

**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>***

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## A. Information Sheet

### 1. School Information

Proposed Name of Charter School      Southside Charter School  
Proposed Location (School District)      Indianapolis Public Schools

Planned Enrollment and Grades	Grades Served	Proposed Enrollment
Year 1	6-12	300
Year 2	6-12	350
Year 3	6-12	410
Year 4	6-12	475
Year 5	6-12	550

Desired School Opening      August      Date  
   2012

### 2. Proposed Affiliations

Educational Management Organization (if any)      n/a

Public Contact Info (Name & Phone #)      \_\_\_\_\_  
   \_\_\_\_\_

### 3. Lead Applicant Contact Information

Lead Applicant Name      Mr. Rollin M. Dick

Mailing Address      MH Equity Investors  
   6270 Corporate Drive, Suite 200

City      Indianapolis, IN      Zip Code      46278

E-Mail Address      Rollin.Dick@mhequity.com

Primary Phone #      317-218-1855

Secondary Phone #      \_\_\_\_\_

Lead Applicant Media Contact Phone #      317-218-1855

Signature      \_\_\_\_\_  
   \_\_\_\_\_

### Submit Completed Proposal to:

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

## B. Application Summary

### 1. Charter School Name

Southside Charter School

### 2. Charter School Location

1615 S. Barth Ave., Indianapolis, IN 46203

### 3. Anticipated Opening Date

August 2012

### 4. Management Organization Name (if applicable)

	non profit or for profit
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### 5. Other Partner Organization(s) (if applicable)

GEO Foundation, Indianapolis, Indiana

### 6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	K-12	300
Year 5	2016-2017	K-12	550

### 7. Applicant(s)

Name	Bio
Mr. Rollin Dick	Mr. Dick is a consultant with MH Equity Investors, a private equity investing group located in Indianapolis, Indiana. Mr. Dick has 58 years of accounting and financial management experience. He has been an active “angel” and “venture capital” investor and has had interests in thirty businesses. along with being active with numerous civic and non-profit organizations.
Dr. Charles Feldhaus	Dr. Feldhaus is currently an Associate Professor in the Department of Computer Information Leadership Technology at the Purdue School of Engineering and Technology at IUPUI. He is also Chair of Graduate Technology Programs for the School of Engineering and Technology and serves as a Regional Facilitator for the Indiana Science Technology Engineering and Mathematics (I-STEM) Network for the State of Indiana ( <a href="http://www.istemnetwork.org">www.istemnetwork.org</a> ). He brings to the board years of experience in P-12 STEM Education and is interested in helping faculty leaders design, develop and implement high quality STEM education curriculum and assessment.
Dr. Linden Hill	Lindan B. Hill is currently Dean of the School of Education and Director of the Marian Academy for Teaching and Learning Leadership at Marian University, Indianapolis, Indiana. Prior to his arrival at Marian, Dr. Hill was Director of Teacher Education at Manchester College in North Manchester, Indiana. Before Manchester, he worked for 32 years in public education as teacher,

	principal and 25 of those years as Superintendent of Schools in two Indiana school districts. Dr. Hill dedication to education innovation and improvement is a great resource for the FCA Board.
Ms. Lora Manion	Ms. Manion, having earned an MBA and a JD while working full-time, is passionate about life-long education and the economic and social opportunities it provides. As a former resident of the near south side of Indianapolis, she observed firsthand the challenges faced in this area, and she desires to utilize her role on the Board of Directors to support providing high quality education in a small-class environment to all our students.
Mr. James Parker	Mr. Parker is the President of Health Market Strategies, a firm that partners with emerging health care firms to achieve growth and industry differentiation through effective industry and government stakeholder management. Mr. Parker is an accomplished health care leader with 20 years experience, leading organizations through mergers and acquisitions, organizational turnarounds and market repositioning initiatives. He is known for his ability to turn underperforming organizations into dominant players in the industry by creating and articulating a compelling vision that organizations and stakeholders embrace.
Mr. Michael Smith	Mr. Smith is a founding member and advisor to Cardinal Equity Partners, a mid-market private equity investment fund headquartered in Indianapolis. Previously, he served as Executive Vice President and Chief Financial Officer (CFO) of Anthem, Inc. and its subsidiaries, Anthem Blue Cross and Blue Shield; as Chief Operating Officer and CFO of American Health Network; and as Chairman, President and Chief Executive Officer of Mayflower Group, Inc from 1989 to 1995. Mr. Smith has served as director of several charitable and civic organizations and is currently a member of the Board of Trustees of DePauw University, the Indiana Commission for Higher Education, and the Lumina Foundation for Education.

#### 8. Proposed Board of Trustees

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



## 9. Overview of the Proposed Program,

- a. **MISSION:** The Southside Charter School will prepare students to be productive and competitive members of today's global economy. Students will understand and demonstrate growth in character, academics, life and job skills, the arts, and wellness. They will be prepared for entrance to two- and four-year post-secondary institutions, and/or for high-demand, high-wage, high-growth careers. "All Roads Lead to College" is more than a slogan, it is a mission that guides the school in every decision.
- b. **RATIONALE:** Too many students in Indianapolis continue to fail to graduate and matriculate to college and/or to be qualified for a high paying, high quality and high demand job. The city needs a school that prepares students appropriately to compete in today's global economy. The two major traditional public schools in this community, Emma Donnan Middle School and Manual High school are scheduled for state takeover in 2012. The community demands more quality school options.
- c. **KEY DESIGN ELEMENTS:** The school will implement Core Knowledge in grades 6-8, Project Lead the Way in middle and high school and an "early college" program in high school that includes the school paying for tuition and textbooks and providing staff support for students to be successful in college.
- d. **LENGTH OF INSTRUCTION:** 6-12 instruction for 180 days with a traditional day of 7 hours of instruction with an extended day of three additional hours four days a week and a voluntary 6-week summer program.
- e. **SUBJECTS TO BE TAUGHT:** 6-12 education curriculum.
- f. **UNIQUE PROGRAM CHARACTERISTICS:** The school will provide high school students the opportunity to earn up to 60 college credits upon their high school graduation. The school also provides students the opportunity to earn certificates in Project Lead the Way STEM programs that make them highly employable upon their high school graduation.
- g. **INSTRUCTIONAL LEADERSHIP:** The leadership is highly qualified, licensed and experienced in data-driven instruction and works hard to provide differentiated learning to all students.
- h. **PROFESSIONAL DEVELOPMENT:** The school provides on-going and structured professional development in the use of data to drive instruction and includes structured annual professional development in Core Knowledge, Project Lead the Way, and "early

college” programs.

i. **MANAGEMENT STRUCTURE:**The board controls the school and works with support from GEO Foundation, an Indiana non-profit foundation to provide a quality educational program meeting the needs of the community. The principal manages the day-to-day academic programs and GEO Foundation provides the back office support freeing the principal from dealing with operations, transportation, building, HR, and many other business issues.

j. **RELATIONSHIPS WITH PARTNER ORGANIZATIONS:**The school plans numerous partnerships with community organizations including Teach For America, College Summit, Urban League, 100 Black Men, the Urban Mission YMCA, Ivy Tech, Marian University, IUPUI, the Woodrow Wilson Teaching Fellows, Girls Inc., New Teacher Project, and more.

k. **SCHOOL LOCATION:**The school will be located 1615 Barth Ave. during its first year of operation. However, it has inquired about a former IPS building and is considering a location close to the University of Indianapolis.

