be addressed beyond the classroom teacher. The Executive Director is also responsible for staff supervision and the running of meetings.

Cell Phones:

Cell phones should be in the off position during the hours of 7:45 a.m.-4:00 p.m. and during faculty or other professional development meetings, with the exception of outdoor recreation and fieldwork and teacher prep time, during which times it may be used only for work-related purposes. If a teacher anticipates a call during the school day or during a meeting due to an emergency, he/she should notify the Executive Director at the beginning of the day.

Child Abuse-Reporting Laws:

Inspire Academy - The School of Inquiry abides by the Child Abuse Prevention, Adoption, and Family Services Act and Indiana law. This law mandates all suspected cases of abuse or neglect to be reported to Child Protective Services. Any staff members who suspect abuse or neglect should immediately inform the Executive Director.

Classroom:

Classrooms are the homes of students and staff during the school day; therefore, every effort should be made to make the room a desirable place in which to be. It should be evident to all who enter, that this is a learning environment. Posters, bulletin boards and other visuals should relate to the curriculum being currently studied. Holiday decorations are appropriate, but the major focus should be curriculum related. The Indiana Academic Standards and objectives should be evident in the classroom and understandable to all who enter. Safety signs indicating exits and/or procedures for fire and tornados should be in a prominent place. The room should be kept neat and orderly. The teacher is expected to facilitate the cleanliness of the classroom

throughout the school day. At the end of the day, it is the responsibility of the classroom teacher to see that the floor has been cleared of all trash and other items so that the cleaning service may focus upon sweeping the floors and carpets. All desks and chairs are to be left in an orderly manner. Unattached chairs should be placed on top of tables or desks. Teachers are encouraged to elicit the help of their students to foster ownership of the classroom; however, it is the responsibility of the teacher to see that this is accomplished effectively. Lockers, windows and doors should be closed and locked at the conclusion of the school day. Locker doors should be closed and fans should also be in the off position before staff leaves for the day. Chalkboards and whiteboards should be cleaned daily. Chalkboard erasers are not to be cleaned by hitting them on the building or other property of the school. Dusting should be performed on an ongoing basis as needed. It is recommended that teachers lock their classroom doors when they are not in the room and that personal items of value are kept in locked cabinets at all times.

Classroom Computers:

Classroom computers should be used by students to enhance curriculum areas. At no time should students be allowed to “surf the net” or access or use e-mail accounts. Students should only be able to access programs or websites which the teachers and administration deem supportive of the educational environment. Teachers should be able to see the students’ computer screens to verify that appropriate sites are being visited. No student may use computers unless an Acceptable Use Form has been completed by the student and parent(s) and is on file with the office. If a student violates policies or procedures as related to computer usage, he/she may lose privileges either long or short term as deemed appropriate by the teacher and the Executive Director. Teachers should follow guidelines on the Acceptable Use Form and only access acceptable websites during the school day. As a reminder, prep times are allocated with the intent of preparation for upcoming educational needs, not for checking personal e-mail accounts or surfing the internet.

Class Schedule:

The class schedule is prepared by each classroom teacher and submitted to the Executive Director by the end of the first week of school. The Executive Director will consider the schedules in comparison to the expectations of curricular areas set forth in the charter application and give final approval. Special area schedules are formed by the Executive Director. This schedule may not be changed without prior approval of the Executive Director. Literacy (reading) is always given priority if the daily schedule does not allow for all regularly scheduled periods. Any deviations from the approved schedule can be made only with the prior permission of the Executive Director. Administration will depend upon classroom teachers to use this approved schedule for unannounced formal and informal observations. The Executive Director appreciates it when teachers highlight events or project sharing in the classroom that the teacher would like observed.

Classroom Visitation:

Your classroom will be visited by administration and others during the year, announced or unannounced. Your evaluation will also take into consideration the day-to-day operation of your classroom. Upon occasion, you may be asked to allow parents and/or students to visit your classroom. You are encouraged to run your classroom just as you would on any other day if visitors are present.

Committees:

There are a number of committees established for the school year. All teachers are expected to participate in committee work.

Communication:

Parents-

Contact with parents/guardians should be frequent. A combination of the use of the telephone, face to face meetings, written notes and/or newsletters is encouraged. Teachers will submit a quarterly marketing spreadsheet to the Executive Director detailing when and how communication has taken place. Teachers will be asked to mail one positive postcard per student per semester. These are to be mailed through the school office, not sent home in backpacks. A positive approach should be taken when communicating with parents and caregivers. Achievement and improvement, in addition to negative behavior and failing grades are good reasons for contact with parents/guardians. Regular communication with parents should take place by sending home weekly or monthly newsletters. Copies of the newsletter should be given to the Executive Director before being given to the secretary for translation. Lists with names and addresses of students or parents should not be issued without the permission of the Executive Director. A telephone log should be kept to document calls to parents/guardians and kept with the classroom gradebook.

Staff-

Administration will make every effort to communicate effectively with staff members. A form of weekly communication will be presented to all staff members, either through a letter in the staff member's mailbox or through e-mail. If a staff member does not receive a letter, he/she should contact the Executive Director to see if one was distributed. It is recommended that staff members read these before the start of the school day, since many items will refer to events that will be happening during that week. Staff members are asked to check their mailboxes or e-mail, at least twice a day, once in the morning and once in the afternoon. The administration encourages open, honest communication from staff members. It is hoped that any questions, concerns or ideas will be brought to the administrator's attention in a timely manner.

Conduct for Students:

(see Parent/Student Handbook)

Confidentiality:

It is the responsibility of all staff members to respect the privacy of all of our students and their families. Occasionally, staff will be made aware of sensitive family matters. It is imperative that this type of information is kept confidential. Only staff members who need to know the situation should be informed. Think about how you would feel if these types of events were to happen to your family. Be cautious, considerate and professional at all times. Be particularly sensitive in common areas such as classrooms and the hallways.

Copier:

Each staff member is given a code for the copier. Classroom aides are given the same code as the teacher under whom they are working. (This allows administration to see how much each classroom is running the copier.) Individual codes should never be shared with other people. If someone feels they should have a code and do not, please refer them to the Executive Director. Because workbooks are provided for students, it is expected that the number of imaged copies needed should be minimal. Any staff member who runs an above average number of copies will be asked to explain exactly what copies are being made and possibly to cut that number in the future. It is advisable to run a couple of extra to ensure no shortages. It is each teacher's responsibility to be sure that what is needed is ready before school begins for the day. Since sometimes there may be issues with the copier, it is recommended that one not wait to run copies until the day the copies are needed.

Curriculum:

Inspire Academy - The School of Inquiry is responsible for teaching the Indiana Academic Standards and Common Core State Standards. Literacy will always be given priority in the school day if the schedule is varied for special events. Every effort should be made to teach in an integrated manner and to individualize whenever possible. Emphasis will be placed on the proper development and mastery of reading and math skills, grammar and creative expression, scientific concepts and social studies skills. Creative thinking, problem solving, and other higher level thinking skills should be encouraged and nurtured throughout the curriculum. High engagement strategies should be implemented on a regular basis. All children participate in 'special' classes such as art, music, physical education, library and computer.

Daily Schedule:

In general, Inspire Academy – The School of Inquiry's daily schedule is as follows:

7:30 a.m.	Teachers arrive in the building
7:40 a.m.	Breakfast (optional for students)
7:55 a.m.	Teachers available to greet students in classroom
8:00 a.m.	Crew Meeting – Morning Circle
8:30 a.m.	Literacy Centers
9:30 a.m.	Expedition
11:00 a.m.	Art/Music/PE
11:45 a.m.	Recess/Lunch

12:45 p.m.	Basic Skill Building in Math
1:45 p.m.	Writers' Workshop
2:45 p.m.	Readers' Workshop
3:45 p.m.	Closing
4:45 p.m.	Dismissal in an Orderly Fashion

Discipline:

Order is essential in effective management of a school. It is maintained not only by a good teaching staff, efficient administration, and good educational programs, but also by the development of the child as a responsible citizen. Each staff member is expected to follow the spirit of the plan as it has been developed. Staff members are expected to ask questions to clarify any part of the policy not understood. Discipline should nurture self-control in students, never be an insult to the dignity of a child, and always be given in a respectful manner. Discipline of students is the primary duty of the supervising teacher. In addition to the school discipline code, teachers are also encouraged to develop individual classroom rules in collaboration with students in the class. These should be visible in the classroom at all times and referred to as frequently as needed. The daily adherence to this plan should be evident in each student's conduct grade. Students should know ahead of time exactly how many infractions will cause the conduct grade to move categories. While collaboration with colleagues is encouraged, the number of infractions tied to a conduct grade should reflect the student's developmental stage. A copy of this plan should be given to the Executive Director. If an alternative plan is proposed throughout the year, it should be addressed with the Executive Director before implementation. Parents should also be made aware of classroom rules at the beginning of the school year. In rare occasions, the Executive Director may be asked to become involved. It is important that students view teachers as "the ones in charge" of regular classroom management. If after exhausting the classroom discipline procedure it is determined that a student needs to speak with the Executive Director, a discipline referral sheet must be completed by the teacher. The teacher should then proceed to contact the office to determine when the Executive Director is available to address the situation. Unless there is an extreme circumstance, students should never be sent to the office without the approval of the Executive Director. In no case should a student be sent to the office alone, another student or staff member should accompany him/her. Suspensions and expulsions will be determined by the Executive Director.

Disaster Drills:

The Emergency Procedures and Faculty/Family/Student Handbooks should be reviewed as frequently as needed by staff members to perform responsibilities in an efficient manner. A fire drill is held approximately once a month. Tornado drills are held twice a semester and practice lockdowns will also be implemented. Students should be given directions as to the correct procedure the first week of school. There should be no talking, pushing, or running during these drills. Each teacher should carry a class roster and his/her gradebook during drills. Once a classroom is in the proper area, the supervising teacher is to verbally call each student's name. (Roll is not to be taken by counting the number of students in line.) Student class lists are posted in the common areas, such as the library and cafeteria. Staff supervising students in these areas during a drill should take the lists with them. Teachers should familiarize themselves with the locations of fire alarms and extinguishers.

General directions for drills:

Fire: Upon hearing the signal, students should immediately stop what they are doing and line up in an orderly manner, proceeding outdoors to their designated areas.

Tornado: Upon hearing the signal, students should immediately stop what they are doing and proceed in an orderly manner to their designated position in the building. Students should wait in silence in a crouched position, protecting their heads until the signal is given for the end of the drill.

Emergency/Crisis Plan: Each staff member will be given a copy of the Emergency Flip Charts or binder. Each member of the staff is responsible to be familiar with its content. This plan should also be visible and accessible for substitutes.

Dismissal:

Teachers should be careful not to clean up or have the children ready too early. The state of the classroom and the age level of the students will determine the amount of time necessary for dismissal readiness. As a proper example of punctuality, every effort should be made to honor all time schedules. Staff on duty outside should ensure that no students cross the street to their parents unattended.

Dress Code Staff:

Proper dress is expected of all teachers and staff. Professionalism by staff creates an educational and respectful environment that sets and directs the mood of students. It also reminds parents we are professionals and adds professionalism to the community as a whole. Teachers should be role models for students in their dress. Some general guidelines follow:

- ✓ Shorts should be worn only on days designated by the Executive Director.
- ✓ Only t-shirts and sweatshirts with the school logo imprinted on them should be worn.
- ✓ Flip flop type shoes are not acceptable.
- ✓ In general, sandals or high heels are discouraged and should have a back or a strap, if the footwear is deemed appropriate for the occasion.
- ✓ Tattoos should not be visible.
- ✓ Dress should be modest, no visible cleavage and skirts/dresses should be professional in length.

Early Dismissal:

Parents should complete a written request stating the reason for a student leaving school before the time of dismissal. The written request must be sent to the office for the approval by the Executive Director and will be returned to the teacher to be filed. These should be kept until the end of the school year. Children who leave early are to meet their parents in the secretary's office to be signed out. Parents should not come to the classroom to retrieve their children. If this happens, please ask the parent to go to the office to sign the child out and make the Executive Director aware of the situation.

Emergency Closings:

In the event of an emergency closing, teachers and other school personnel will be contacted by phone. Be sure to keep your emergency phone tree list at home. Parents and staff should also listen to appropriate TV and radio channels in case of weather closings. In the event that while in session the school would have to dismiss earlier or later than anticipated due to unforeseen situations, inclement weather, lock downs, staff are expected to stay to help with the supervision of students.

Errands:

In accordance with Indiana State Law, students are forbidden to leave the school premises unless they have permission from the Executive Director. From the time the child enters the building until dismissal, the school is responsible for him/her; therefore, under no circumstances may the student leave the building without the parent's knowledge and the Executive Director's consent. As mentioned formerly, prep times are to be used for educational issues. In the event that an employee has to leave the premises during the school day, make the Executive Director aware that you are leaving and be sure to sign out and back in.

Equipment:

Equipment may not be moved for an extended period of time from one room to another without the prior permission of the Executive Director (for example, an overhead or listening center).

Evaluation:

It is the responsibility of the administration to evaluate all staff members throughout the course of the year. The manner of evaluation will be established at the beginning of the year. These evaluations may be both formal and informal in nature. It is the staff member's responsibility to conform to all phases of the evaluation. This includes proper accountability in regards to the curriculum and state guidelines and/or job descriptions.

Extra-Curricular Events:

Staff members are expected to attend various school functions, including open houses, musical performances, parent activity nights and other events as requested by the administration during the school year. Staff members are responsible for being present during the hours requested for each function. If you will be unable to attend such an event, prior permission must be obtained from the Executive Director. Childcare issues will not be considered an excuse for nonattendance or for not fulfilling the set times requested, unless the Executive Director is notified and it is approved as an emergency situation. This occurrence should be extremely rare and non-habitual.

Faculty/Cluster Meetings:

All staff members are expected to arrive on time to scheduled meetings. Meetings are required and will begin on time. Some meetings may apply to specific grade levels, while others may include the full faculty. A staff member should be designated to take minutes, which will be handed in to the Executive Director within a day or two after the meeting. Upon approval of the minutes, copies will be distributed to all applicable staff members so that topics discussed are documented. In addition, each staff member should take his/her own notes on pertinent information. Staff members unable to attend meeting are responsible for obtaining the information discussed. Meetings are not a time to grade papers, complete other paperwork, or hold personal conversations. All staff members are asked to be respectful of each other and focus on the task at hand. Side conversations are distracting. Please share comments with the entire group and do not interrupt the person talking.