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

## **Preliminary Information**

### **1. Community Support and Demand**

**a. District Support:**

The Southside Charter School currently has no relationship with Indianapolis Public Schools. IPS is in stiff competition with charter schools. While we may not have a relationship with IPS, we will do nothing to disparage IPS.

**b. Community Support:**

The founding group and the GEO Foundation have received numerous letters from individuals and organizations supporting the school and this application to Ball State. Included in these letters are ones from the Indianapolis YMCA, the 100 Black Men, the Urban League,

c. Student Demand:

With the existence for most of the last decade of two charter schools in the area, the Board is confident that there is sufficient demand in the area. With the closure of one of the charters, SCS is confident of securing an enrollment base.

d. Proposal Opposition:

The founders are not aware of any opposition to SCS's charter application to Ball State. As part of the Mayor's renewal process in 2008, SCS was required to hold a community meeting, at which there was overwhelming support for the school and its mission in the community.

## 2. Feedback from Constituents

There has been no negative attitude expressed towards forming a new school.

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

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

## 3. Applicant Founding Group

a. Founding Group Members:

Table 3a: Founding Group Members

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Mr. Rollin Dick	reviewed and approved application	BoD chair
Mr. Charles Feldhaus	reviewed and approved application	BoD
Dr. Linden Hill	provided curricular advice, reviewed and approved application	BoD
Ms. Lora Manion	reviewed and approved application	BoD
Mr. James Parker	reviewed and approved application	BoD
Mr. Michael Smith	reviewed and approved application	BoD

**b. Founding Group Origin:**

Each board member who is part of the founding group is currently associated with the boards of two other GEO schools.

**c. Proposal Development:**

The overall project was overseen by Ehrgott School Services, Inc., a consulting company headed by Mr. Timothy P. Ehrgott, a consultant who was an original Indiana charter school founder in 2002. Mr. Ehrgott sought input and work product from all team members in their area of experience and expertise. Drs. Coopriider Hunt and Clark assisted in all academic areas of the proposal, including curricular plans. Mr. Ehrgott then organized the product into the BSU format for submission.

**d. Previous Submissions**

n/a

## 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.*

It is difficult to estimate the sources of potential enrollment for the SCS. There are a number of public schools nearby, and the school anticipates attracting students from the Fountain Square Academy, a charter school that will be closed by its authorizer at the end of the 2011-2012 school year.

If it is assumed that CSC attracts 3/4 of its enrollment from the charter school and 1/4 from surrounding district schools, the resulting economic impact to existing schools is presented in the table below, based on anticipated growth over the next three years.

Estimates are based on current ADM tuition support, with no increases anticipated.

	2012-2013	2013-2014	2014-2015
FCA ADM Enrollment	300	350	410
FCA Enrollment Growth	100	116	75

ADM Support	\$5206.80	\$5206.80	\$5206.80
Fiscal Impact*	\$208,272	\$390,510	\$390,510

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

## 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;

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

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

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

The Southside Charter School's mission statement is:

The Southside Charter School will prepare students to be productive and competitive members of today's global economy. SCS students will show growth in character, academics, life and job skills, the arts, and wellness. SCS believes students must be prepared in high school to pursue either a two- or four-year college degree and/or a career right out of high school. They will be prepared for entrance to two- and four-year post-secondary institutions, and/or for high-demand, high-wage, high-growth careers. This belief guides every decision made at the Southside Charter School.

The GEO Foundation has a decade of educational experience in the Indianapolis community and understands the needs of students and families on the southside.

That experience makes clear that a school must present differentiated pathways to its students. For many families, college is a goal. For many others, their students' talents may lie more in the career direction, so the SCS model includes vocational avenues and some certificate options. These multiple options increases the probability that individual students will achieve success and learn that, while they may not matriculate onto college, they can still accomplish great things in life.

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

The Southside Charter School will be a community-based effort, marketed to and designed for the neighborhood it serves. Students will be exposed to an academic education based on Indiana standards and Core 40 requirements, with a Core Knowledge framework in 6th through 8th grades. Beginning in 10th grade, SCS students will be able to take dual-credit courses through Ivy Tech Community College, accumulating credits they can "cash in" at most state colleges after high-school graduation.

Because GEO's experience has demonstrated that the majority of students coming to charter schools have struggled in traditional settings, the Board of Directors insisted on an innovative school design that would engage those students and show them that

success is achievable. For those reasons, SCS will:

\*Clarity of previous learning will be further enhanced with the sequential implementation of the Core Knowledge curriculum content for grades 7 and 8.

\* Utilize the Project Lead the Way program, a STEM (Science - Technology - Engineering - Mathematics) pathway. SCS will be just the second Indianapolis-area charter school to offer PLTW, joining another GEO-affiliated school, the Fall Creek Academy.

\* Emphasize project-based learning, through PLTW and in other subjects, an approach that will allow those students who may have struggled in traditional settings to approach education in an entirely different manner.

\* Offer certification options for students who wish to graduate with credentials that will allow them to immediately pursue careers. These choices will include: Microsoft Office program certification through PLTW, Pathway To Engineering (PTE) and Biomedical Sciences (BMS) programs for high schools and the Gateway To Technology (GTT) program for middle schools, offer students career readiness and college preparatory-level classes, labs and creative exercises.

To ensure completions of the Core 40 requirements, the students will fulfill the Core 40 technical requirements that include

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits)
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.
- Complete two of the following, one must be A or B:

A. Score at or above the following levels on WorkKeys: Reading for Information -

Level 6; Applied Mathematics - Level 6; Locating Information - Level 5

B. Complete dual high school/college credit courses in a technical area (6 college credits)

C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)

D. Complete an industry-based work experience as part of a two-year

career-technical education program (minimum 140 hours)

E. Earn a state-approved, industry-recognized certification

**b. Statement of Need:**

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

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

The academic results presented in Table 6b for the public schools in Fall Creek’s area show a deficiency that needs to be addressed, especially as students move into the higher grades, and in minority enrollment. Fall Creek sees its challenge to help all of its students grow and to raise expectations, both in and out of the school.

Based on Fall Creek’s experience with its student population, and its conversations with businesses and organizations in the area, it is clear that a school with a different approach remains a huge need on North Capitol Avenue. FCA has been that alternative, and looks for more and better ways to serve its population.

Because so many students struggle in large public-school settings, FCA’s small size allows these types of students to find a comfortable home that engages them individually.

So many of the families coming to FCA have no post-secondary experience. At Fall Creek, “All Roads Lead to College.” The ability for students to take college-level classes – paid for by FCA – and earn credit is a huge step forward for them. And FCA’s programs to inform families about college options, and then assist them with the application process, is critical.

This kind of opportunity is life-changing. In 2010, FCA graduates earned, on average, nearly 11 college credits while in high school; in 2011, more than eight credits per graduate. All paid for by the school!

FCA believes its introduction of Project Lead the Way, with its emphasis on STEM and project-based learning, is another way of engaging students who have struggled in traditional settings. FCA recognizes that while “All Roads Lead to College,” not every student may want to take that path.



And its plans to introduce the Core Knowledge Curriculum over the next few years will give its teachers a structure and tools to ensure that students are exposed to and learn a set of standards that will prepare them for success in life.