Fieldwork:

Fieldwork should be scheduled with the permission of the Executive Director. All fieldwork request forms must be submitted to the Executive Director in a timely manner for consideration. Because of the cost of transportation, classes may be asked to do fieldwork together. You may also be asked to join in these trips with another school. The purpose of the trip should be directly related to enhancing the curriculum. Care should be taken to ensure that these trips are not a financial strain to families. According to state law, written permission must be obtained from parents for any field trip (a fax or permission over the phone are/is not acceptable). Copies of the permission slips may be found in the secretary's office. Transportation arrangements should be made through the Executive Director. Teachers are responsible for informing other staff members who may be affected by the trip as well as the cafeteria staff if the trip will affect the lunch period. Teachers are responsible for finding replacements if they have other responsibilities they will be unable to perform on the day of the fieldwork, such as recess duty. You should trade duties if you will miss a regularly scheduled duty due to a fieldwork. It is the responsibility of the teacher to distribute and collect all forms and money in a timely manner. **A check request should be completed at least two weeks in advance for any monies due to the destination.** Completed permission slips should be taken on the trip by the supervising staff member and kept on file until the end of the school year.

Fire Marshall:

Staff should be sure to follow the following reminders:

- No candles or potpourri burners should be used
- No extension cords without power strip surge protector (if in doubt, see the Executive Director)
- All hallways and/or entrances where traffic flows should be free from furniture, etc.
- All fire and tornado exit maps should be in the recommended places in the classroom
- Do not store items closer to the ceiling than two feet
- Do not hang items from ceiling lights

Gum:

Staff should not chew gum when interacting with students in school.

Executive Director:

The Executive Director has the responsibility of formulating programs and procedures in accordance with the policies determined by Inspire Academy – The School of Inquiry, and the state of Indiana. The Executive Director is aware that the success of the school depends on careful delegation of responsibility among staff and parents. He/she is the coordinator and interpreter of the policy and mission of the school. His/her aim is to continuously improve the quality of instruction and climate of the school. He/she is responsible to ensure faculty/level meetings take place and to comply with all legal requirements of the school. He/she will ensure that professional development, in-service, and readings take place which will facilitate high expectations of staff and students. It is his/her duty to safeguard the professional reputation of all staff and to supervise and evaluate the work of all personnel serving the school. The Executive Director recruits, selects, and contracts all staff members.

Heading of Papers:

As early as possible, students should be taught to head papers correctly and consistently. Teachers should collectively decide what this format will look like and submit it to the Executive Director for approval.

Health Care:

Health records are kept in the administrative office along with emergency information. Teachers may have access to some health information, but should not remove it from the office. Teachers should be alert for signs of illness in a child and refer him/her to the administrative office. According to school law, teachers may not attempt to prescribe for illness or give medication to a child. Non-prescription medication should be brought to the Office Manager or Executive Director at the beginning of the day along with written permission from a parent or guardian to dispense it and clear directions for dispensation. Prescription medication must be in the original

container and have the appropriate information on the label. This is to be sent to the administrative office at the beginning of the day. If a child is hurt on the playground, or if a child is hurt in the classroom, the teacher should notify the Office Manager or Executive Director. A child accident report should be completed. First aid may be administered by the Office Manager, a designated teacher, or administration. If the injury needs further attention, the parents will be notified. Audiometric(1,4,), vision(1,3,), and scoliosis(5) screening tests are given annually to specified grades. A form is sent to parents for those children who fail the tests to inform them of the results. A teacher may recommend a child for testing in an “off testing” year.

Homework Philosophy:

Homework is designed to be a constructive tool in the teaching/learning process. Its purposes are:

-  to help students develop independent work-study habits
-  to reinforce/practice learning that has taken place at school
-  to bring home and school closer together
-  to aid parents in observing their children’s progress

Parents are encouraged to:

-  to provide their children with a suitable place and quiet time
-  to show a positive interest in homework and all school work
-  to serve as consultants but never do the work
-  to encourage extra reading whenever possible

When a student is absent, the homework assignments are the responsibility of the homeroom teacher. The teacher, or a student appointed by the teacher, should write out the assignments and gather the necessary books and materials. The homework of an absent child may be picked up by the parents at the end of the day or sent home with a sibling or neighbor. Ordinarily, a student will receive one extra day for every day missed to complete work. Some discretion on the part of the teacher may be applied here. A student is responsible for work missed, but a teacher should follow up with parents of students in the primary grades if work does not come in. We need to help students become self sufficient. If an assignment is not done or is incomplete, the student may receive a failing grade for the assignment. Obviously, there is no way to make up for missed class discussion. Homework detentions may be served at the conclusion of the day. Homework detention can be given for incomplete or missing assignments, tests or other communications not signed and returned, for missing long term assignments, etc. Keep in mind our Wellness Policy, as required by the state of Indiana and try to think of alternatives other than missing recess for unfinished work.

Homework Guidelines:

Keeping in mind the information above, below are general guidelines for length of time which is recommended that students spend on homework. Homework may be assigned Monday-Thursday. ***When considering grades for homework, one should remember that we really do not know how much of the work is done independently.***

Illness/Personal Days:

All full time certified faculty members are allowed _____ sick days each year. Seven unused days may carry over from year to year for a total of no more than _____ days. All full time certified faculty members also receive two personal days, which do not carry over from year to year. The Executive Director must approve personal days in advance. Teachers should have the name of the specific sub who will be covering the classroom when submitting the request. Part time staff members may receive personal/sick days representative of the percentage of time worked. Part time employees who are not sure about the status of their days should check with the Executive Director. Absence in excess of the number of days allotted will result in the loss of one day's salary for each day over the allotment.

Indoor Recess:

Teachers should provide activities for students to do during indoor recess. This may be art, games, homework, etc. Under no circumstances may students run around the classroom during recess. During inclement weather, an indoor recreation space will be made available for students to release energy. Students must be supervised at all times.

Interruptions:

School time should be devoted to instructional purposes. Announcements should be limited to morning crew meeting and the closing segment of each day.

Laptops/Net Books:

The same general rules apply to laptops and Net Books as with other computers in the building. Teachers should ensure that students only visit approved sites and that the screens are visible at all times. Net Books should be locked up when not in use. Violation of the above may result in loss of laptop privileges.

Lavatory:

Teachers are encouraged to take their classes to the restroom as a whole group. Due to our focus upon literacy, students should bring a book with them to read in the hallway while they are waiting for the class to finish using the restroom. Taking the class as a whole group will help to curtail inappropriate activity in the restroom. Students may not return to the building to use the lavatory during recess unless there is an emergency. Please caution students to wash their hands after using the restroom and to flush the toilets properly. A student should be assigned to monitor the restroom during trips. This student should ensure that rules are being followed and that no trash is left on the floor.

Expedition and Lesson Plans:

Intentional expedition planning is recognized as a key factor in successful teaching and classroom management. Each teacher will submit lesson plans in the requested format to the Executive Director at the beginning of the day on the first day of the week. These should follow the requested format. It is appreciated if these are submitted electronically. Teachers should also have weekly plans that are up to date on his/her desk at all times. Simply listing page numbers and/or title are not adequate lesson plans. Lesson plans should include at least the standards, learning targets, guiding questions, materials needed and the process to be used for evaluation as well as a plan for students who will not master or understand the concepts presented. These plans will be kept on file by the Executive Director. Plans should include the time of the day that each lesson will take place, be easily read, include duties for the day, standards and learning targets for each lesson, assessments and materials which will be utilized and any other information that will facilitate a well-managed day for the substitute. Be sure plans are visible for substitute teachers or if the administration should visit the classroom. If, for some unforeseen reason, the teacher has taken the plan book home and is unable to come to school the next day because of illness, the lesson plans should be delivered or faxed to the school office or phoned to the substitute. Expedition and lesson plans should be written in such a way that someone else reading them will be able to understand and implement the plans. They should never be obscure or disorganized. A substitute folder should be kept in a visible place on the teacher's desk. Videos as alternative lesson plans should be used sparingly. You may wish to highlight or otherwise call attention to any activity you would like the Executive Director or Instructional Guide to note.

Lunch/Milk:

Lunch is available for students and staff who wish to purchase it. Completed lunch orders are due in the secretary's office before 9:00 a.m. each day. All students must eat at school. Permission to eat elsewhere must be in written form from a parent or guardian and approved by the Executive Director. Parents are discouraged from bringing in fast food into the cafeteria.

Maintenance:

If any maintenance or repairs are needed for your classroom, please complete a maintenance request form and put it in the Executive Director's mailbox. The Executive Director will then determine if the request needs to be passed on to the Maintenance Director. No permanent fixtures may be added to classrooms without the approval of the Executive Director.

Medical Records:

Upon occasion, the Executive Director may require medical confirmation that the staff member is in good physical, mental, and/or emotional health in order to fulfill requested responsibilities.

Neatness:

Neatness is something everyone should take responsibility for in student dress, appearance, classrooms, bulletin boards, and other areas of the school. Students should be encouraged to take pride in their classrooms and the school in general and clean up after themselves as much as possible. One of the signs of an organized classroom is student desks which are neat and orderly. Neatness should also be stressed in handwriting and all class work.

Newsletters:

Normally, a school newsletter for parents from the school is sent home at the beginning of each month. It should be passed out to students before the end of the day that it is issued (it is given to the oldest child in the family unless otherwise requested). It contains the upcoming events and other important information for parents. Teachers should be sure to read and, whenever possible, highlight announcements or information with the students. Teachers are expected to send additional newsletters to parents weekly or monthly on a consistent basis. Please see to it that these are approved by the Executive Director before being sent to the secretary for translating.

Outside Employment:

Teachers may not engage in gainful employment which interferes with school duties. The Executive Director reserves the right to judge whether outside work is compatible or interfering with school responsibilities and duties.

Student Led Parent-Teacher Conferences:

Each teacher should strive to establish three way communications between parents, teachers, and students. As a means to this end, the following opportunities are arranged:

- ☒ Conferences will be held twice a year, in the Fall and Spring, at a time designated by the Executive Director
- ☒ Parent activity nights, classroom visitations, and school wide exhibition nights will be scheduled regularly and attendance is expected
- ☒ Conferences may be arranged by the teacher with the parents as the need arises. These conferences should be held at a convenient time for both parties but not during the school day unless pre-arranged. (keep in mind if translators are needed and available)

If necessary or appropriate, conferences should be attended by any staff member who has a 'stake' in the conference. No teacher should speak for another staff member regarding behavior or performance. If a staff member cannot attend a conference, his/her remarks should be put into writing. This written communication, as with all communication regarding a student, should refrain from undue negative comments. All conferences should terminate with realistic action plans that involve the student, the parent, and the teacher. The goal of conferencing is to enhance the relationship between the teacher and the family and to improve behavior and/or academics. A successful conference will facilitate this improvement. It is recommended that staff members take notes concerning discussion points and outcomes from the conference on file throughout the year. Notes should also be taken during phone conferences. These notes should include the day,

time, topics of discussion and agreed upon action plan or outcome of the conference. After a student-led teacher/parent conference has taken place, teachers may ask the Executive Director to attend a follow up conference.

Personal Days:

Staff members must request in advance release from work for personal days. This is done through the Executive Director. These requests are considered on an individual basis dependent upon other requests and the needs of the school. If you have duties on a day you will not be in school, you are asked to take the duty of the person who covered for you that day.

Playground:

Students should be in their assigned area unless given permission to be elsewhere. No student is permitted to leave the grounds without written permission and approval from the Executive Director. Should the weather not permit outside recess, indoor recess will take place in the classrooms. All classroom doors are to remain open unless the teacher is in the room. Teachers are responsible for their playground equipment. Duty will be communicated during the professional days.

Guidelines for winter months:

- Students will have outside recess or fieldwork when the temperature is 20 degrees or higher and the wind chill is above zero (assuming the park parking lot has areas clear of snow).
- A 10-15 minute recess will take place outside when the temperature is 15-19 degrees and the wind chill is above zero (assuming that the park parking lot has areas clear of snow).
- There will be no outside recess when the wind chill is below zero.
- There will be no outside recess when the outside temperature is below 15 degrees.

Professional Development Days:

All teachers, and some support staff are expected to be in attendance at professional development days for the duration of the time scheduled. Absence requires approval from the Executive Director prior to the professional development day.

Professional Readings:

Professional material of current educational value may be provided by the Executive Director or Instructional Guide. Teachers are expected to read and implement ideas from these materials to the best of their abilities. In addition, teachers should seek out a variety of professional material to enhance their teaching and student learning. No staff member should reach the point where he/she no longer feels the need for professional growth. Collaboration is good! Ask a colleague if you need ideas!

Promotion:

Students are promoted to the next grade if they are working at grade level. The grades students receive in their studies should reflect their mastery of the standards. Teachers are cautioned to use bonus points sparingly. It is also advisable to think about formal state testing when assigning grades. There is a problem if we are consistently allowing students to earn “A”s and “B”s but they are failing state assessments. Retention is an extreme measure which should be taken only after careful consultation among teacher, Executive Director, Instructional Guide, student, and parents. Students should never be threatened with retention as a prod to work harder. Goal setting exercises are more positive and productive ways to help students reach their potential. A student may be assigned to a grade if he/she is working to the best of his/her ability or shows signs of improvement through private tutoring or summer school. Achievement during the first grading period of the following school year will determine whether the student can continue at the new grade level. Parents should be made aware as quickly as possible that a student may be assigned or retained. A student who is absent more than 12 days a semester may be assigned or retained. The Executive Director will make the final decision on the retention of a student. Possible retention of a student should be discussed with parents throughout the school year, and put in writing by the third quarter. The Executive Director has sample letters a teacher may use. Once the letter has been signed by a parent, a copy should be given to the Executive Director to keep on file. The first conversation concerning retention should not be in the third or fourth quarter of the school year. Please advise the Executive Director of any retention/placement concerns you have throughout the school year.

Recess:

All students are expected to participate in recess activities. No student may be excused from recess for an extended period of time without a written excuse from a parent or health professional and with the approval of the Executive Director. Please remember our Wellness Policy and allow student participation in recess except in extreme situations. After school detentions are preferred to missing recess when a student has missing or incomplete homework.