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

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

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

**c. School Demographics:**

*Describe your intended student population.*

The Southside Charter School will serve a population that reflects its neighborhood and the need for educational options in the area. It is expected that its future student population will mirror the current enrollment at Fountain Square: 34% minority; 77% eligible for the free- or reduced-price lunch program; and 13% special needs.

- 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	6-12	6-12	6-12	6-12	6-12
Total Number Of Students	300	350 (+17%)	410 (+17%)	475 (+16%)	550 (+16%)
Student to Teacher Ratio	15:1	17:1	17:1	19:1	20:1

## 7. Instructional Design

### a. Alignment

*Describe how the instructional design aligns with the needs assessment.*

Through Indiana Department of Education Acuity testing option and ISTEP standardized assessments, scores are disaggregated by the school administration and faculty. Upon doing so, a determination is to be made as to the best application of *Core Knowledge* and individual academic needs to provide academic increases in the areas of English/Language Arts, Math, Science, Social Studies. Once the *Core Knowledge Sequence* is implemented in grades 7 and 8, this sequential building of knowledge not only helps ensure that children enter grades 9-12 ready to heighten the learning and educational awareness.

The Southside Charter School, based on state implementation of Common Core Standards (CCS) in 2014-15, will begin with integration of Indiana and CCS in 2012-13 and move forward to full implementation of CCS for grades 7-12 in 2014-15. Acuity and ISTEP will be used to determine academic growth and the need for remediation and enrichment. The results are scored and shared with parents and are used to help us establish year to year trend lines. The available exemplar texts from the IDOE, NWEA and other measures at the beginning of the academic year will be used consistently for accurate measure. FSA will review and implement *The Framework for 21st Century Learning* which presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Core Knowledge provides a clear outline of content to be learned for grades 7 and 8 so

that knowledge, language, and skills build cumulatively and move into the 21st Century Framework. High expectations for all students are achievable through the cumulative teaching and learning process. The Board specifically adopted Core Knowledge because it forms the basis of the *Common Core State Standards*.

**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**

<p>The National Governors Association Center and the Council of Chief State School Officers (CCSSO) partnered on a state-led initiative to develop common standards for mathematics and English Language Arts. The terms "standards" and "curriculum" are often—and erroneously—used as synonyms for one another. Standards define what children should know and be able to do at the end of each grade. A curriculum specifically describes what children need to learn to meet those standards. <i>Common Core State Standards</i> leaves curriculum decisions to the states, but the message is clear and unambiguous: there must be a coherent, specific, and content-rich curriculum with successful implementation of the common core standards.</p>	
<p>Table 7b: Goals and Alignment with State and Common Core Standards</p>	
Goals	Objectives
Students show at least one year of academic growth at the conclusion of each academic year.	Following the state and common core standards through the <i>Core Knowledge Sequence</i> and <i>21st Century Framework</i> . Measurements will be acquired through the state required standardized testing.
Implementation of <i>Project Lead the Way (PLTW)</i> as a project-based learning mechanism in Math, Science, and technology.	In recognition of Indiana's emphasis in the STEM areas, there is added opportunity to achieve higher expectations and student growth through <i>Project Lead the Way</i> .
Implementation of PLTW's three programs: <ul style="list-style-type: none"> <li>• Gateway To Technology (GTT)</li> <li>• Pathway To Engineering (PTE)</li> <li>• Biomedical Sciences</li> </ul>	Students will recognize the advantages toward the Engineering and Biomedical, the advantages, from career readiness and hands-on experience to college preparatory-level classes, labs, and creative exercises. PLTW students succeed in the classroom and in life.

Program (BMS)	
Implementation of Core Knowledge Sequence in tandem with state transition to Common Core Standards	Core Knowledge Sequence has matched Common Core Standards. With the transition match with state implementation, CCS standardized assessment scores will show increasing improvements.
Faculty collaborations improve with <i>CK</i> and <i>21st Century Frameworks</i> implementation.	Teachers ensure, through collaborations that CCS are met at each grade level through the sequence. Redundancy and repetition are minimized. Refine the cohort “On Track” meetings allowing for cross grade level remediation and enrichment, discussion of best practice, sharing of new ideas
Use of PLTW objectives to scaffold K-6 readiness into the STEM content	Develop related arts program in K-6 that prepares students for scientific reasoning and understanding.

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

Typically, the goal for Indiana students is to demonstrate knowledge of people, events, ideas, and movements that contribute(d) in an attempt to prove overall understanding of the world; but which people, what events, ideas or movements? More importantly- how or why? Through the Core Knowledge Sequence and the *21st Century Framework*, specificity to SCS places importance on the acquisition of knowledge in language arts, history, geography, math, science, and the fine arts. Teachers are free to devote their energies and efforts to creatively planning how to teach the content to the children in their classrooms.

- 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.

Indiana expects that full implementation of Common Core Standards K-12 will take effect during the 2014-2015 academic year. Grades 9-12 at the Southside Charter School will follow the Math and English/Language Arts and content literacy state implementation plan matched to the state End-of Course Assessments in Algebra I and English 10.

In order to enhance and provide a solid foundational education for the students of FSA and allow each student to be prepared for future learning at the next level.

Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration.

Based on the "Partnership for 21st Century Skills" the students of FSA will acquire the following 21st Century Outcomes.

The elements described in this section as "21st Century Student Outcomes" are the knowledge, skills and expertise students should master to succeed in work and life in the 21st century. FSA will provide core subjects and 21st century themes that will provide no less than a Core 40 high school diploma.

Mastery of core subjects and 21st century themes is essential for all students in the 21st century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, FSA will move to include not only a focus on mastery of core subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

#### Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English Languages

### Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

### Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

### Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

### Environmental Literacy

- Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

## LEARNING AND INNOVATION SKILLS

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking,

communication and collaboration is essential to prepare students for the future.

## CREATIVITY AND INNOVATION

### Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and
- maximize creative efforts

### Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

### Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

## CRITICAL THINKING AND PROBLEM SOLVING

### Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

### Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

### Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

### Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

## COMMUNICATION AND COLLABORATION

### Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

### Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## INFORMATION, MEDIA AND TECHNOLOGY SKILLS

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

## INFORMATION LITERACY

### Access and Evaluate Information

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

### Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources Apply a



fundamental understanding of the ethical/legal issues surrounding the access and use of information

## MEDIA LITERACY

- Analyze Media
- Understand both how and why media messages are constructed, and for what Purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

## Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments
- ICT (Information, Communications and Technology) LITERACY
- Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

## LIFE AND CAREER SKILLS

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

## FLEXIBILITY AND ADAPTABILITY

### Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and contexts
- Work effectively in a climate of ambiguity and changing priorities

### Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

### INITIATIVE AND SELF-DIRECTION

#### Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

#### Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

#### Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

### SOCIAL AND CROSS-CULTURAL SKILLS

- Interact Effectively with Others
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner
- Work Effectively in Diverse Teams
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

### PRODUCTIVITY AND ACCOUNTABILITY

#### Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

## Produce Results

- Demonstrate additional attributes associated with producing high quality
- products including the abilities to:
- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

## LEADERSHIP AND RESPONSIBILITY

- Guide and Lead Others
- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power
- Be Responsible to Others
- Act responsibly with the interests of the larger community in mind

In conjunction with the 21st Century partnership premise, Project Lead the Way (PLTW), a program designed to serve middle school and high school students, grades 7-12 of diverse backgrounds with an interest in STEM-related fields will find the application of STEM into the traditional math and science courses. PLTW classes are taught in school during the school day, and every PLTW instructor receives extensive training as well as ongoing support in the courses they teach. While the STEM subject matter is rigorous, the approach is never rigid. That's because the PLTW program provides a flexible curriculum platform schools can customize to meet the specific needs of their academic environments.