Refreshments:

Teachers may drink coffee, water, soda, or tea in a container with a lid. Teachers should not have cans or bottles on their desks. Teachers should not eat candies or snacks during class unless necessary for medical reasons.

Reimbursement:

Upon occasion, staff may ask to be reimbursed for expenditures. These must be pre-approved by the Executive Director. In general, classroom teachers are allotted a specific dollar amount at the beginning of the school year. Please remember to include materials other than decorative items. For reimbursement, staff will need to complete a check request form and attach the original receipt(s). (see appendix) When asking for personal reimbursement, your name is listed as the vendor.

Progress Reports and Report Cards:

Regular weekly progress reports will be sent with details and accomplishments of the week and a personal message. Report cards are issued every nine weeks. Report cards should reflect the work a student has completed over the nine week period and should indicate mastery of specific standards within the curriculum areas. Test grades, daily work, homework assignments, projects, and class participation should all be reflected in the grade. Use care in how much weight is given to homework, since we are not really aware of how much of the work the student completed independently. Bonus points should also be used sparingly. The grades need to reflect the students' level of mastery. Teachers should use several different kinds of work to determine a grade. Teachers need to be conscious of different learning styles and intelligences in planning assessment of students. Teachers of special subjects (art, music, PE, and computer) will be given dates that their grades should be submitted to the Executive Director. The Executive Director will give them to the classroom teachers. The Student Attendance and Scholastic Record Sheet is to be retained by the teacher during the school year as the cumulative record of a student. Be sure that when students enter school after the start of the school year, or leave before the school year is over, that you indicate the specific date on this sheet. The expectation is that this will be updated upon the completion of each quarter and placed in the student file at the conclusion of the school year. A letter grade, percentage, or grade of 'credit' is figured for each subject and placed on this sheet. The cumulative record should be done neatly and accurately in black ink. It is recommended that report cards be completed with a **blue** ball-point pen. Pupil progress reports will be sent home in the middle of the quarter. Any significant change in student progress should result in immediate contact with parents. No student or parent should be surprised by a "D" or an "F". This should be communicated well in advance of the report card's distribution through the use of weekly progress reports. It is the homeroom teacher's responsibility to monitor the return of report cards. Be sure that the parent has signed the report card in the appropriate place and check to see if a conference has been requested by the parent. As a show of professionalism, teachers should double check report cards/progress reports before submitting them to the Executive Director. In order to support our professionalism, there should be no scratch outs or mark-overs made on these reports. If a mistake has been made, a fresh printout should be created. Remember, we are models for our students and parents.

Room Mentors/Volunteers:

We encourage parents and community members to help out and whenever possible, it is important to use the services of these volunteers. All volunteers are required to take part in background checks.

School Pictures:

The students will have their pictures taken once a year by a professional photographer. Staff are also requested to have their pictures taken, which will be free of charge.

School Safety for all Students and Staff:

To ensure the safety of staff and students:

- The custodian will ensure that the outside doors are closed and locked throughout the school day. The staff is also expected to be mindful of this during the day.
- All staff will keep purses and valuables locked in a cabinet during school hours.
- Office staff will monitor the main entry door during the day.
- Staff will gently remind any visitors in the building to return to the office to sign in if they do not have nametags visible. If they refuse, contact the office ASAP.
- Remind parents and any volunteers to sign in at the office and get a nametag before coming to your classroom. Do not release a child if the above procedure has not been followed.

Smoking:

Inspire Academy – The School of Inquiry operates within a smoke free building; therefore, smoking is prohibited on the grounds.

Snow Days:

Staff are cautioned against scheduling vacations on dedicated snow days. In the event that those snow days are needed, staff will be expected to be present.

Classroom Guests:

Teachers are expected to regularly engage experts during fieldwork and as classroom guests for various areas of the curriculum. All arrangements should be discussed and approved in advance with the Executive Director. It is the teacher's responsibility to control his/her classroom during these times.

Staff Relations:

A spirit of collaboration, professionalism, and unity among staff members is the key to producing a positive productive school climate. Staff members should be models of the design principles, behaviors and values expected in the students.

- | | |
|-----------------------------------|-----------------------------------|
| (1) The Primacy of Self Discovery | (6) Collaboration and Competition |
| (2) The Having of Wonderful Ideas | (7) Diversity and Inclusion |
| (3) Responsibility for Learning | (8) The Natural World |
| (4) Empathy and Caring | (9) Solitude and Reflection |
| (5) Success and Failure | (10) Service and Compassion |

Student Work- School Improvement Turn Ins:

The Executive Director is focused upon student achievement. Therefore, the Executive Director will distribute a schedule detailing which type of student work is to be submitted and when. For classroom teachers, student work will align with the school goals and/or cluster work. The Executive Director asks that these submissions be timely and that any grading rubrics used be included with the submissions. If there is a reason the teacher will not have the student work turned in by the designated time, the Executive Director should be made aware of the circumstances in advance and informed as to when the work can be expected. This should be a rare occurrence. Special area teachers whose curriculum does not have a direct link with the focus of the student should submit at least a quarterly sample of student work.

Substitute Teacher Folder:

In preparation for an absence, each teacher is to prepare a substitute teacher folder containing the following items:

- Class roster and seating chart
- Detailed lesson plans for the week
- Classroom and school discipline plan
- Lunch/recess/restroom procedures
- Emergency evacuation plan
- A list of any student's special needs (Title, medication)

Be sure that this is updated frequently.

Supervision of Students:

Supervision of all students at all times is the legal responsibility of the staff of the Inspire Academy – The School of Inquiry. Supervision of students as they come into the school in the morning, at dismissal or when they are in common areas is the responsibility of all staff members. Behavior of students during any type of assembly, is the responsibility of the homeroom teacher or the designated teacher at that time. It is not the Executive Director's or the Instructional Guide's job to correct students during these times. Please position yourselves where you are able to do this effectively. In order to accomplish this, you may need to position yourself near students who may have trouble following directions. Teachers should not be standing, or sitting together, or having conversations during these times. Do not leave students unattended in the classroom. If unavoidable due to an emergency, be sure that students know what procedures they are to follow. Ask another teacher to monitor the students or contact the office. Require students to remain seated in their desks while the teacher is out of the room. Teachers should not be engaged in social conversations while supervising students during recess or lunch duty. Students should rarely be sent out of the classroom for punishment. (Students in the hallways are not being supervised in a legally acceptable manner. Sometimes a teacher gets so busy, he/she may forget the student is out there!) If the situation requires that a student be sent to the office, the Executive Director should be notified in advance. After notification, it will be determined when the student may be sent. Students should never just be sent down to the office. It is important that the Executive Director is free to handle the situation. Students serving any kind of detention should always be supervised. Teachers may agree to rotate detention duty as a group. Parents must be notified in advance of detentions. If detention slips are not signed by

parents, a telephone call should be made. No student should be left in the building after school without supervision.

Tardiness:

Teachers must keep a record of student tardies. Students are tardy if they are not in their classroom by 8:00 a.m. If a student is late due to exceptionally bad weather, he/she is not marked tardy. When students are tardy after the attendance sheet has been turned in, teachers should immediately notify the secretary, if the student has not already checked in. Whenever possible, keep a notation of the time the student arrives. Students are responsible for all assignments missed while away for their appointments. Morning and afternoon sessions are determined by the lunch period. Please make the Executive Director aware of any excessive tardies in a timely manner.

Teacher:

The teacher's main responsibilities are:

-  to observe the code of professional conduct
-  to be accountable to the Executive Director and/or Instructional Guide in all areas of school policy, classroom management, academic instruction and extra-curricular activities
-  to maintain a high standard of instruction and to manage his/her classroom in such a way that a favorable learning atmosphere and a culture of quality will prevail
-  to share in the responsibility for the care and physical appearance of the classroom, common areas in the school and school building
-  to share in the duties that make for the smooth running of the school
-  to be prompt in attendance at the designated time for school and to submit reports and records at the time they are due
-  to adhere to the spirit as well as the letter of the teacher contract, the job description, and all expectations set forth in this handbook, as well as any other directives from the Executive Director or Instructional Guide

Technology:

Each staff member is expected to sign an Acceptable Use Form and enforce the Acceptable Use policy with his/her students. Use of the computer and Internet are for professional and academic use only. The use of the Internet to send jokes, forward e-mail messages not applicable to the learning environment, or other communication not related to the professional duties to which you are assigned is prohibited. Transmission of such material may result in loss of computer privileges or dismissal.

Testing:

Inspire Academy – The School of Inquiry will participate in ISTEP+ testing as a component of the accreditation process. A parent report will be sent home with students once results are received. A copy of these results will also be placed in each student's permanent file. Teachers should carefully look over test results and adjust their teaching/lesson planning accordingly.

Valuables/Money in the Classroom:

Students should not bring valuables to school. Teachers should be sure any valuables brought to school are kept in a locked drawer or cabinet. If a teacher collects money, it should be sent to the Office Manager in a marked envelope as soon as possible the morning it is collected. The classroom teacher and instructional aid should both sign the envelope to verify the amount the student turned in. The teacher is responsible for any money collected.

Visitors:

All visitors are to report to the school office before going to a classroom for any reason. Visitors are assigned a name badge by the office staff if they are to be in the building any length of time. Teachers should be especially alert for any strangers without badges and direct them to the office.

Volunteers:

All teachers will be asked to develop a plan for classroom volunteers. This should include ways that parents and community members can assist the teacher. It might include things that could be done outside of school hours, such as cutting out games, etc. for the teacher, as well as assisting with fieldwork and classroom activities.

The Executive Director reserves the right to edit this handbook as deemed necessary at any time.

Faculty Signature Page

I have read the Faculty Handbook and agree to follow the school policies and procedures as stated. Any questions concerning content have been discussed and clarified with the Executive Director.

Teacher signature

Date

1132207v.1

Policy Regarding Criminal Histories

A. INTRODUCTION

This policy regarding criminal history checks is applicable to members of the governing body of the Muncie School of Inquiry (MSI), and for MSI's administrators, teachers, other staff, volunteers, contractors and employees of contractors providing services to MSI. This policy shall be consistent with applicable law, the Charter, and with Ball State University's (the "University") Charter School Policy Regarding Criminal Histories and may not be construed in any way to deviate from said standards. This policy contains the following provisions:

B. PROVISIONS REGARDING GOVERNING BODY OF MSI

1. No member of MSI'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. MSI 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 MSI'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 MSI'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. MSI will obtain, at least fourteen (14) days prior to the approval of any prospective new member of MSI'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 MSI'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 MSI ADMINISTRATORS, TEACHERS, OTHER STAFF, VOLUNTEERS, CONTRACTORS AND EMPLOYEES OF CONTRACTORS

1. This policy also applies to each of the following individuals and entities:
 - a. any person employed or seeking employment with MSI;
 - b. any person employed or seeking employment with an entity with which MSI contracts for services;
 - c. any individual that is contracted, or who seeks to enter a contract, to provide services to MSI; and
 - d. any individual volunteering or seeking to volunteer with MSI,

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 MSI.

2. This policy is consistent with I.C. 20-26-5-10, which is made applicable to charter schools by I.C. 20-24-8-5, and requires 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, MSI will obtain 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 MSI 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 MSI.

3. Any individual subject to this policy that has been convicted of any of the following acts shall be prohibited from employment with MSI or with an entity contracting with MSI to provide services, or from contracting individually with MSI 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. Any individual subject to this policy may be required at the time the individual applies for employment or seeks to contract with MSI to answer questions concerning the individual's criminal history. 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), any individual subject to the proposed policy shall notify the Executive Director of MSI 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. Any individual subject to the proposed policy may not be required by MSI 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 results of criminal history checks will 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 this 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 results of the expanded criminal history checks will be used in accordance with I.C. 10-13-3-29.

Inspire Academy
Conflict of Interest Policy

The purpose of this Conflict of Interest Policy is to protect the interest of the Muncie Public Charter School of Inquiry, Inc. (the "Corporation"), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

1. **Definitions.**

- a. **Interested Person.** Any director or principal officer who has a direct or indirect financial interest, as defined below, is an interested person.
- b. **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
 - A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
 - A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.
- c. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
- d. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board of Directors decides that a conflict of interest exists.

2. **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors considering the proposed transaction or arrangement.

3. **Determination of a Conflict of Interest.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

4. **Procedures for Addressing the Conflict of Interest.**

- a. An interested person may make a presentation at the Board of Directors meeting, but after the presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the Board of Directors shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board of Directors shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

5. **Violations of the Conflicts of Interest Policy.**

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

6. **Records of Proceedings.** The minutes of the Board of Directors shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

7. **Compensation.**

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

8. **Annual Statements.** Each director and principal officer shall annually sign a statement, in the form attached hereto as Exhibit A which affirms that such person:

- a. Has received a copy of the policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

9. **Periodic Reviews.** To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic review shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further

charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

10. **Use of Outside Experts.** When conducting the periodic reviews as provided for in Section 9, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

Certification

The undersigned officer affirms that this Conflict of Interest Policy was approved by the Board of Directors by resolution effective the _____ day of _____, 2011.

[Name], Secretary

Exhibit A

Conflict of Interest Disclosure Form

I, the undersigned, am or am about to become an Interested Person of the Muncie Public Charter School of Inquiry, Inc. (the "Corporation"). I understand that the Corporation has developed and approved a Conflict of Interest Policy (the "Policy") for all Interested Persons who have certain relationships with the Corporation. I have received a copy of the Policy, have read and understand the Policy, and agree to comply with the Policy. I further understand that the Corporation is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

In compliance with this Policy, I hereby disclose to the Corporation the following ownership, employment, activity, investment or other interest which might constitute a Financial Conflict, as such term is defined in the Policy:

Potential Financial
Interest and/or Conflict

Previously
Disclosed?

Approved by an
Executive Officer of
Corporation?

I hereby certify that the above matters are all of the matters of which I am aware as of this date, and which I believe may create a financial conflict, or the appearance of a financial conflict, in violation of the Policy. I further agree to disclose, as soon as reasonably possible, any future financial conflicts which may arise prior to the next execution of this annual form.

Date

Signature

Printed

Inspire Academy **Complaint Policy**

1. The Policy

The Board believes that complaints are most effectively resolved when they are handled as close to their origin as possible.

2. The Procedure for Resolving a Complaint

This section contains the procedure for resolving complaints and describes special considerations.

2.1 Definitions

2.1.1. A community member is any person who has a relationship with Inspire Academy – The School of Inquiry, including parents, staff, project partners, neighbors, and volunteers.