Students will, through *CKS* and *the 21st Century Framework*, be prepared to successfully complete the Indiana Core 40 diploma requirements.

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

This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. *Core Knowledge*, *CCS*, and *21st Century Framework* sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills builds. Teachers can have assurance that children will emerge well prepared with a shared body of knowledge and skills.

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

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

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

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

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

- Statistically analyze overall outcome trends over time
- Statistically analyze outcome trends for selected content areas over time
- Compare school performance based on the schools' ethnic profiles
- Compare school performance based on the schools' economic profile (as indicated by level of participation in free lunch program)
- Compare school performance based on school size (as indicated by number of teachers in a school)

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

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

The Acuity formative assessment from CTB allows the grade 7 and-8 teachers and the administration at SCS to diagnose, predict, report, communicate, and provide individual instruction. Acuity is a formative assessment that provides a view of student current levels of achievement in the areas of reading, math, social studies and science. Acuity and end of Course Assessment data is utilized in guiding teaching and learning throughout the year.

In addition, teachers and cohorts can identify curricular assessments to determine mastery of standards. The results from these assessments drive instruction and give teachers data to create small groups for specific needs. Teacher-made tests, rubrics, and tests used from instructional resources complete the assessment program.

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

Indiana's ISTEP summative assessment for grades 3 through 8 provide an end of the year exam based on Indiana Standards/Common Core Standards. Indiana Kindergarteners began with the 2011-2012 academic year solely using Common Core Standards. The standards are being implemented through an academic timetable that ends in the 2014-2015 academic year with only Common Core Standards being taught in the 2016-2017 academic year.

Any subject in which the state provides/requires an End-of –Course Assessment (ECA) will be administered and tracked. Currently, Indiana requires Algebra I, English 10, and Biology I.

## 8. Calendar and Daily Schedule

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

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

## 9. Curriculum and Instructional Methods

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

Aligned with the Common Core Standards (CCS), Core Knowledge Sequence (CKS) for grades 7 and 8 allow for sequential learning leading to the Core 40 High School 21st Century Curriculum. Although current events and technology are constantly changing, there is a body of lasting knowledge and skills developmentally appropriate in SCS's curriculum. Explicit identification of what children should learn at each grade level aligned with the CCS ensures a coherent approach to building knowledge across all grade levels. Every child should will take the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music from around the world, and stories and poems and analyze and critic to the higher level of evaluation and synthesis. Through this teaching and learning process, students are able to recognize how each academic year provides an additional layer of understanding; the faculty recognize the foundational components that allow for academic growth.

In developing a curriculum for grades 9–12, SCS is committed to approaches to meet the 9–12 state guidelines and Common Core Standards, Indiana's Core 40 diploma requirements and No Child Left Behind (NCLB) expectations. These approaches emphasize best practices in literacy throughout all content areas. Indiana state standards and CCS offer clear and concise objectives for meeting literacy throughout a curriculum. Educators who have an understanding of a specific curriculum such as The Partnership for 21st Century Skills (P21) are able to add detail to their curriculum and flesh out vagueness within the state or CC standards. This process is enhanced at SCS with the implementation and meeting the expectations of:

- Project Lead the Way.
- An entire faculty focused on the a curriculum that prepares for post-secondary and/or workplace success,

- Pre- and post assessment that provides clear identification of knowledge base in order to move up through the scaffolding process,
- a clear instructional timeline that allows for student learning based on the professional knowledge of the faculty member,
- clear instructional focus, and recognition of students needing any remediation,
- students in grades 9-12 having the ability to move forward in their learning process obtaining mastery level.

Standards-based topics for the high-school spiral back to topics that have been studied in less depth in earlier grades; Core Knowledge curriculum for the middle years recapitulates topics of study from the earliest years. The opportunity to offer cross-curricular learning is enhanced. For instance, the possibility of “themeing” each year of high school based from prior sequential learning and CCS; with faculty collaboration through cross-curriculum, content would be taught by way of appropriate literature, application to a science, application to the fine arts, and application to Social Studies and Math. Providing the relevant interdisciplinary opportunities students have the ability to capitalize on furthering critical and analytical thinking.

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

With the mission of SCS placing focus on engaged students and a clear, concise, and content-rich curriculum, students will have acquired the necessary knowledge, skills, understanding and dispositions that will show their mastery of Common Core Standards. As a part of the curriculum mapping component, teachers’ ability to plan via the backwards design model is enhanced, thus creating more opportunity to recognizably transfer knowledge to show understanding and move toward mastery.

An understanding and appreciation for the learning sequence and academic achievement will be validated through state required ISTEP assessment, NWEA or Acuity assessment results showing incremental growth throughout the year. Through the Indiana growth model, SCS will monitor individual student growth and show mastery of CCS throughout each grade level at designated intervals.

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

The CKS provides clear grade level alignment of the curriculum at grades 7 and 8. Teachers will be accountable for documenting CCS introduction, development, and mastery throughout the academic years. Students and parents alike will have a clear recognition of classroom teaching and learning.

Indiana has developed a timeline for Common Core Standards implementation. Over the course of the five year CCS implementation (while also aligned to the Indiana state standards), students will acquire the knowledge base and the understanding of the needed learning that prepares the students to fulfill each skill level and have the necessary components, through 21st Century learning goals.

Several opportunities allow teachers to establish clear and explicit transfer goals with students, i.e., in terms of assessment and grading.

- Use “essential questions” as part of teaching, review, and assessing to suggest the kinds of connections students will have to make all year.
- Have students practice the ultimate transfer, not just the discrete elements, as part of instruction and homework.
- Change the situation/set-up so students realize that any real challenge or problem involving prior learning comes in many guises, sometimes unfamiliar ones.
- Have students practice autonomous self-cueing and knowledge retrieval on their own, without grade penalty.
- Require students to constantly re-word/re-phrase/re-present what they learn.
- Include in instruction generalizing from specific cases, and connecting discrete lessons via the same idea.
- Simplify the ultimate transfer and require (easier) transfer early and often.
- Make sure that any tool or technique is seen as one of many for meeting a more general transfer goal.
- Provide many examples of think-alouds in transfer situations, and practice such think-alouds as part of instruction.
- Shift perspective so that all key content is viewed from multiple points of view.

**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.

The Southside Charter School adheres to the expectations of an academic program driven by Indiana State and CCS Academic Standards. The intent for delivery and monitoring instruction and student learning rests in: 1. Student needs, and 2. Student proficiency with respect to increasing academic integration of academic, technical, and work readiness. The focus on applied learning in real-world contexts will serve to motivate students to remain in school and make appropriate post-secondary educational decisions; this all regardless of race or socio-economic status.

Considering the premise and student outcomes via the 21st Century curriculum,



inclusive of the overarching emphasis on Life and Career Skills, Learning and Innovation Skills, and Information, Media, and Technology Skills, expected teaching strategies and methodologies will be coherent and holistic. Teachers will be expected to include but not be limited to those methodologies which emphasize readiness, competence, and academic integration, creativity, innovation, and student engagement all while meeting proficiencies in all Core 40 requirements.

Through this process, delivery and monitoring classroom instruction can be maximized for each student. Teaching strategies are responsible for ensuring mastery of CCS. As part of our process, content teams/departments meet once a week as a Professional Learning Community. Teams plan for instruction, discuss assessment results, additional strategies are shared that will lead to students achievements. Discussions are also expected to provide other valuable information that will lead to success for each student. Each team also meets with the administrator a minimum of once every three weeks. At this time, teachers discuss students' level of mastery will be reported and ideas for content integrations will be determined. Teachers will have Professional Development time to particularly work on varying ways to assess, ECA testing, and way to develop cross-curricular projects. Collaboration and project-based assessment are emphasized as these are part of the real-world application expected learning outcomes of the FSA.

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

In the area of literacy instruction The Common Core Reading (CCR) and Writing anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity. These specific standards are listed in the “Literacy Standards for Science, Social Studies, and Technical subjects” through the Indiana Department of Education website.

Teachers collaboratively working in teams intentionally models what is expected in the classroom and across classes. This practice allows teachers the time to share successful strategies and encourages consistency. Assessments are discussed, remediation and enrichment groups are formed and strategies to meet the

individual needs of each group are shared.

## ***Technology***

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

It is the goal of the SCS teachers to use technology as a tool to enhance instruction and boost student achievement. Teachers use technology in planning lessons, instructing students, and offering opportunities for enrichment and remediation using higher-order thinking skills.

Because of the technology that is embedded in FSA, the faculty is able to collect important data by continually assessing their students. The data gleaned from those assessments help with both direct instruction and differentiated instruction in the classroom.

In addition, teachers can deliver content-rich material through social media outlets such as YouTube, TeacherTube, and Moodle.

Students benefit even outside of the classroom, because learning is now virtual and accessible from home, which extends the learning day to at home.

Placement of a technology coordinator to lead this process, clarify roles and collective commitments. Another expectation of the coordinator would be to ensure on going job embedded professional development for technology instructional strategies for teachers. Providing the connections and clarity for teachers to utilize in the classroom and elsewhere allows for a more enhanced and engaging curriculum.

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

- Teacher and student computers in the classrooms and computer lab give access to Microsoft Office (Word, Excel, PowerPoint, and Microsoft Publisher), allowing students to learn computing skills that are crucial to many academic and career avenues.
- Data Projectors, laptop computers, document cameras, android tablets, and mini netbooks are a few of the tools available to teachers to use in their classrooms for instruction. All mobile media will be connected to a wireless network for connectivity to the Internet.
- Programs such as Discover Education, Smart Slate Tablets, Next, Plato, and

Achieve3000 provide teachers with tools that help enhance and differentiate instruction.

- Instructional resources and research materials are available via the Internet and subscriptions including Discovery Streaming.
- All teacher computers are connected to the Internet and a data projector. Every teacher has a Smart Slate Tablet that turns their screen into a Smart Whiteboard allowing students and teachers to interact with digital content from anywhere in the room.
- Each classroom is equipped with networked student computers, and one networked teacher computer.

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

Various technologies are used to communicate with parents regarding student progress. Strong communication is fundamental to this partnership and to building a sense of community between home and school. SCS's website can be used to convey a broad range of school information. Students often become involved with both the technology and the content of the Web site and may work together with teachers to enhance the classroom pages to include student work and activities.

A homework website can start with a simple format providing basic information to parents and students, and gradually increase in sophistication to create electronic assignment logs and individualized homework modifications for students, incorporating appropriate password protection. In addition, teachers and parents are able to communicate via e-mail and FSA's phone system, which includes a voicemail component. Phones in each classroom permit teachers a flexible opportunity to contact parents from their classrooms. Use of voicemail to augment phone communication has been specifically explored to enhance communication opportunities with parents. A recorded message will provide updates on homework assignments, classroom highlights, and also invited parents and children to respond with a message of their own.

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

Erate (non-cash).....	\$150,000
Staff (Business Services Contract) .....	\$40,000
Hardware (offset by Erate) .....	\$70,000
Software (offset by Erate) .....	\$60,000

Internet/Phone .....	\$20,000
TOTAL: \$340,000	

## 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).

Student evaluation will allow the academic process at the Southside Charter School to be data informed and data driven. SCS will utilize elements of Effective Schools research, total quality management principles and an eight-step continuous improvement model allowing for data driven decision-making and collaboration between teachers to improve academic achievement for all students. The eight-step process is based on the Shewhart Cycle of Plan-Do-Check-Act that businesses use for continuous improvement. The eight-step process will allow teachers:

- To increase student achievement as reflected by the Indiana state assessment instrument.
- To close the gap in student achievement scores between student groups.

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

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

## 11. Special Populations – Anticipated Needs

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

Students with special needs will be identified initially through the RTI process, with support from staff who are specially trained to provide intervention resources, and referred to Special Education as they reach Tier III of that process. Students who have enrolled with an existing IEP in place, will be reviewed in a Move In Case Conference within two weeks of enrolling to determine whether changes will need to be made to the existing IEP or whether it will be accepted as it reads. This is all according to Federal and Indiana law/guidelines/procedures.

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

The most relevant statistics would be for a neighborhood school's (Fountain Square Academy) current enrolled special-education population:

IEP	#
Autism	2
ED	2
LD	21
MIMH	13
MOMH	1
OHI	8
Lang	1

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

GET DATA: KEVIN?

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

WHAT SURVEY? BOB QUESTION.

## 12. Serving Special Populations

### Identifying and Serving Special Needs

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

- Special education teachers will have planning time to allow for co-planning with general education teachers, ensuring that IEP's are implemented fully with accommodations and modifications in place, that goals are commonly addressed by both general ed. and special ed., and that differentiated instruction is the norm.
- Instructional materials and technology for special needs students will be provided through the school's special education funding, grants and general education budget, shared resources among schools, and accessing local providers such as Easterseals

<p>Crossroads, The Dawn Project, etc. as needed.</p> <ul style="list-style-type: none"> <li>Professional development will be provided to all staff to address the requirements of varied learning needs throughout the school population, for special education teachers in the area of specialized instruction and programs, and in additional areas as needed.</li> <li>Staff for Special Education will be hired through a rigorous process of application, interview, and background checks and will be required to meet state licensing requirement. Staff will be hired, trained and monitored by a Director of Special Education, to ensure on-going quality control.</li> <li>Consulting staff will be contracted with as required for specialized needs and services. This includes, but is not limited to: speech/language therapy, OT/PT, school psychologists, counseling, etc., using the multitude of available resources in the Indianapolis area. This contracted work will be closely monitored for quality of service, and will be assigned as required by the student IEP's (Individualized Educational Plans), based on Case Conference Committee decisions.</li> <li>Total Budget, including State and Federal Funds is \$186,600 for the first year. \$45,000 in federal dollars (IDEA Part B) will fund related services such as administration, speech and occupational services, etc. Teachers' salaries and benefits will be funded through state dollars.</li> </ul>

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

<p>Supplemental instructional design: The school will meet the needs of a wide-range of student abilities by conducting regular evaluations and researched-based assessments to determine the level of need in a particular area. Updating information regularly and tracking student success will be an integral part of the school's model for data-driven instruction and conducted by general and special educators alike. The school will offer a continuum of services for all learners and focus on supplemental instruction for students, to meet a wide range of academic and behavioral challenges in school.</p> <ul style="list-style-type: none"> <li>The special education staff and school administration will provide general education teachers with training to learn new strategies for supporting students with exceptionalities in the general education setting and to prepare all team members with the knowledge necessary to provide high quality instruction to all learners. The special ed. teachers will work with general ed. teachers to ensure that students are receiving the support they need with small, flexible classroom groups when needed, materials appropriate for their needs, targeted assessments</li> </ul>
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that ensure targeted teaching techniques.