2.1.2. The Parent/Community Board Liaison is a sitting Board Member appointed by the ICP Board who serves as the liaison between the ICP Board and the community-at-large.

2.2 The Procedure

Although no community member will be denied the right to petition the Board for redress of a grievance, complaints should go through the following channels for resolution before involvement of the ICP Board. Exceptions are complaints that concern Board actions or Board operations.

2.3 Special Considerations

2.3.1 In the specific case of Personnel Complaints, the following considerations must be met:

- The Board will not hear personal complaints concerning school personnel nor against any person connected with the school system in public session. To do so could expose the Board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter.
- Instead, the Board Chair may request a private interview with a subset of Board members or a meeting with the entire Board in closed session to hear the specific complaint about an employee.

Step One: Initiating a Complaint

Any member of the public who wishes to express a complaint should first verbally discuss the matter with the school employee responsible. It is the intent of the School to solve problems and address all complaints as close as possible to their origin. School personnel will make themselves available to respond directly to such a complaint.

Step Two: The Executive Director

If the problem remains unresolved at Step One, the concerned party or parties should work with the Executive Director to address the complaint or concern. The Executive Director shall record the complaint, investigate the complaint, and confer with the party or parties involved about a possible resolution. If the Executive Director is unable to resolve the complaint satisfactorily, the complainant may file a signed, written complaint with the Executive Director clearly stating the nature of the complaint, a suggested remedy, and a request that the complaint be heard by the

Board, which initiates Step Three. If a written complaint is filed, the Executive Director will prepare a written report of his/her findings and conclusion.

The Executive Director, before consideration and action by the Board, will investigate any complaint about school personnel. The Board will investigate any complaint about the Executive Director. The Board will not hear charges against employees in open session. The Board may elect to hold the hearing in closed executive session if the subject matter qualifies under Indiana Law. If the complaint concerns the Executive Director, the complainant will first complete Step One (above) to strive for resolution. In the event that the problem remains unsolved, the complainant must file a written complaint (see 3.3.2 below).

Step Three: The Board

The written complaint will be passed by the Executive Director to the Board Chair within one business day. The Executive Director's findings and conclusions shall be submitted to the Board Chair within two business days. The Chair will promptly notify the Board. The Board Chair may wish to first confer with the complainant to ascertain the most appropriate form of hearing from among the following options:

- A. to mediate the conflict with the Board Liaison him/herself,
- B. to arrange a private interview with a subset of Board members, and/or
- C. to arrange a hearing by the entire Board, in open or closed session, as appropriate.

Whichever option, the Board or Board representative will review the complaint, the findings and conclusion of the Executive Director, hear the community member, and gather other evidence as deemed appropriate. Generally all parties involved, including the Executive Director, will be asked to attend this meeting for the purpose of presenting additional facts, making further explanations, and/or clarifying the issues. A written resolution of the hearing will be issued by the Board within 2 business days from the hearing.

A community member who believes that a charter school has **violated a term of its charter or applicable law** may complain formally to the school's board of trustees and seek relief.

Before you use this formal complaint process, it is very important for you determine positively that your complaint involves a violation of the charter or law. If it does not, this formal process is not the appropriate avenue for you to seek a solution to your problem. In addition to a formal complaint policy, Inspire Academy has spelled out in an earlier section of this policy proper procedures for expressing a complaint that involves your child.

The form included at the end of this policy may be used to file a **formal complaint** with the board of trustees of Inspire Academy. It is provided for your 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.

Today's Date: ____/____/____

Your Address: _____

Fax No.: _____

Best Time To Reach You: _____

Date of Incident: ____/____/____

Name of Student(s): _____

Your Relationship to Student(s)/School: _____

Complaint Form for Submission to Charter School Board of Trustees (Cont.)

- [illegible]

Complaint Form for Submission to Charter School Board of Trustees (Cont.)

2. Describe specifically the action you are now seeking:

3. Please attach any relevant documentation, reports, etc. in support of your complaint to this form. Contact the school directly for instructions regarding the submission of these materials to the school board or the person or entity who handles complaints on the school board's behalf.

Inspire Academy
Policy Regarding Special Education

1. Free Appropriate Public Education

Inspire Academy will ensure that 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 shall 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 Safeguards

Any child with an exceptionality and his/her parent(s) or guardian(s) will 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. Inspire Academy assures 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 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 Inspire Academy from another Indiana district during the school year, Inspire Academy 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 the Special Education Coordinator shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. Inspire Academy will follow all federal regulations and state standards related to the confidentiality of student records.
 8. Due Process
Inspire Academy utilizes procedures that allow for differences of opinion between parents and this school or between agencies and this school, to be aired and resolved. The initial stages for this process are outlined in the Student and Family Handbook and in the Complaint Policy. Additional procedures include the 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 parent(s) or guardian(s) of a child with an exceptionality are not known or cannot be located, Inspire Academy 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 or Inspire Academy.
 10. Statewide and District-wide 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 statewide and district-wide assessments of non-disabled children.
 11. Personnel Standards
Inspire Academy assures that 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 will be expended in accordance with Individuals with Disabilities Education Improvement Act (IDEA). Funds will be used only to pay the

excess costs of providing special education and related services to children with disabilities, and will be used to supplement state, local, and other federal funds and not to supplant those funds.

14. Information Reporting

Inspire Academy 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

Inspire Academy 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. This procedure will be developed by the Special Education Coordinator and will take into account the specifications of each IEP and the time required to ensure that said specifications are met.

16. Public Review

All federal grant applications are available to the public for review upon request.

17. Hearing Procedures for Non-Compliance

Inspire Academy may 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

Inspire Academy adopts 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

Inspire Academy 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, Inspire Academy 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).

Inspire Academy
Policy Concerning Parental Access to Education Records

Article I.

In accordance with IC 20-33-7, Inspire Academy, a public charter school authorized by Ball State University, makes available student education records to both custodial and noncustodial parents. The aforementioned holds true in the case that a court has not issued an order that limits the noncustodial parent's access to said report.

Article II.

In accordance with FERPA (the federal Family Educational Rights and Privacy Act), Inspire Academy may furnish student education reports without the consent of the parents if the following conditions hold true:

- (1) The disclosure or reporting of education records is to a state or local juvenile justice agency.
- (2) The disclosure or reporting relates to the ability of the juvenile justice system to serve, before adjudication, the student whose records are being released.
- (3) The juvenile justice agency receiving the information certifies, in writing, to the entity providing the information that the agency or individual receiving the information has agreed not to disclose it to a third party, other than another juvenile justice agency, without the consent of the child's parent.

Additionally, Inspire Academy may furnish student education reports without parental consent to a court who is assisting the adjudication of an expelled or suspended student under IC 20-33-8.5 or to other school officials as defined under FERPA (34 CFR § 99.31(a)(2) and 34 CFR § 99.35).

Article III.

In accordance with IDEA (Individuals with Disabilities Education Act), parents of disabled children are accorded the explicit right to have a representative inspect and review the education records (34 CFR §300.562(b)(3)). In addition, parents of disabled children have the right to obtain explanations and interpretations of their children's education records, so long as such requests are reasonable. (34 CFR § 300.562(b)(1))

Article IV.

In accordance with both FERPA and IDEA, when a parent requests a record, it must be provided to him or her no later than 45 days from the date of request.

Article V.

Requests must be made in writing utilizing the attached form.

Article VI.

A parent has the right to petition Inspire Academy to amend a student's records if the parent believes the records are in error. The school also has the right to decide not to amend the education records provided that it notifies the parent of said decision and advises the parent of the parent's right to a hearing.

Article VI.

This policy shall be enacted according to both Indiana State and Federal law. If any article or sub-point is found to be in violation from aforementioned laws, it shall not render the remaining provisions null or void. Nothing in this policy shall be construed in any way to conflict with any state or federal law.

REQUEST TO REVIEW RECORDS

Pursuant to the Family Educational Rights and Privacy Act and/or Part B of the Individuals with Disabilities in Education Act, the following form must be completed whenever a person other than a school official with a legitimate educational interest makes a request to review student records. Persons required to complete this form include parents of students enrolled in the school.

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.

Inspire Academy **Dissolution Procedures**

Immediate Board Actions

1. Establish *ad hoc* School Board Committee for wind-up / restructuring

- a. Designate School contact person(s) to send and receive communications from the Ball State Office of Charter Schools
- b. Designate employees or School Board members who will handle various aspects of winding up of School operations; and
- c. Provide contact information, and list of employees / School Board members and correspondent responsibilities to Ball State Office of Charter Schools.
- d. Instruct contact persons to heed notification requirements for time sensitive notifications, if any.

2. Reserve Funds

- a. Segregate by School Board resolution in a separate checking account up to \$45,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.

Notifications and Further Actions

3. Notification of Parents / Guardians

- a. Within 10 days after charter dissolution, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following:
 - i. date of the last day of regular instruction;
 - ii. cancellation of any planned summer school;
 - iii. notice to parents that enrollment of children in their district of residence or other school is mandatory under state law for children that are six years of age or older;
 - iv. optional inclusion of a listing of the names of charter, parochial, public and private schools in the area.
 - v. offer of copies of student records before the CHARTER DISSOLUTION.
 - vi. Provide the Ball State Office of Charter Schools with a copy of the notice.

4. Final Report Cards and Student Records Notice

- a. Within 7 days after CHARTER DISSOLUTION, provide parents / guardians with copies of final report cards and notice of where student records will be sent (the school district of the School's location) and specific contact information.
- b. The notice must advise the parent/guardian to contact the school where the student intends to enroll and to have the student's new school contact the School's district of location to have the student's educational records transferred to the new school.
- c. Provide the Ball State Office of Charter Schools with a copy of the notice.

5. Transfer of Student Records and Testing Material

- a. No later than 10 days after CHARTER DISSOLUTION send student records to the School's district of residence, including:
 - i. Individualized Education Programs (IEPs) and all records regarding special education and supplemental services;
 - ii. student health / immunization records;
 - iii. attendance records; and
 - iv. all other student records.
- b. All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports.
- c. As noted above, parents / guardians should be offered copies of students' records before CHARTER DISSOLUTION.
- d. Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to the School's district of location.

- e. To the extent that scores, etc. will come into existence after the CHARTER DISSOLUTION, arrangements should be made with the testing agent to forward such material to the district of location.
- f. The school should also send a set of Individual Student Reports to resident district and parents.

6. Notification of School Districts

- a. Within 7 days after the charter dissolution, the School must notify school district(s) of students' residence regarding the termination of the education program and lack of future enrollment.
 - i. If applicable, notification regarding cessation of food and transportation services should be provided.
 - ii. Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment.
 - iii. Provide BALL STATE OFFICE OF CHARTER SCHOOLS with a copy of the notice.

7. Notification of Funding Sources / Charitable Partners

- a. Within 7 days after CHARTER DISSOLUTION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.
- b. The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure / restructuring status.
- c. Charities with property on the premises of the School should be notified to remove same as soon as possible or after CHARTER DISSOLUTION, whichever is appropriate.

8. Notification of Contractors and Termination of Contracts

- a. Within 20 days after charter dissolution, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at CHARTER DISSOLUTION.
- b. If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property.
- c. Provide the Ball State Office of Charter Schools with a copy of such notice.
- d. Retain records of past contracts with proof that they were fully paid (see Records Retention, below) to prevent spurious claims.
- e. As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.
- f. Telephone, gas, electric, water, insurance (premises and D&O insurance, see below) should remain operative through the CHARTER DISSOLUTION and to the extent necessary to wind up the School's affairs beyond that time.

9. Notification of Employees and Benefit Providers

- a. After an employee termination date is established, but in no event later than 60 days before CHARTER DISSOLUTION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees.
- b. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:
 - i. health care / health insurance;
 - ii. life insurance;
 - iii. dental plans;
 - iv. eyeglass plans;
 - v. cafeteria plans;
 - vi. 401(k), retirement plans; and
 - vii. pension plans.
 - viii. TRA
 - ix. PERA
- c. Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted.

- d. Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER DISSOLUTION, and reserve funds should be set aside for this purpose.)
- e. See School Wind-Up Plan and Action regarding payment of taxes, below.

10. Notification of Food and Transportation Services and Cancellation of Contracts

- a. Within 20 days after the charter dissolution, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.

11. Notification of Ball State Office of Charter Schools Regarding Lawsuits

- a. As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify the Ball State Office of Charter Schools and provide copies of legal papers received.
- b. The School has an ongoing obligation to keep the Ball State Office of Charter Schools informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.

Assets, Creditors and Debtors

12. List of Creditors and Debtors; UCC Search

- a. Within twenty (20) days after the charter dissolution, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.
- b. This list is not the same as the contractor list, above, but may include contractors, which should be listed.
- c. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Indiana, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding.
- d. A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached.
- e. Debtors include persons who owe the school fees or credits, lessees or sublessees of the School, and any person holding property of the School. Provide a copy of the list of creditors to the Ball State Office of Charter Schools with the amount owed to each creditor thereon and the amount owed by each debtor.

13. Notification to Creditors

- a. Within thirty (30) days after the charter dissolution, the School must notify all creditors of its closure.
- b. The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.
- c. To the extent possible, the School should also begin to negotiate a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.

14. Notification to Debtors

- a. Within thirty (30) days after the charter dissolution, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.

15. School Wind-Up Plan and Action

- a. The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School's board of directors. Priority should be given to continuing the School's educational program through the end of the school year and retaining funds to complete the wind-up process.

- b. The initial plan should be adopted within 20 days of charter dissolution, and be updated at least bi-weekly with copies to the Ball State Office of Charter Schools. The plan should include, but not be limited to, the following.
 - i. Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER DISSOLUTION.
 - ii. Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments).
 - iii. Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (See Liquidation of Assets, below.)
 - iv. Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors] do not approve a renewal application), for dissolution.
 - v. Cancellation of corporate credit cards and lines of credit.
 - vi. Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School.
- c. Status reports on the implementation of the School Wind-Up Plan to be submitted to the Ball State Office of Charter Schools through Interim Statements and a Final Statement (below).

16. Protection of Assets; Insurance

- a. The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.
- b. Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan.
- c. Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively.
- d. Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible.
- e. Appropriate security services should be obtained or maintained.
- f. Action may include moving assets to secure storage after closure or loss of the School Facility.

17. Inventory

- a. No later than 30 days prior to CHARTER DISSOLUTION, all of the School's assets must be inventoried with item #'s and quantities and/or its inventory updated.
- b. All assets of the School, not just ones over a certain dollar value must be inventoried.
- c. Provide BALL STATE OFFICE OF CHARTER SCHOOLS with a copy of the inventory.
- d. Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned.
- e. Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest.
- f. Return assets not belonging to School and document same.

18. Liquidation of Assets

- a. Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.
- b. Pursuant to IN Statutes, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be

permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance.

- c. School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.

19. D&O Insurance

- a. Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the School Corporation. If no such D&O insurance exists, disclose this fact to the board of directors.

20. Interim Statements

- a. No later than 10 days after CHARTER DISSOLUTION, prepare, and submit to the Ball State Office of Charter Schools, an interim statement in a form satisfactory to the Ball State Office of Charter Schools, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:
 - i. all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and
 - ii. all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and
 - iii. all income generated through sale or auction of assets and any other change in status of assets.
- b. The School will prepare and submit such statements to the Ball State Office of Charter Schools at 30 day intervals until the final statement (below) is prepared and submitted.

21. Final Statement

- a. At a date to be determined by the Ball State Office of Charter Schools, anticipated to be no later than 90 days after CHARTER DISSOLUTION, no later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare to the full satisfaction of the Ball State Office of Charter Schools a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:
 - i. all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and
 - ii. each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and
 - iii. statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and
 - iv. each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest.
- b. This statement is submitted to the Ball State Office of Charter Schools in the form in which it will be sworn and submitted to the IN Attorney General and/or IN Secretary of State as part of any dissolution proceeding.
- c. This statement is in addition to the final Financial Statement Audit (below).

Corporate Records /Accounting

22. Final Financial Statement Audit

- a. The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1st of the calendar year in which the School ceases instruction.

23. Closeout of State and Federal Grants

- a. State, federal and other grants must be closed out, including:
 - i. notification to the grant entity of the School closure; and
 - ii. filing of any required expenditure reports or receipts and any required program reports.
- b. The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School

Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.

24. U.S. Dept. of Education Filings

- a. File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education.

25. IRS Status; Reports

- a. The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:
 - i. notification to IRS regarding any address change of the School Corporation; and
 - ii. filing of required tax returns or reports (e.g., IRS form 990 and Schedule A).
- b. If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the Ball State Office of Charter Schools.

26. Corporate Records

- a. In all cases, the School Board shall maintain all corporate records related to:
 - i. Loans, bonds, mortgages and other financing;
 - ii. Contracts;
 - iii. Leases;
 - iv. Assets and asset sales;
 - v. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042.
 - vi. Governance (Minutes, by-laws, policies);
 - vii. Employees (background checks, personnel files);
 - viii. Accounting/audit, taxes and tax status, etc;
 - ix. Personnel,
 - x. Employee benefit programs and benefits; and
 - xi. Student summary test data files
 - xii. Any items listed in this Closure Plan.
- b. In the event the School Corporation is dissolved, any and all records not previously sent to the school district of the School's location should be sent to that school district.

Dissolution / Final Distribution of Assets

27. Resolution of Dissolution

- a. The School Board must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the IN Attorney General and/or IN Secretary of State.

28. Dissolution

- a. If the School Corporation dissolves, the School Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:
 - i. a complete statement of all assets, their location and an estimate of their value; and
 - ii. a statement of the ascertainable debts of the education corporation.
- b. Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.
- c. Copies of all papers related to dissolution should be sent to the Ball State Office of Charter Schools. Members of the School Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.

29. Final Distribution of Assets

- a. All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.
- b. Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring

return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.

- c.** An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.)
- d.** In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations.
- e.** In accordance with Indiana Statute IC 20-24-3-3, the articles of incorporation of the School contain a clause providing that upon dissolution;
 - i.** All remaining assets, except funds specified in subdivision
 - 1.** Shall be used for nonprofit educational purposes; and
 - 2.** Remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution.

Inspire Academy

Patriotic Commemorative Observances

1. United States Flag

The governing body of Inspire Academy shall procure a United States flag that is four (4) feet by six (6) feet for Inspire Academy. If weather conditions permit, the United States flag shall be displayed on school grounds every day the school is in session. If the flag is not displayed outdoors for any reason, the flag must be displayed in the principal room or assembly hall. The flag displayed in the principal assembly hall shall remain on its stand at all times. If an additional outdoor flag is displayed, that flag shall be kept in the administrative office when it is not being displayed. Students and adults alike shall be trained on proper care of the flag, including but not limited to the procedures for unfolding and folding the flag, keeping the flag off the ground, securing the flag to the pole, and raising and lowering the flag on the pole, before being entrusted with care of the flag.

2. Legal Holidays

The following are legal holidays within the state of Indiana for all purpose and shall be observed by Inspire Academy by the closing of school for the day:

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.

Memorial Day, the last Monday in May.

Independence Day, July 4.

Labor Day, the first Monday in September.

Columbus Day, the second Monday in October.

Election Day, the day of any general, municipal, or primary election.

Veterans Day, November 11.

Thanksgiving Day, the fourth Thursday in November.

Christmas Day, December 25.

Sunday, the first day of the week.

When any of these holidays, other than Sunday, comes on Sunday, school shall be closed the following Monday in observance of the legal holiday. When any of these holidays comes on Saturday, school shall be closed the preceding Friday in observance of the legal holiday.

Inspire Academy

Policy for Personal Financial Responsibility Instruction

Inspire Academy – The School of Inquiry shall include in its curriculum for all students in grades 6 through 8 instruction concerning personal financial responsibility. Indiana Financial Literacy Education Academic Standards shall be integrated into learning expeditions. Teachers are expected to incorporate all six Indiana Financial Literacy Education Academic Standards listed below by using the content standards and middle school indicators listed in IC 20-30-5-19:

1. Financial Responsibility & Decision Making
2. Relating Income & Careers
3. Planning, Managing Money
4. Managing Credit & Debt
5. Risk Management & Insurance
6. Saving & Investing

School Safety Plan

[Building Level Emergency Response Plan](#)

Inspire Academy

2012-2013 School Year

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INTRODUCTION

The Inspire Academy (Interim) Building-Level Emergency Response Plan (the 'Plan') was developed by the Inspire Academy Organizing Group. Between authorization and the school opening in August 2012, the Organizing Group will appoint a School Safety Team, which will be augmented by student, family, staff, local police and school safety personnel to become the final Inspire Academy Safety Team. This Interim Plan will be modified as needed to incorporate recommendations of the full final School Safety Team.

Our goals in creating and implementing our Building-Level Emergency Response Plan are:

- To create an atmosphere and set of practices that prevent violence or unsafe conditions
- To create/implement a plan that will minimize the effects of serious violent incidents and emergencies
- To have an effective response plan for all predictable safety concern situations
- To produce a document that can be used as the basis for informing and training all school constituencies in regard to keeping our school safe.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Inspire Academy Building-Level Emergency Response Plan was developed pursuant to compliance with Ball State University Office of Charters regulation. At the direction of the Board of Directors of Inspire Academy (the 'Board'), an Inspire Academy Emergency Response Team will be created and charged with the development and maintenance of an Inspire Academy Building-Level Emergency Response Plan (the 'Plan').

Our goal in creating this plan is to ensure the maximum safety of all students and staff at our school through careful and well thought through planning. We will conduct table-top and actual drills of included plans to facilitate organized and effective use of these plans in the case of an actual emergency.

B. Inspire Academy Emergency Response Team

The Inspire Academy has a School Safety Team that addresses all Safety, Emergency Response, and Post-Incident Response planning and execution activities. Our School Safety Team includes:

Title	Name	Role
Executive Director		School Safety Team Head
Instructional Guide		School Safety Team Member
Office Manager		School Safety Team Member
Faculty Member		School Safety Team Member
School Safety Personnel	TBD	School Safety Team Member, Team Safety Expert
Parent Representative	TBD	
Local Law Enforcement Official	TBD	
Local Ambulance/ Emergency Response Agency Representative	TBD	
Other	TBD	

This team will be augmented by teacher, parent, student, school safety and local law enforcement representatives in the Fall of 2012.

C. Concept of Operations

The initial response to all emergencies at Inspire Academy will be by the School Safety (Emergency Response) Team. Upon activation of the School Safety Team, local emergency officials and the Board of Directors will be notified as appropriate. Efforts may be supplemented by county and state resources through existing protocols.

D. Plan Review and Public Comment

A summary of this Plan will be made available for public comment at least 30 days prior to its adoption. We will include representatives of all key School constituents and interested parties in the development and review of this plan. The Final Plan will be formally adopted by the Board. To ensure student safety, the plan will be considered 'in effect' until such time as a full public review can be conducted and the Final Plan approved. Our Building-Level Emergency Response Plan will remain confidential.

Full copies of the Building-Level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption.

This Plan will be reviewed periodically during the year and will be maintained by the School Safety (Building-Level Emergency Response) Team. For the 2012 – 2013 school year, an Interim Building-Level Emergency Response Plan will be developed prior to June 15th, reviewed by the Inspire Academy Board of Directors prior to school opening, and put into effect until the Final Plan is complete. Upon completion of the Final Plan (with input from all school constituencies) in early Fall 2012, the Plan will be reviewed and approved by the Inspire Academy Board of Directors. After 2012, the required annual review will be completed on or before July 1 of each year after its adoption by the Inspire Academy Board of Directors.

SECTION II: RISK REDUCTION/ INTERVENTION STRATEGIES

A. Designation of School Teams

(see Inspire Academy Safety Team under Section I, Part B above)

B. Prevention/Intervention Strategies

Inspire Academy believes strongly in the wisdom of implementing violence prevention and intervention protocols as a primary means of ensuring student/school safety. These protocols take the form of Prevention Programs, Building Personnel Training, Coordination with Local Emergency Officials and Annual Multi-Hazard Training for Students – as per below.

Prevention Programs

- Program 1 – Character Development Programs
- Program 2 – Conflict Resolution Sessions
- Program 3 – Crew Meetings
- Program 4 – Anonymous Bullying Reporting (for the sole purpose of prompting closer supervision)

Building Personnel Training

- In preparation for creating the School Plan and for executing drills, the Inspire Academy School Safety Team will review information/guidance on the Indiana State Department of Education School Safety websites as well as Safety Plan from another school.
- At least one Safety Team member will attend school safety training offered by the IN DOE and share learning with the entire School Safety Team.
- Two members of the Inspire Academy School Safety Team will take CPR and ADT training.

Coordination with Emergency Officials

- The Executive Director (School Safety Team Lead) will contact local emergency officials to review Emergency procedures, to verify contact protocols and information, and to coordinate their involvement in School Safety drills.

Annual Multi-Hazard Training for All Staff and Students

- All staff will review the Building-Level Emergency Response Plan in July of 2012 as part of Faculty Orientation. Plan details, including all logistics and roles and responsibilities will be reviewed. Staff will sign off on having reviewed and understood School Safety Plans.
- The School Safety Team will be responsible for scheduling and executing all drills (table-top based and actual drills), conducting drill post mortems, and updating School Safety Plan updates resulting from Post Mortems.
- All staff and students will participate in annual drills and exercises that test components of the School Safety Plan

The tentative schedule for School Safety Drills is:

Date	Drill Type
Fall / Spring	Fire Drill
Fall / Spring	Tornado Drill
Fall / Spring	Emergency Attack Drill

(See detailed plans for each type of emergency response in Section IV: Response)

SECTION III: RESPONSE

A. Assignment of Responsibilities

The chain of command at Inspire Academy in the case of emergencies is as follows:

1. Executive Director
2. Instructional Guide
3. Office Manager

B. Continuation of Operations

- In the event of an emergency, the Executive Director or his/her designee will serve as Incident Commander. The School Incident Commander may be replaced by a member of the local emergency response team
- A relinquishing command, the Executive Director or designee may be asked to serve a support role as part of a Unified Incident Command, if established, by the local emergency response agency.
- The school will follow the Chain of Command outlined above to ensure continuity of operations.

C. Access to Floor Plans

A set of floor plans and a diagram indicating School Evacuation sites and the routes students/staff will take to these sites will be provided to local emergency response agencies as part of the School Safety Planning process. Every member of the School Safety Team will have a copy of floor plans and evacuation route maps, and a copy of each will be included in the official School Safety Binder (maintained by the Office Manager, and kept in the Main Office).

D. Notification and Activation (Internal and External Communications)

In the event of an emergency, the following internal and external communications systems will be utilized as makes most sense at the time:

- School Phone system
- Cell Phones of School Safety Team and staff
- Bull Horns
- Whistles
- Email
- Text messaging
- Local media

Standard notification protocol will be for:

- Notification of an incident or hazard development to the Executive Director as soon as possible following its detection
- In the event of an emergency, the Executive Director (Executive Director Safety Team) will notify all building occupants to take appropriate protective action

Note that an updated School Staff contact list (with cell phone numbers) will be maintained by the Office Manager and placed within the School "Emergency/Safety" Binder. This binder will also contain: a list of all local emergency contact names and numbers (police, fire, hospital, Board Members, local officials), Emergency Contact Information for all school staff, and a sheet with the demographics of the school (number of students, number of staff, organization chart for the school). Next to that binder will be a 'Student Emergency Contact Binder' with Emergency Contact sheets for each student.

E. Hazard Guidelines

Will be coordinated with public safety officials' guidelines.

F. Evacuation Procedures

Will be coordinated with public safety officials' guidelines.

G. Security of Crime Scene

The Executive Director (Executive Director Safety Team) or designee is responsible for crime scene security and crime related evidence until relieved by law enforcement officials.

No item shall be removed, cleaned or altered without prior approval from the appropriate law enforcement agency.

Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

SECTION IV: RECOVERY

Inspire Academy Post Incident Responses will include, but not be limited to:

Short term:

- Mental health counseling for staff and students
- Building security
- Facility Restoration
- Post Incident Critique
 - After the recovery stage of any incident, the Inspire Academy Safety Team will conduct an internal Post Mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the Safety Plan will be made as appropriate.

Long Term

- Mental health counseling for staff and students
- Building security
- Mitigation actions, as appropriate, to reduce the likelihood of repeat occurrence and impact if a similar incident does occur again.

Note that the Inspire Academy School Safety Team has coordinated with statewide plans for disaster mental health services to ensure that the School has access to federal, state and local mental health resources in the event of a violent incident.