- The school will ensure adequate time for co-planning/data analysis among special education staff and general educators to ensure the unique needs of each student are being met, and the strengths of individual teachers are shared across content areas. Weekly team meetings will include special ed. staff. Data gathered by classroom teachers and by special education teachers will be exchanged regularly, to update the staff on individual student growth, as well as to provide a model for tracking students that may benefit from the RTI process. Classroom teachers with Special Educators will always jointly participate in both RTI Tier meetings and Special Education Case Conferences.

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

According to the overwhelming majority of the latest research regarding best delivery practices for special education, emphasis is now being placed on effectiveness of services, rather than access to the proper supports. Students working to obtain a diploma (rather than a certificate of achievement/completion) benefit from time spent in the general education setting. Historically, schools have utilized a primarily "pull-out" model of support, in which students with exceptional needs receive instructional support and remediation in an alternative setting.

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

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

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

All progress monitoring will be conducted regularly to update the case conference

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

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

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

- 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.

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

Teachers are expected to let the students and parents know what the behavioral expectations are and the consequences if they are not followed. Administrators will review the SCS Student and Parent Handbook in the first two weeks of school with all students and those booklets will be sent home with the expectation that parents review the information and return a signed sheet that a review was done. Teachers will document that a review of the handbook was done in their plans. This information is sometimes needed at a later date for documentation of “informing students of their rights and responsibilities”.

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

Discussion of student problems should not be a topic of general discussion in the hallways or the teachers' lounge. This tends to stereotype a particular student for teachers and is unprofessional. Please remember – the word “discipline” derives from the word “disciple”. We want our students to “follow our positive lead”, not be humiliated into conformity.

**DISCIPLINE REFERRALS/MIS SHEETS:** Formal discipline referrals should only be used for major disruptions, habitual problems, or when student does something that could hurt another person or himself. Teachers are asked to complete a discipline referral

to document the incident for student records. A discipline referral for habitual problems should only be issued when the student has faced all other consequences as listed in the classroom discipline plan, including consistent and documented parent contact.

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

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

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

**Administrators and the RTI process are always available to help with the creation of individual plans.**

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

**TRACKS SYSTEM**  
**SCHOOL-WIDE POSITIVE BEHAVIORAL EXPECTATIONS:**

**R**espect  
**T**eamwork  
**A**ccountability  
**C**ourage  
**K**indness  
**S**afety

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

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving
- Increasing positive interactions between staff and students

**Features of School-Wide Positive Behavior Support**

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

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

**SCHOOL GOAL:** Students at SCS will demonstrate TRACKS traits throughout the school day by following the four behavioral expectations.

**Fall Creek Academy Behavioral Expectations:**

**T     Teamwork**  
**R     Respect**

**A     Accountability**  
**C     Courage**  
**K     Kindness**  
**S     Safety**

**TEACHER & STAFF RESPONSIBILITIES:**

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

**ACKNOWLEDGMENT SYSTEM:**

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

**SPECIFIC VERBAL FEEDBACK:**

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

**“TRACKS BUCK”:**

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

**TRACKS REWARD SYSTEM / PRIZES:**

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

throughout the year

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

#### **MONTHLY “ON TRACK STUDENTS”:**

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

#### **QUARTERLY CELEBRATIONS:**

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

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

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

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

SCS’s mission is to ensure all students grow in character, academics, life skills, the arts, and wellness. The TRACKS system directly supports every students’ character development. Each of the elements of TRACKS support the learning of fundamental life skills. Further, a student’s wellness is supported by allowing them to have skills in managing life situations and social growth. Indirectly, TRACKS supports the mission of student growth in academics and the arts by ensuring an orderly educational atmosphere. TRACKS is a part of our instructional design. Each element is a part of every classroom’s common language. When students need to work cooperatively, teamwork and respect are discussed. Students must be accountable for their learning, and they are able to track their own progress using the same data for indicating mastery that our teachers use to guide instruction. Students are asked to continually push the limits of there abilities which requires the courage to make mistakes and learn from them. A kind

and safe classroom ensures an orderly environment allowing for all students to learn.

## 14. Professional Development Staff Experience and Expertise

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

By working with Teach for America, the Board wishes to hire a diverse staff, both in background and experience. At this time, no hires have been made, although SCS will approach the current staff at Fountain Square Academy as it closes.

Administration and teacher leaders will be trained in the 8-step process. As this process is fully implemented over the next three years, these staff members will be responsible for supporting professional development in this area for all other staff. SCS' academic program is driven by the Common Core Academic Standards and the 8-Step Process for delivering and monitoring instruction and student learning.

In addition to the teacher-mentoring program offered by our partnerships with Teach for America, Woodrow Wilson Fellowship, and the Indianapolis Teaching Fellows, SCS will provide a teacher-mentoring program designed to support new and veteran teachers in meeting the needs of all students. Literacy and Math Coaches will provide mentoring and on-going professional development. These staff members will mentor all teachers by:

- Modeling lessons
- Observing and coaching teachers on the use of modeled lessons
- Observing and coaching teachers on instruction of the core literacy and math programs
- Guiding data interpretation
- Identify and share professional development resources
- Individual coaching for teachers struggling with new instructional concepts and practices
- Group coaching for grade level teams on new instructional concepts and practices
- Provide staff development in the area of English / Language Arts and Math

Further, SCS will utilize its two special-education resource teachers, school psychologist, occupational therapist, and speech pathologist to provide a similar coaching model in the area of instruction of students with disabilities. Specifically these staff members will provide the on-going professional development and teacher-mentoring by:

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

students

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

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

## Professional Development Plan

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

VI. SCHOOL IMPROVEMENT GOAL ACTION PLAN					
Goal 1: 100% of students in grades 6-8, including students with an IEP, will be provided access to a core literacy academic program resulting in 3 <sup>rd</sup> - 8 <sup>th</sup> Grade ISTEP+ scores in English/Language Arts being improved to and/or maintained at the 80% passing rate (and improved to a 70% passing rate for students with disabilities) during the three year period of this plan.					
Intervention/ Staff Development	Specific Programs or Areas to be Used or Investigated	Who is Responsible ?	Support / Funding Needed	Time Line	Measurement of Intervention Implementatio n
100% of teachers will be provided opportunities for professional development in the area of tiered literacy instruction for students with disabilities.	<ul style="list-style-type: none"> <li>MacMillan Treasures</li> <li>Response to Intervention</li> <li>Best use of Resource Staff</li> <li>Research best practice/strategies in working with spec. ed. students.</li> </ul>	School Admin., Cohort Teams, Resource Teachers	Title 1 Funding and Prof. Development Funds	2011-2012	Documentation of teacher participation in professional development in the areas of literacy education and improved test results for students with disabilities.
100% of 6 <sup>th</sup> grade teachers will be provided the opportunity for professional development in the use of literacy stations for improved and differentiated literacy instruction to meet the needs of all students.	<ul style="list-style-type: none"> <li>Book Studies</li> <li>Debbie Diller: "Practice With Purpose: Literacy Work Stations for Grades 3-6"</li> </ul>	School Admin., Title 1, Cohort Teams	SIP Grant and Title 1 Funding	Continuous professional development : 2011-2014	Documentation of teacher participation in professional development and improved test results for all students including those students with disabilities.
100% of K-6 teachers will participate in continuing professional development for the use of a core literacy Program	<ul style="list-style-type: none"> <li>MacMillan Reading</li> </ul>	School Admin., MacMillan Trainers	Title 1 Funding, SIP Grant, and General Funds	2011-2013	<ul style="list-style-type: none"> <li>Monitor the ongoing professional development via documented professional development</li> </ul>