APPENDICES

Appendix 1: District Map

Appendix 2: Building Floor Plan/Schematic, including evacuation routes, shelter locations, utility shut offs and emergency response area layouts.

Appendix 3: School organization chart, including indication of School Safety Team members and the School Safety Team Chain of Command

Appendix 4: School Staff Contact List

Appendix 5: Local emergency resources contact list

Appendix 6: Emergency Supplies Inventory

Appendix 7: School Vehicle Inventory

Appendix 8: American Red Cross shelter agreement and map

Appendix 9: Memoranda of Understanding

Inspire Academy

Dress Code Policy

Students attending Inspire Academy must wear uniforms. Students will wear tan, black, or navy khakis with solid blue collared shirts or any Inspire Academy apparel ordered through the school.

Inspire Academy - The School of Inquiry Family Handbook Draft

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Inspire Academy - The School of Inquiry Mission

The mission of the Inspire Academy - The School of Inquiry (IASI) is to provide an internationally competitive education to a diverse body of students by fostering students' natural inclination toward curiosity, discovery, and adventure through the use of expeditions as the central theme for learning targets across the disciplines that align with Indiana Academic Standards. IASI will use an inquiry-based, inter-disciplinary approach, with heavy emphasis on arts integration and character development.

Our Philosophy

The Inspire Academy - The School of Inquiry provides a rich and active, yet fundamental, educational program to children in grades kindergarten through eighth (K-8). Exemplary student work and performance is the primary goal at the Inspire Academy - The School of Inquiry. We believe that all children **can** and **want** to learn and we prepare our students to become knowing inquirers and participants in their own learning. In meeting our mission, we set high expectations for student achievement and provide the necessary supports to enable each and every student to achieve these expectations. IASI recognizes community at all levels: the nurturing community of families, teachers, staff and students in the school; the larger metropolitan area; and our place in the world community. We believe our students can take an active part in investigating and contributing to solutions addressing community issues. We view intellectual growth and character development as mutually dependent and of equal importance. In addition to academic skills, we build a strong sense of social and community responsibility.

Curriculum Framework

Social studies, science, mathematics, literacy and language arts are integrated through the Learning Expedition as we focus on the study of local history and resources. A learning expedition is a focused semester-long investigation of a topic. Students will complete two learning expeditions each year, one a historically-based expedition, and one a scientifically-based expedition. The topics of investigation within each time period increase in complexity and sophistication as children advance through the grade levels. All learning expeditions involve intensive research, reading, writing, scientific exploration and real-world application.

Expeditionary Learning

We partner with Expeditionary Learning Schools (ELS) because their design offers us a vision that allows us to implement our curriculum in a consistently rigorous, dynamic manner. ELS is a comprehensive school design, recognized as an exemplary model by the US Department of Education. ELS is based on ten design principles (see Appendix) that require greater continuity of relationships between students and teachers, draw on the power of small groups, create an in-depth and focused curriculum, and build strategic links between school and community. ELS's focus on field studies, an integrated curriculum, and authentic assessment match the philosophy of IASI, and help us foster both academic and character development. As an Expeditionary Learning school, our students spend most of each day embarking on purposeful, rigorous learning expeditions that involve intellectual, service, and kinesthetic dimensions.

Learning expeditions are in-depth studies of a single theme or topic and are the core of the curriculum. Each expedition revolves around curriculum-related projects and performances, which often take students outside school to conduct fieldwork. Our emphasis on educational achievement, community building, teamwork and service, combined with our curriculum framework and content, create a context for students to acquire the knowledge and character traits they need to succeed in middle and high school. They become connected, caring and contributing members of their community.

School Organization

IASI consists of two classes at each grade level from kindergarten through grade three. Each year we will add a grade level to grow along with our students. In order to build strong classroom cultures, instructional continuity, and teacher-student relationships, we “loop” with our students. Looping occurs when each teacher remains with his or her class from kindergarten to first grade, second to third grade, fourth to fifth grade, and sixth to seventh grade. Students spend one year with the eighth grade teachers. Students may be grouped in multi-age teams for academic subjects. During vertical teaming, students from each grade level work cooperatively on projects that grow out of their expeditions. Another part of our instructional model is an average class size of 20 students with a licensed teacher and a teaching assistant. This allows for personalized learning that truly reflects each student’s developmental needs rather than a student’s grade level.

Arrival & Dismissal

Arrival

The Inspire Academy - The School of Inquiry day begins at 8:00 a.m. The school doors will open promptly at 7:40 a.m. Families may choose to drop their children off at 7:40 a.m. for breakfast. Please do not drop off children prior to 7:40 a.m. Any student arriving after 7:45 a.m. will not be served breakfast. School staff and family volunteers will wait in front of the school building in a designated drop-off/pick-up area to greet students and their families, and to escort students into the school building. You may walk into the school with your child and drop him or her off at the classroom door. (Please park in designated parking areas.) As teachers are busy greeting students and preparing for an eventful day, they are not available to converse with you at this time. A basket with a clipboard, paper, and pen is conveniently located just inside each classroom door. If you have a question or message for the teachers, please write a note and leave it in the basket. Teachers will respond via telephone or note on the same day. Because we do not offer before-school care, it is important that families make arrangements for the timely arrival of their children. Students may not be left unattended outside the building.

Dismissal

The Inspire Academy - The School of Inquiry day ends at 3:30 p.m. We have developed our dismissal procedures to ensure the continuous supervision and safety of your child(ren). Teachers only release students to friends and family members designated by the student’s parent or legal guardian. Please provide a list of people authorized to pick up your child if you have not already done so. We may ask for identification from this person; please inform your designated caregiver that it is for the security of the students that these precautions are taken.

We are unable to provide adequate supervision for children after school hours. If you experience an emergency that prevents you from arriving at dismissal time, please call the school as soon as possible. Please understand that we cannot accommodate late pick-ups on a regular basis. Outside of very few verifiable emergencies, parents will be charged one dollar per minute for after-school childcare.

Walkers

Teachers escort students from their classrooms to the dismissal point. Students who walk home independently are released at that time. Crossing guards may not be available along the route your child walks home. Please review safety procedures with your child.

Pick Ups

Parents are requested not to pick children up inside the school or to pull children out of line near the school entrance. Teachers escort students from their classrooms to the dismissal point.

Early Dismissal

If your child needs to be released from school early, please send a note with your child or call the school office indicating what time he or she needs to leave. You will need to fill out the early dismissal log in the school office. Your child will then be sent to meet you in the office.

After School Caregivers

Teachers take great care to dismiss children to the proper adult caregiver. We are mindful of daily changes in families' after-school arrangements, and ask your cooperation in keeping us informed of those changes. Please inform teachers in writing on each day that your child will deviate from his or her usual routine.

Transportation

Please be sure that our office has the most recent version of your child's transportation plan.

Health

When to Keep Your Child Home

If your child exhibits any of the following symptoms, please keep your child home:

- A fever of 101 or higher
- Open or draining sores
- Vomiting
- Severe coughing
- Loose bowel movements
- Severe coughing
- Pain
- Rash or hives
- Difficulty breathing
- Lice, ringworm or other contagious conditions

- Runny nose with thick yellow or green discharge
- Pink eye

Early Dismissal Due to Illness

The determination to send a child home is made by the Principal or Office Manager, using the “Keep Home” criteria. Parents or caregivers will be notified by telephone of the nature of the illness and will be asked to pick the child up. Please provide the school with emergency contact information so that you, or your designee, may be reached at all times. We expect that ill children will be picked up within one hour of notification.

If your child becomes injured at school, you will be contacted and we will administer emergency first aid and complete an accident report for you to share with your child’s physician. In the event of serious injury requiring immediate emergency care, 911 will be called. The Principal or other staff person will accompany the child to the hospital in the event the parent or caregiver cannot be reached.

Medication

All medications, prescription and over-the-counter, should be clearly labeled with the student’s name and presented with written directions for administration from a physician consistent with the labeled directions. We also require written permission from the parent or guardian to administer the medication in school. Students requiring over-the-counter medication for temporary conditions (colds, allergies, etc.) will also receive it from the Principal or Office Manager if documentation is provided by the parent. Students may not transport medication, and may not keep any medication in their personal effects or in classrooms.

Health Records

Students’ health records are maintained separately and confidentially from other school records, as required by law. Please be sure that all immunizations are up to date and be prepared to provide documentation of all immunizations.

Allergies

Please alert us to any allergies your child may have and provide medication (if necessary) to prevent a serious allergic reaction. This includes allergies to plants, animals, foods, medicines, and other substances.

Absences and Excuse Notes

If your child has missed school due to illness or other circumstances, please send in a written note that explains the nature of the illness or absence and the days he or she missed school. A physician’s note is required for absences of more than three days. Please refer to the school’s attendance policy below for further information.

Attendance

We have a lot to offer our students at IASI, and want every child to benefit from continuous, prompt attendance at school.

Excused and Unexcused Absences

Some absences and incidents of tardiness are excused and some are unexcused (see list below). The number of absences and incidents of tardiness will be noted on progress reports. Please call the school each day that a child will be absent, tardy, or picked up early. Please note that in order to record absences as “excused,” we must also receive a written note upon the child’s return to school. Absences may be deemed “excused” only if the reason falls into the category of excused absences listed below.

Excused

Personal illness
Death in the family
Impassable roads due to inclement weather
Religious observance
Quarantine
Required court appearances
Attendance at health clinics

Unexcused

Oversleeping
Missed bus
Family vacation
Hunting
Babysitting
Hair cut
Shopping
Any other reason which does not fall into the categories listed under “excused”

Written Excuses

Absence, tardiness, and early departure is recorded as “excused” only if the parent submits a written excuse outlining the specific reason for the student’s absence, and if the reason falls into the category of excused absences listed above.

Tardiness

Students who arrive later than 8:05 a.m. are designated tardy. Please escort tardy students to the office and sign them in.

Withdrawal from School Roster

In the event that you decide to withdraw your child in order to enroll him or her in another school, we request that you notify us immediately. After an absence of three days without notification or explanation, we will deem your child to have withdrawn from IASI. The Principal will send an official letter, to be hand-delivered to the parent/guardian, explaining that three consecutive absences is considered a withdrawal of a student from IASI. The parent/guardian

will be given the opportunity to respond. If there is no response within the designated period of time, we will notify your district of residence of your child's withdrawal so that his or her educational program can be continued without delay. The open slot on our roster will be filled with the next child on our waiting list.

Intervention

It is important to maintain ongoing communication with your child's teachers about health or family situations that may negatively affect your child's consistent attendance in school. When absences occur with some regularity or frequency, intervention may be necessary to improve attendance. Intervention may take the form of a phone call, parent conference, or official letter. In cases where a student is absent more than 20 days per school year, a referral may be made to Division of Family Services for an investigation of educational neglect.

Safety

IASI Emergency Response Plan

At the direction of the IASI Governing Board, the Principal named a School Safety Team and charged it with the development and maintenance of the School Emergency Response Plan. There are three aspects of the IASI Emergency Response Plan: Risk reduction; response; and recovery. A copy of the IASI Emergency Response Plan summary is available for review in the school office.

Mandated Child Abuse Reporting

As state mandated child abuse or neglect reporters, teachers and administrative staff of Inspire Academy - The School of Inquiry must initiate a report to the Division of Family Services if they suspect the maltreatment or neglect of a student. All reports are confidential and will be maintained in confidential and secured files apart from the student's school records.

Internet Use Policy & Internet Safety

Student use of the Internet is an important component of classroom research and learning. Students and their families must sign the school's Internet use agreement before being permitted to use Internet related tools. Teachers supervise student Internet use and students abide by Internet safety protocols.

Failure to abide by the rules will result in the suspension of Internet privileges for the student. See the Appendix for a copy of the school's Internet Use Policy.

School Visitor Policy

While we welcome families and the visitors to Inspire Academy - The School of Inquiry, all visitors to IASI must first report to the school office and sign the visitor's log book. Visitor badges must be worn at all times while in the school and should be returned before leaving the building. These precautions are necessary for the safety of our students and staff. Parents are welcome to volunteer or observe in classrooms. Please make arrangements with the classroom teachers prior to the date on which you would like to visit.

Caring Community Plan and Discipline Policy

The Inspire Academy - The School of Inquiry focuses on developing a caring, supportive school community in which students participate fully in solving problems, including problems of behavior. We believe that students' growth toward kindness, respect and critical problem solving depends on becoming active members of a caring community. We further believe that it is the experience with decision-making and problem solving that enables children to handle conflicts that arise. When students become engaged in learning expeditions, behavior disruptions decrease. When they are stimulated, challenged, and held to the school community's norms of behavior, students are less likely to disturb the class. Our dual focus on character and academics prevents and addresses discipline problems.

Design Principles

In Expeditionary Learning schools, such as IASI, teaching, learning, and school culture are shaped by ten specific design principles. The expectations that MPSCI has for student behavior are grouped under these principles and are listed below:

(1) The Primacy of Self Discovery

Student Expectations:

- Takes risks, but does not endanger self or others
- Tries something new
- Initiates investigation for answers to questions

(2) The Having of Wonderful Ideas

Student Expectations:

- Completes own work
- Shares thoughts and ideas with the group

(3) Responsibility for Learning

Student Expectations:

- Is on time
- Completes individual and group tasks
- Is where he/she is supposed to be

(4) Empathy and Caring

Student Expectations:

- Respects the space and personal belongings of him/herself and others
- Refrains from talking while others are talking
- Is an appropriate audience – shows appropriate attention, is attentive and participates when prompted or appropriate
- Says please, thank you, excuse me

(5) Success and Failure

Student Expectations:

- Accepts consequences for his or her actions
- Accepts constructive criticism as well as praise
- Tries different approaches and solutions instead of giving up at the first sign of difficulty

(6) Collaboration and Competition

Student Expectations:

- Pitches in without measuring contribution against that of others
- Supports the efforts of the entire school community
- Shares personal challenges with group

(7) Diversity and Inclusion

Student Expectations:

- Stands up for what he/she believes in and is resolute in the face of pressure
- Speaks kindly to and about people
- Listens to others
- Knows people and calls people by name

(8) The Natural World

Student Expectations:

- Places trash in designated receptacles
- Leaves things in better shape than (s)he found them

(9) Solitude and Reflection

Student Expectations:

- Does the right thing whether supervised or unsupervised
- Is honest and trustworthy
- Does what is right in the face of discomforts, hardships, dangers, mockery, boredom, skepticism, or impulse of the moment

(10) Service and Compassion

Student Expectations:

- Is consistent in action – lives by convictions, not circumstances
- Stops to help people in need
- Treats others as they want to be treated

Discipline Procedures

- Classroom and school meetings are held consistently to discuss discipline issues
- Conflict resolution and problem-solving skills are taught
- Causes for misbehavior are sought to facilitate prevention of further misbehavior
- Alternative approaches are based on the analyses of causes
- Any action is monitored, evaluated and revised as necessary

The steps in “disciplining” could include:

1. Private consultation between student and teacher
2. Class meeting
3. School meeting
4. Teacher-student conflict resolution
5. Student-student conflict resolution
6. Family-student-teacher conflict resolution
7. Removal from the classroom (into another classroom)
8. Principal-student-family conflict resolution
9. Suspension
10. Expulsion

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. The latter half of the list is enacted in those cases involving the health and safety of oneself or others, or continuous misbehavior which disrupts the educational program. Parents will be notified in writing in all cases of suspension. For a complete description of the school’s discipline policy and procedures, please contact the Principal.

Zero-Tolerance Policy

IASI maintains a zero-tolerance policy regarding aggressive physical contact between children. Hitting, scratching, pushing, kicking, and other physically harmful behaviors are strictly forbidden and are cause for immediate removal from school or suspension. Teasing, name-calling, and bullying are also grounds for removal from school or suspension. We understand that an occasional incident may be developmentally appropriate, but we maintain zero tolerance for persistent and/or extreme cases. Upon suspension, or when children are sent home early for disciplinary reasons, it is expected that parents will pick their child up within one hour of notification. Please provide the school with contact information so that you, or your designee, may be reached at all times.

Suspension

Suspensions may be short term (five or fewer days) or long term (more than five days). Disciplinary infractions leading to short term suspension include: aggressive physical contact, assault on a student or staff member, teasing, name-calling, bullying, insubordination, threat of force, theft, abuse of school property or property not belonging to the student, obscene or abusive language or gestures, sexual harassment, possession of tobacco or alcohol, continuous disruption of the educational process, or any other act which school officials reasonably conclude warrants a short term suspension. These acts may also result in long term suspension, depending upon the record of the student. Other infractions leading to long term suspension include vandalism, possession of a weapon or other dangerous object of no reasonable use to a student at school, arson, assault on a student or staff member, continuous disruption of the educational process, or any other act which school officials reasonably conclude warrants a long term suspension.

Disciplinary Hearings and Expulsion

Children who receive a long-term suspension or who receive three or more suspensions within a school year are subject to a disciplinary hearing by the Discipline Committee of the Governing Board. At the hearing, parents have the right to be represented by counsel, and have the right to present evidence and to cross-examine witnesses.

Hearings are conducted in two parts. During the first part, the committee determines if the student is guilty of the charge. If the Committee does find the student guilty, during the second part the Committee reviews the student's previous record and determines the recommended consequences for his or her actions, up to and including expulsion. Consequences are recommended to the Governing Board, which then acts upon the Committee's recommendation.

Reporting of Deadly Weapons, Firearm, or Destructive Device

The Executive Director shall notify the appropriate law enforcement agency having jurisdiction over the property where the school is located if a student is identified as bringing a deadly weapon, firearm or destructive device to school or on school property; or is in possession of a deadly weapon, firearm, or destructive device on school property. Upon receiving notification under this subsection, the law enforcement agency shall begin an investigation and take appropriate action. A student with disabilities (as defined in IC 20-35-7-7) who possesses a firearm on school property is subject to procedural safeguards under 20 U.S.C. 1415.

As added by P.L.1-2005, SEC.17.

Additional School Policies

Exhibitions of Student Learning

Each Learning Expedition culminates with an exhibition of student learning.

Attendance at Exhibition Night is mandatory for every IASI student. Exhibitions may take the form of book talks, meet-the-author night, plays and performances, student-led tours, demonstrations, or displays. Exhibitions are a team effort in every class, and teachers evaluate student learning through students' performance on exhibition night. Every student is required to attend. Dates for exhibitions are announced well in advance. Please speak with your child's teachers if you will need transportation for your child.

Holidays and Special Events

We understand that children and families observe a variety of holidays and family celebrations. To be sensitive to all families and to devote more time to our learning expeditions, we do not have holiday-themed parties in our classrooms. Families wishing to observe birthdays may do so during lunch, in cooperation with classroom teachers. Please contact your child's teacher to discuss arrangements. We respectfully request that only store-bought snack items be brought in for student birthdays. Please use the mail to deliver invitations to birthday parties.

Dress Code

Students attending Inspire Academy - The School of Inquiry wear uniforms. Students will wear tan, black, or navy khakis with solid blue collared shirts or any IASI apparel ordered through the school.

Backpacks

Please provide your child with a modestly-sized backpack for carting schoolwork and communications to and from school.

Toys

Please help your child remember that toys, electronic games, and similar devices need to be left at home. Each classroom is equipped with age-appropriate games and materials for learning. Toys and electronics from home are not permitted in school.

Meals & Snacks**USDA breakfast and lunch program**

Students who qualify for free or reduced price lunch are enrolled in the U.S. Department of Agriculture's school meal program. We encourage all families to apply and take advantage of this program. Students who do not qualify for the USDA program may purchase meals at school. Pricing for breakfast and lunch will be made available at the beginning of each semester. Menus are made available at least one week prior to allow families to plan their budgets and menus. Please advise the main office of any special diet needs or food allergies.

Our Lunch Time Philosophy

As part of our caring community commitment, we serve a "family style" lunch in the classrooms. All students participate in the set up, serving, and clean up of the meal. Students who bring lunch from home are expected to participate, too. Teachers eat with the students, modeling appropriate manners and conversation. We want lunch to be an enjoyable, community-building time that provides an opportunity for sharing in small groups.

Snacks and Food from Home

All classes enjoy a snack break mid-morning if a supply of donations is available. Classroom teachers will request a voluntary contribution of graham crackers, animal crackers, or other wholesome snacks be brought in by students to be shared with the class. There are times when families may wish to share special foods from home with the class. This may be done during lunch after consulting with the classroom teachers. Please see our policy on birthdays and holidays regarding food.

Field Studies

Fieldwork is an integral part of the educational program at IASI. Field studies are carefully structured to address the learning goals of the expedition, and afford students rich opportunities to "learn on location." Students interview experts, examine artifacts, conduct research, make observations, and gather data through note-taking, sketching, and photography. Fieldwork deepens and extends students' understanding of the content and nurtures their skills as life-long learners. In line with our Outward Bound approach, during

fieldwork students are challenged to work to the limits of their stamina and academic ability while collaborating with one another. Quality work is the expectation during field study activities, just as it is during in-school activities.

Most fieldwork takes place at local museums, parks, nature centers, businesses, and historic sites, and lasts from one to five hours. At times, overnight field studies to locations outside Muncie are planned when distant resources are central to our students' understanding of the content of an expedition.

Permission slips

As part of the enrollment process, a permission slip covering all field studies and excursions for the school year is on file. Classroom teachers will communicate dates and destinations of these excursions through classroom newsletters or special announcements. Field studies that take place outside of Delaware County will require trip specific permission slips.

Chaperones

Critical to the success of field studies are the adults entrusted with the care and supervision of our students. For most field studies, a request is announced to solicit parent volunteers to chaperone. Parent involvement is an important part of our school's culture, and chaperoning on fieldwork is a great way to participate in your child's education. Chaperones perform a wide range of functions. They ensure children's safety, monitor behavior, carry out teachers' instructions, and support individuals and groups in gathering information. Chaperones help interpret exhibits and presentations, and they sometimes provide instruction to small groups of students. On overnight fieldwork, chaperones are also responsible for assisting with meals and supervising children in hotels, tents, or cabins. IASI takes seriously the responsibility to provide safe and productive learning experiences for students. On fieldwork, doing so requires that we make chaperone decisions that we feel are in the best interests of the class.

The following principles guide our chaperone selection process:

- The school limits the number of chaperones to suit the nature and destination of the fieldwork. Prior to any fieldwork, the school determines if parents who are not chaperoning a field study will be permitted to join the class on their own
- Chaperones are selected for each field study with a number of factors in mind, including individual student needs, gender balance, and previous chaperone experience
- Chaperone selections are made based on what is best for the class, not what is best or fairest for adults

Requirements for chaperones for day fieldwork include:

- Ability to commit to the field study for its entire duration free of other responsibilities, e.g. care of siblings, cell phone calls, or other appointments
- Ability to safely and responsibly care for a small group of students
- Ability to follow teacher directions and comply with teacher expectations for chaperones
- Ability to maintain confidentiality regarding students and other parents

In addition to those listed above, requirements for overnight fieldwork chaperones include:

- Completion of a school-sponsored chaperone orientation program
- Previous experience chaperoning day field studies and/or volunteering with students in class

- Attendance at a chaperone meeting prior to the field study
- Ability to safely and responsibly care for a small group of students overnight
- Physical and mental stamina to complete the demands of the field study
- Ability to appropriately support students through rigorous physical and academic tasks
- Knowledge of the learning goals of the expedition and field study

Chaperones for day fieldwork are solicited by the classroom teachers and/or the classroom parent volunteer coordinators via backpack mail or phone call. Parents wishing to chaperone may communicate their desire to attend up to 24 hours in advance of the field study. Every attempt is made to accommodate all parents wishing to attend. However, in some instances limits are placed on the number of chaperones if the means of transportation, destination, or nature of the fieldwork are best suited to fewer adults. Chaperones for overnight fieldwork are solicited by the classroom teachers via backpack mail at least one month prior to the field study. The fieldwork announcement specifies the number of chaperones needed for the field study. The announcement also indicates whether “extra” parents are permitted to attend on their own or for evening portions of the field study. Parents who meet the qualifications listed above are welcome to apply to be chaperones. Classroom teachers, the Instructional Guide, and the Principal review applications and weigh the many factors that are unique to individual classes and fieldwork destinations. They select chaperones for the field study, with every effort made to include a combination of new overnight chaperones and veteran overnight chaperones. Parents are encouraged NOT to make plans to attend overnight fieldwork until they receive notification that they will be chaperoning or that extra parents are permitted to attend. Parents wishing to chaperone will be notified of chaperone selection by classroom teachers via phone call.

Expectations of parent chaperones during fieldwork include:

- Leave siblings under the care of another adult, as siblings are not permitted on fieldwork
- Follow the same dress code as teachers and wear clothing that is appropriate for the weather and fieldwork destination
- Ride the transportation with the class
- Follow instructions of school personnel regarding schedules, behavior and academic expectations
- Maintain continuous proximity and supervision of the assigned children
- Avoid chatting with teachers and other parents during fieldwork activities
- Use student management strategies and language consistent with the school’s approach
- Inform teachers of student management issues that require intervention
- Refrain from purchasing extra treats beyond what is being provided to the whole class
- Provide a level of support to students as directed by the teachers

Each field study has a carefully designed purpose and set of learning activities. The school strives to prepare chaperones in advance so that they may be most effective in supporting student learning.

Recess Year Round!

We believe strongly that students, just like adults, need a break from their work. Students have an outdoor recess period of approximately 20 minutes at least three days per week. We have recess outside, unless it is raining or there are extreme temperatures. Please provide your child with climate appropriate apparel, including snow pants, boots, gloves, hats, and scarves during the winter months, sunscreen as needed, and sweaters or jackets.

Reporting Student Progress

As an active participant in your child's education, you want to know how your child is learning and growing both academically and socially. Our teachers assess student progress in a variety of ways and are able to provide you with ongoing, comprehensive information.

Daily Communication

School-home dialogue is facilitated by notes home from teachers and provides parents with a snapshot of their child's activities at school. A Round Trip Folder is carried by the student and will include things such as newsletters, menus, student work, or announcements from the class or school. Newsletters, menus, and announcements will also be distributed via email. Families may also contact teachers through e-mail and voice mail (telephone calls will be forwarded to voice mailboxes during times of instruction, unless it is an emergency).

Conferences

At least two formal parent-teacher-student conference days are held during the year. Student work samples, developmental checklists, and other assessment are explained at this time and provide families an opportunity to share information or concerns about their child's progress. See the school calendar for scheduled conference dates. The teacher or the parent may request additional conferences.

Individual Education Plans (IEP)

The Special Needs Coordinator will use the existing IEP for students who come to IASI with an IEP. Amendments to the plan will only be made with the written consent of the parent or guardian.

Formal Assessments

Students in Grades 3 and higher participate in ISTEP. In addition, students in all grades will participate in NWEA testing. Results will be shared with families at conferences.

Homework

It is our belief that homework should be meaningful and connected to the school day experience. To that end, teachers may send home assignments such as playing a math game, revising and completing a writing assignment, or conducting a science experiment. Additionally, families are expected to read daily with their children.

Student Records

IASI complies with the Family Education Rights Act of 1974 (FERPA) in keeping student education records. Access to student education records is restricted to IASI employees, parents,

and employees contracted by IASI or the district of residence to provide services to the student. Parents may review their child's education records and they may seek amendment of records they believe to be inaccurate, misleading or in violation of the student's privacy rights. Parents may also consent to disclosures of personally identifiable information contained in the student's education records. Parents may have access to their child's school records within hours upon written request to the Principal. Student records may be viewed in the main office. If an amendment of the student's records is desired, parents may submit a written request to the Principal. Parents may file a complaint with the United States Department of Education concerning alleged failures by IASI to comply with FERPA.

Family Involvement

IASI Family Association

The Family Association is an organization of student families and staff that provides additional support for the school community. The Family Association participates in fund raising activities, special events, community service, and additional tasks that benefit the students of Inspire Academy - The School of Inquiry and its families. The Family Association meets monthly and is led cooperatively by elected representatives.

Classroom Visitations

Family members are encouraged to participate in the daily life of their children's classrooms. We welcome family members to work with individuals or small groups, assist with lunch or class projects, and read or make presentations to the class. Please contact your child's teacher to schedule a time to visit.

School Celebrations & Exhibitions

Throughout the year, families are invited to participate in celebrations of learning and accomplishment. Students perform, recite, demonstrate, and exhibit their wonderful ideas for an audience of peers and families at the conclusion of each learning expedition. We also invite parents to our year-end ceremony, which celebrates the conclusion of our year as a school community. Announcements are sent home during the course of the school year to inform you about special events.