to support the five key components of reading.					sessions, process checks with individual staff and cohort teams.
100% of teachers will be provided the opportunity to attend professional development in the use of technology to enhance literacy instruction.	<ul style="list-style-type: none"> <li>Discover y Streaming</li> <li>Netbooks</li> <li>Internet Resources</li> </ul>	Director of Instructional Technology	Title 1 Funding	Continuous professional development : 2011-2014	Monitor the on going professional development via documented professional development sessions, process checks with individual staff and cohort teams.
100% of 6-8 teachers will have access to ongoing professional development in the: <ul style="list-style-type: none"> <li>Structure of the 90 Minute</li> <li>Reading Block</li> <li>Use of Literacy Stations</li> <li>Guided Reading</li> <li>The Core Program</li> <li>5 Key Components of Reading</li> <li>Data Meetings and Effective Use of Data</li> <li>Tiered Instruction</li> </ul>	<ul style="list-style-type: none"> <li>8 Step Process</li> <li>AYS After-School Program</li> </ul>	School Admin.	Title 1 Funding	Continuous Professional Development: 2011-2014	<ul style="list-style-type: none"> <li>Process checks and coaching sessions with individual staff and grade level teams.</li> <li>Walk-through and classroom observations</li> <li>Learning Log Data to monitor student progress.</li> </ul>
<ul style="list-style-type: none"> <li>Committee identifies effective instructional strategies to enhance the implementation of a uniform Writing Process. 100% of teachers will have the opportunity to</li> </ul>	<ul style="list-style-type: none"> <li>6+1 Writing Traits</li> <li><u>Teaching the Qualities of Writing</u> by Ralph Fletcher</li> <li>Lucy Caulkins Writing</li> <li>Other Writing Programs as defined by the</li> </ul>	Cohort Teams, Admin.	Professional Dev. Funds	2012-2014	<ul style="list-style-type: none"> <li>Process checks and coaching sessions with individual staff and grade level teams.</li> <li>Walk-through and</li> </ul>

participate in P.D. in this area.	committee				classroom observations • On Track meeting discussions
<b>VII. SCHOOL IMPROVEMENT GOAL ACTION PLAN</b>					
<b>Goal 2: The 6<sup>th</sup>-8<sup>th</sup> Grade ISTEP+ scores in Math will be maintained or improved to the 85% passing rate and 90% of students taking the Algebra 1 ECA will pass on the first attempt during the three year period of this plan.</b>					
Intervention/ Staff Development	Specific Programs or Areas to be Used or Investigated	Who is Responsible ?	Support / Funding Needed	Time Line	Measurement of Intervention Implementation
A committee and/or cohort teams will work to develop a universal language for math vocabulary and instruction for use by 100% of teachers.	<ul style="list-style-type: none"> <li>• Connections Math</li> <li>• Math Word Wall</li> <li>• Read It, Solve It</li> </ul>	Cohort Teams, Admin.	None Needed	2013-2014 School Yr.	<ul style="list-style-type: none"> <li>• Process checks and coaching sessions with individual staff and grade level teams.</li> <li>• Walk-through and classroom observations.</li> <li>• Learning Log meeting discussions</li> </ul>
100% of teachers will be provided the opportunity to attend professional development in the use of technology to enhance math instruction.	<ul style="list-style-type: none"> <li>• COWs</li> <li>• SmartBoards</li> <li>• Internet Resources</li> <li>• Math Mania</li> <li>• PLATO</li> </ul>	Building Admin., Literacy Coach, Instructional Technology Coordinator	SIP Grant, Professional Dev. Funds	Continuous professional development: 2012-2014	Monitor the on-going professional development via documented professional development sessions, process checks with individual staff and cohort teams.
A committee will research best practice and teaching strategies for improving student problem solving ability and higher order thinking.	<ul style="list-style-type: none"> <li>• TBD by Research</li> <li>• Math Coach</li> <li>• Development of a Common Language</li> </ul>	Cohort Teams, Admin.	None Needed	2012-2013 School Yr.	<ul style="list-style-type: none"> <li>• Process checks and coaching sessions with individual staff and grade level teams.</li> <li>• Walk-through and</li> </ul>

100% of teachers will be provided the opportunity for professional development in this area.					classroom observations. • Learning Log meeting discussions
Teachers will research, identify and implement a math assessment program.	<ul style="list-style-type: none"> <li>• M-Class</li> <li>• Acuity</li> <li>• Problem Based Software</li> <li>• Math in a Minute</li> </ul>	Cohort Teams, Admin.	SIP Grant and State Funding	2012-2013 School Yr.	Documentation of the identification and implementation process of the program.

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

See “a” above.

**c. Explain the system for ongoing staff development.**

See “a” above.

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

See “a” above.

**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.**

See “a” above.

## 15. Co-Curricular and Extracurricular

(Indicate if not applicable to your school)

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

There will be opportunities during and after school for a variety of programs including sports, music lessons, instrumental instruction, dance, and visual arts. The fitness

program will stress lifelong health and fitness through the enjoyment of fun exercise and personal challenge. SCS will apply to be an IHSAA school and will require its athletes to follow IHSAA eligibility from the opening of the school.

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

SCS students who will participate in extra-curricular activities will not be charged a fee. Support for SCS's clubs, sports, and events will come from the school's Extra-Curricular Fund, which is funded by admissions, concessions, and school-level fund-raising.

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

Every sport offered at SCS will be either coed, or have a matching team for each gender.

## 16. Transition Plan

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

**Each year the school will:**

- Make the planning, implementation, and evaluation of transition activities an annual focus, beginning in the intermediate grades of the elementary school.
- Begin in 6<sup>th</sup> grade to create an environment that promotes a confident transition from a self-contained classroom structure to the larger team structure of the middle school and high school.
- Encourage collaboration between elementary and middle-school teachers, and between middle- and high-school teachers.
- Provide comprehensive orientation programs for teachers, students and families at the 8th grade levels ensuring all stakeholders understand the intricacies of the next level of education including: scheduling, course and curricular time-lines, graduation requirements for varying diploma tracks, opportunities for extra-curricular activities, and school climate and cultural expectations.
- School staff will conduct surveys and review research on best practice to become knowledgeable about the needs and concerns of young adolescents in transition. Further, this will support teachers' efforts to address students' social, developmental, and academic needs.
- Creating a climate that values and supports effective home/school communications.
- Keep parents informed, help them become skilled in dealing with issues related to

transition, and welcome their participation in their children's education. Regular transitional parent meetings and conferences will occur.