Community Circle

Each Wednesday, our school gathers together for song, performances, poetry, and reflection. This event takes place from 2:45-3:30 p.m. Parents are invited to join us and take part in this special weekly tradition.

Family Service Opportunities

We believe that families are an integral part of student learning. We have structured our program to provide the opportunity for families to participate in the daily life of our school community. All families were asked to read, sign, and participate in our Family Service

Commitment of 20 volunteer hours per school year. Contact the school to speak with the classroom parent volunteer coordinators about how you can help.

Family Participation in School Governance

The Governing Board is charged with ensuring that IASI adheres to the terms set forth in its charter and oversees the fiscal management of the school. There is a parent representative position available on the Governing Board, elected by the members of the Family Association.

Communication

Ongoing communication between home and school is critical to the success of your child at the Inspire Academy - The School of Inquiry. Because IASI provides a different kind of educational program, you may have questions about your child's daily classroom work and his or her progress toward the learning standards. We encourage parents to send in notes, schedule conferences, phone school staff, and attend school functions in order to fully understand your child's educational experience and progress. Many announcements are sent home with students in their Round Trip folders and via email. A weekly classroom newsletter and a bi-monthly school newsletter will also be sent home in Round Trip folders and via email. Please check your child's folder daily.

Communicating Concerns

Parent involvement is a very special element of our culture at IASI, and we strive to make our relationships with parents as productive and positive as possible. However, there are times when parents have a school-related academic, behavioral, or organizational concern. We welcome parent input, and while we can't guarantee that each suggestion will be adopted, or that every issue will be resolved in the manner that you wish, we can guarantee that parents will be heard, and that feedback will be thoughtfully considered. There are many venues for parents to express concerns or pose questions. A yearly parent satisfaction survey is sent to families each May. Teachers send home weekly newsletters which contain their contact information. The Principal is available to communicate with parents via phone, e-mail, or in person. Every issue of the school newsletter contains contact information for classroom parent volunteer coordinators, Governing Board representatives, and Family Association Officers. In communicating concerns, we expect that parents honor the same guiding principles we have developed for our staff:

- Go directly to the source – if you have a classroom-level concern, please speak directly with your child's teachers. If you have a school-wide concern, please contact the Principal. The Principal will also field all concerns and questions regarding our facilities. If your concern is related to the Family Association, please contact the appropriate officers or committee chairs.
- Speak only for yourself – concerns are best understood when communicated directly by the person experiencing the issue – not by others attempting to represent one another.
- Involve as few people as necessary to resolve an issue – generally, an issue can be solved with a simple message or conversation between two parties.

Many miscommunications, misunderstandings, and false assumptions can be avoided by observing these guidelines. We create a settled and trusting atmosphere when we deal with

issues personally and directly. Please note that when issues do arise, out of respect for the confidentiality of all our students and families, we will not discuss students with families other than their own. We ask that our many parent volunteers also respect children's confidentiality and refrain from discussing what they see and hear in the classroom.

School Closings

Snow Days

In the event the school needs to be closed due to a weather-related emergency or other event, announcements will be made on local television and radio stations, as well as posted on the school website. If the Muncie Community School District calls a snow day, please check for IASI's status.

Days School is Closed

For a detailed list of days that school is not in session, please refer to the school calendar. Students who observe additional religious or cultural holidays will need to bring in a written excuse to receive a legal absence.

Policy on Access to Electronic Information, Services, and Networks

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the right to freedom of speech and the corollary right to receive information. Such rights extend to minors as well as adults. Schools facilitate the exercise of these rights by providing access to information regardless of format or technology. In a free and democratic society, access to information is a fundamental right of citizenship. In making decisions regarding student access to the Internet, Inspire Academy - The School of Inquiry considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. As much as possible, access from school to Internet resources should be structured in ways that point students to those which have been evaluated prior to use. While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with guidelines and lists of resources particularly suited to learning objectives. Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Students utilizing school-provided Internet access must first have the permission of and must be supervised by the Inspire Academy - The School of Inquiry's staff. Students utilizing school-provided Internet access are responsible for good behavior on-line just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply. The purpose of Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of Inspire Academy - The School of Inquiry. Access is a privilege, not a right. Access entails responsibility.

Users should not expect that files stored on school-based computers will always be private. Electronic messages and files stored on school-based computers may be treated like school lockers. Administrators and faculty may review files and messages to maintain system integrity and insure that users are acting responsibly.

The following uses of school-provided Internet access are not permitted:

- a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
- b. to transmit obscene, abusive, sexually explicit, or threatening language;
- c. to violate any local, state, or federal statute;
- d. to vandalize, damage, or disable the property of another individual or organization;
- e. to access another individual's materials, information, or files without permission; and
- f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission.

Any violation of Inspire Academy - The School of Inquiry's policy and rules may result in loss of access to the Internet. Additional disciplinary action may be determined by the school in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved. Inspire Academy - The School of Inquiry makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. The school will not be responsible for any damages users suffer, including—but not limited to—loss of data resulting from delays or interruptions in service. The school will not be responsible for the accuracy, nature, or quality of information stored on school diskettes, hard drives, or servers; nor for the accuracy, nature, or quality of information gathered through school-provided Internet access. Muncie Community Charter School of Inquiry will not be responsible for personal property used to access school computers or networks or for school-provided Internet access. The school will not be responsible for unauthorized financial obligations or loss of privacy resulting from access to the Internet. Parents of students at Inspire Academy - The School of Inquiry shall be provided with the following information:

Inspire Academy - The School of Inquiry is pleased to offer its students access to the Internet. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users all over the world. This computer technology will help propel our schools through the communication age by allowing students and staff to access and use resources from distant computers, communicate and collaborate with other individuals and groups around the world, and significantly expand their available information base. The Internet is a tool for lifelong learning.

Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet that could result in unwanted financial obligations for which a student's parent or guardian would be liable.

While the school's intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Even should the school institute technical methods or systems to regulate students' Internet access, those methods could not guarantee compliance with our acceptable use policy. That notwithstanding, Inspire Academy - The School of Inquiry believes that the benefits to students of access to the Internet exceed any disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

NOTICE: This policy and all its provisions are subordinate to local, state, and federal statutes.

Adapted from Indiana Public School Internet Acceptable Use Policy, 2001

Inspire Academy

Transportation Plan and Policy

Inspire Academy – The School of Inquiry will not offer transportation services, except as mandated by state and/or federal law. It will be the responsibility of a student's parent (or other responsible adult) to provide transportation to IASI. This will not adversely affect the target population of IASI, because the school will be located in close proximity to urban families. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's IEP.

To ensure safe drop-off and pick-up at student arrival times, school staff and family volunteers will wait in front of the school building in a designated drop-off/pick-up area to greet students and their families, and to escort students into the school building. When classes are dismissed, the process will be reversed.

Inspire Academy

Food Services Plan and Policy

All food service staff will be trained and tested on procedures deemed necessary by the Health Department to ensure that all food service is safe and healthy. This will entail being fully compliant with the requirements of the Delaware County Health Department, including ensuring that a staff member has achieved ServSafe certification.

Inspire Academy will take special care to offer balanced and nutritious menu items that meet or exceed Food and Drug Administration standards, so that our students have the vitality needed to grow and achieve. Our menu will not reflect the normal “fast-food” fare and snack vending machines so prevalent in our education system. High levels of saturated fat and sugar are not ideal for student growth and achievement. This will be especially important in situations where the meals the school provides are a primary source of nutrition for students who qualify for free or reduced lunch.

In order to ensure that meals are prepared according to balanced and nutritious guidelines, Inspire Academy will hire food service staff to oversee the purchase, preparation, and service of all meals. Staff will be trained in healthy school lunch preparation as promoted by the Physicians Committee for Responsible Medicine (PCRM), which awards innovative school lunch professionals (www.healthyschoollunches.org). Much attention has been given to cost-effective, healthy, locally-sourced plans for providing school lunches by chefs such as Jamie Oliver and by companies such as Natural Ovens Bakery in Manitowoc, WI, which launched the five-year Appleton Project to bring healthy food into local schools.

Inspire Academy

School Promotion Policy

Individual mastery of Indiana Academic Standards and Common Core State Standards demonstrated through varying instruments of assessment will serve as the criteria for promoting students from grade to grade. School promotion will be commenced through a structure referred to as passages. Passages (i.e. portfolio presentations, presentations of learning) require students to take part in traditions that confirm a student's readiness to move forward in all realms of achievement. These passages will take place between certain grades that mark a transition in academic expectations (e.g. 3rd grade, 5th grade) more significant than other years of promotion.

Passages may include students articulating their current levels of proficiency in core subjects, sharing exemplary work from different subject areas, sharing artistic, athletic, and/or technology accomplishments, sharing outside of school and/or service learning contributions, and growth and proficiency with relational and performance character.

Students, with teacher support, analyze their own portfolios to identify quality evidence that demonstrates progress toward academic learning targets and habits of scholarship and readiness for passage.

Teachers support students in showcasing their progress and demonstrating their readiness for passage.

Teachers support students in practicing presentation skills, such as eye contact, clear articulation of ideas, use of technology, and presenting evidence to support statements.

Timeline for opening of the Inspire Academy			
Start Date	Completion Date	Activity	Person Responsible
Spring 2008	Spring 2008	Preliminary conversations with owner of Madison St. furniture about purchase of building	Organizing Group members
November 2008	November 2010	Research school models and educational approaches	Organizing Group members
Spring 2010	December 2010	Contact made with ELS and partnership explored	Organizing Group members
Spring 2010	December 2010	Conversations with community leaders about education options and school reform to determine interest level and scout out additional Organizing Group members	Organizing Group members
Fall 2010	Fall 2010	Conversations with COO of Housing Authority, Van Johnson about leasing Garfield school building	Organizing Group members
Week of October 2010	Week of October 2010	Attend ELS site seminar in Rochester, New York to observe EL model in two school settings.	Organizing Group member
Week of December 13, 2010	Week of December 13, 2010	Host ELS Regional Director, Deb Otto, in Muncie, IN	Organizing Group members and Expeditionary Learning
Week of December 13, 2010	Week of December 13, 2010	EL Regional Director presented to community leaders; invitation to join organizing group	Organizing Group members
Week of December 20, 2010	Week of December 20, 2010	Informational meeting with Shirley Hall at Ball State OCS	Organizing Group members and Expeditionary Learning
Week of December 20, 2010	Week of December 20, 2010	Onsite Garfield building follow-up conversation with Van Johnson	Organizing Group members

Week of January 3, 2011	Week of January 3, 2011	Incorporate in the state of Indiana	Organizing Group members
Week of January 17, 2011	Week of January 17, 2011	Submit Preliminary Proposal to Ball State OCS	Organizing Group members
January 2011	February 2011	Approve by-laws and file for 501(c)(3) status	Organizing Group members
Winter 2011	Summer 2011	Develop job descriptions, contracts, and hiring procedures. Curriculum development and decisions.	Organizing Group members
Winter 2011	Winter 2012	Monthly Organizing Group meetings	Organizing Group members
Winter 2011	Summer 2011	Continue conversations and negotiations with owners of prospective locations	Organizing Group members
Winter 2011	Spring 2011	Visit regional EL Schools in Chicago and Indianapolis areas	Organizing Group members
February 2011	Sept 2011	Continue Governing Board member scouting and recruitment	Organizing Group members
March 2011	March 2011	Draw plans for possible phased building project at Madison St. Furniture and adjacent lots	Organizing Group members
Week of May 9, 2011	Week of May 9, 2011	Preliminary Proposal Interviews at BSU OCS	Organizing Group members
June 2011	August 2011	Attend EL event	Organizing Group members and prospective staff
September 23, 2011	September 23, 2011	Submit Proposal to Charter to BSU OCS	Organizing Group members
Week of October 24, 2011	Week of October 24, 2011	Proposal Interviews at BSU OCS	Organizing Group members

November 2011	November 2011	Public Meetings	Organizing Group members
December 5, 2011	December 5, 2011	Decision and Announcement	BSU President
December 2011	Ongoing	Monthly board meetings	Governing Board members
December 2011	December 2011	Complete negotiations and sign lease or purchase agreement	Organizing Group members
January 2012	January 2012	Official announcement to community about MPCSI opening	Governing Board and Staff
January 2012	Spring 2012	Renovations at Madison St. Furniture site, should Garfield building not be available	Contractors hired by Governing Board
January 2012	March 2012	Professional Development for key personnel	Executive Director, Instructional Guide, Governing Board members
December 2011	March 2012	Identify and Hire Staff	Executive Director, Human Resources, EL Representatives
January 2012	May 2012	Intensive Professional Development provided by EL	Executive Director, Instructional Guide, Teachers
January 2012	May 2012	Create parent information	Executive Director, Teachers
December 2011	July 2012	Marketing/Recruitment	Executive Director, Governing Board, Staff
February 2012	June 2012	Begin curriculum planning and developing policies and procedures	Executive Director, Instructional Guide, Teachers
February 2012	April 2012	Initial information sent to parents	Executive Director, Instructional Guide, Teachers

Spring 2012	Summer 2012	Open enrollment	Staff
February 2012	May 2012	Finalize budget	Executive Director, Governing Board, PEO
Spring 2012	June 2012	Garfield building and technology updates, should the site become available to MPCSI	Governing Board, Contractors
February 2012	June 2012	Community/parent info meetings	Executive Director, Governing Board, Staff
Spring 2012	June 1, 2012	Student/parent interviews	Executive Director, Staff
Spring 2012	June 1, 2012	Student enrollment finalized	Executive Director, Staff
March 2012	June 1, 2012	Order equipment, instructional materials	Executive Director, Staff, Business Office
Spring 2012	July 2012	Policies, procedures, handbook, schedules	Executive Director, Staff, EL School Designer
Spring 2012	July 2012	Order equipment, instructional materials	Executive Director, Business Department
Spring 2012	July 2012	Establish Transportation Services, should transportation funding become available	Executive Director, Transportation Dept.
Spring 2012	August 2012	Finalize curriculum, instruction, and assessment	Executive Director, Staff, EL School Designer
July 2012	July 2012	Parent Orientation	Staff
May 2012	July 1, 2012	Establish food service plan	Executive Director, Food Service Staff
Summer 2012	Fall 2012	Community Connections and Internships, Plan intersessions	Executive Director, Community Coordinator