- Provide counseling for students at both the elementary and middle levels to address transition concerns and assure students of the availability of ongoing support.
- Provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition. These will support students in developing personal educational goals and a deep understanding of the schedules and school programming that they will need to participate in to reach their personal goals.
- Use a variety of developmentally appropriate instructional practices that will enable each child to experience academic success.
- Employ strategies such as cooperative learning that provide opportunities for peer interaction.
- Consider organizational structures such as team teaching that ensure teachers have meaningful knowledge and understanding of each child.

**Parents should:**

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

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

The SCS will provide a small school environment. This will allow for collaboration between all levels of teachers and students. As the school grows, and as the school potentially moves towards a two-campus program, all stakeholders will need to identify transitional challenges in supporting students who are moving from one building to the other. This 8th grade to 9th grade transition will require a more rigorous program of support for students, parents, and teachers.

## Organization

### 17. Parental Involvement

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

Beyond the traditional mechanisms of weekly classroom newsletters, bi-weekly reports of skill mastery, quarterly grade reports and parent-teacher conferences, the Southside Charter School will continually monitor student performance through portfolios, electronic grade books, and computer assessment. SCS will also adopt the ArkNet parent portal. When open, SCS will offer ongoing parent-training opportunities for our families to learn how to check their student's progress online at anytime through this program.

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

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

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

1. Information about how the school's curriculum supports the achievement of Indiana state standards;
2. Information about how the school's instructional strategies support the achievement of Indiana academic standards;
3. Analysis of student achievement based on ISTEP and other assessments;
4. Parental participation levels and comparison to student/parent contracted participation described in admissions contract agreement;
5. Technology goals and use as an effective curriculum learning system;
6. Safety and disciplined learning-environment goals and conditions and adherence to state laws;
7. Professional development report and effectiveness;

8. Attendance rate; and
9. Percentage of students meeting academic standards in all areas.

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

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

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

The GEO Foundation hosts a monthly White Linen Lunch where community members are exposed to successful students from their area schools, learn about the schools, and are encouraged to get involved in the school community. Annually, nearly 600 community members participate in these functions.

SCS will also be marketing to its neighborhood for enrollment in the new school, a process that will inform residents about the opportunities presented.

SCS has already established relationships with the Southeast Neighborhood Development Corporation, Garfield Park, Salvation Army, and the Urban Mission YMCA.

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

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

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

## 18. Partnerships / Contracts

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

At this time, SCS has an agreement with GEO Foundation to provide after-school tutoring and with Teach for America for staff recruitment. With GEO's assistance, the school will also pursue an agreement with Purdue's 4H program, which will reinforce SCS's emphasis on project-based learning.

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

GEO provides multiple back-office services to the school, which allows it to focus on its educational mission. TFA gives the school access to highly qualified, well-trained teachers who will bring a different perspective and sense of urgency to the SCS faculty.

## 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.

As part of the integrated charity network, the Board will utilize the experienced staff of GEO Foundation as its Academic Partner to work with the Principal (School Leader) to maximize the academic performance of the school. The Academic Partner will help the Board understand and focus on key factors such as ISTEP and Acuity performance, graduation rates, academic programming, AYP, PL 221, and other important issues.

The Staff will be hired and managed by the Principal (School Leader).

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

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

With nearly 10 years of experience in serving charter schools and students, GEO Foundation, as the organizer of the School, fully understands the myriad of details,



issues, pitfalls, and accomplishments that go into a successful charter school. While the Schools serve as an outreach of GEO's mission, GEO in turn serves as the supportive parent that brings together all of the resources needed to drive the success of the school. GEO provides a strong, engaged Board to lead the school, but then also serves at the school level to support and drive instruction and success...then circles that knowledge back to the Board so that the Board can make involved and informed decisions regarding the leadership of the School. The Board at all times retains the legal authority and responsibility for the school.

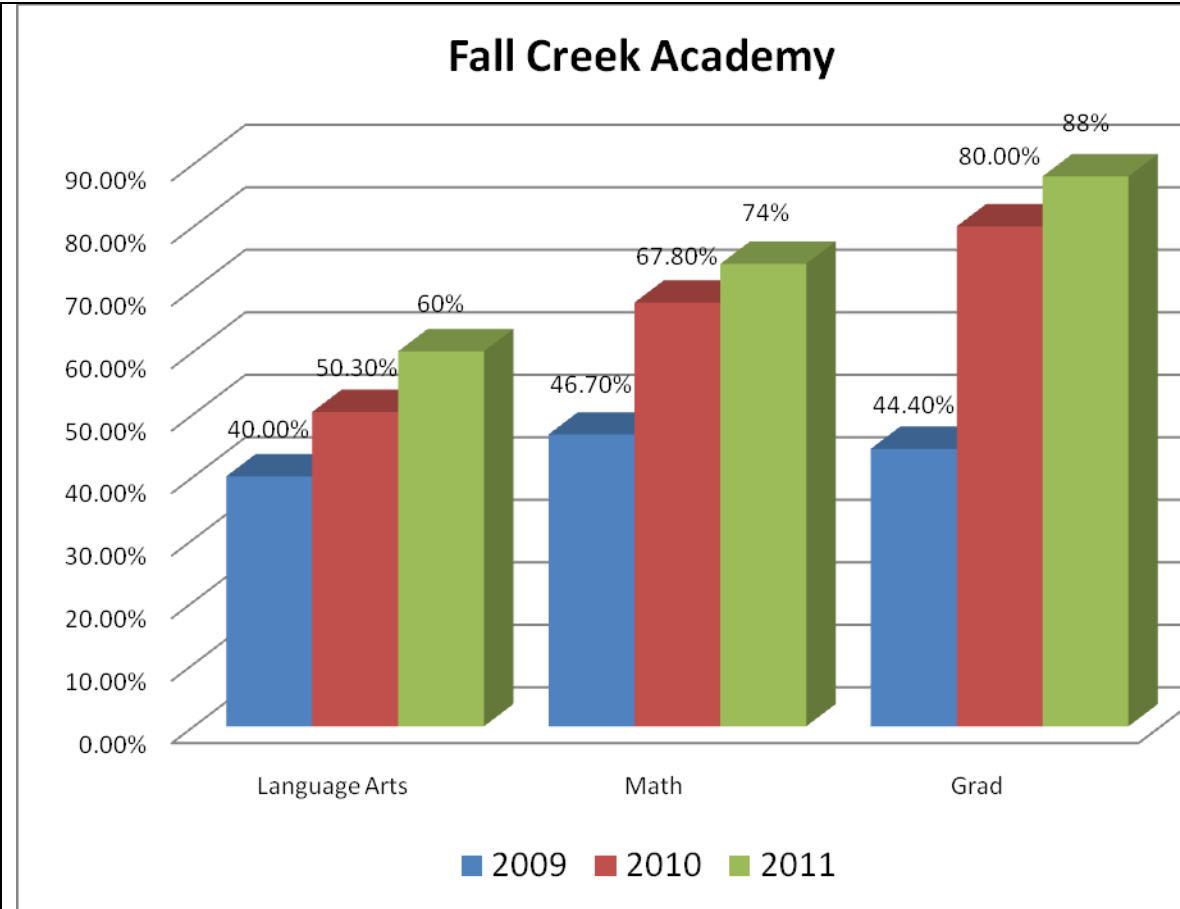
#### PL221 Performance of GEO Schools Over Time

The Indiana GEO Academy schools have consistently demonstrated improvement over time.

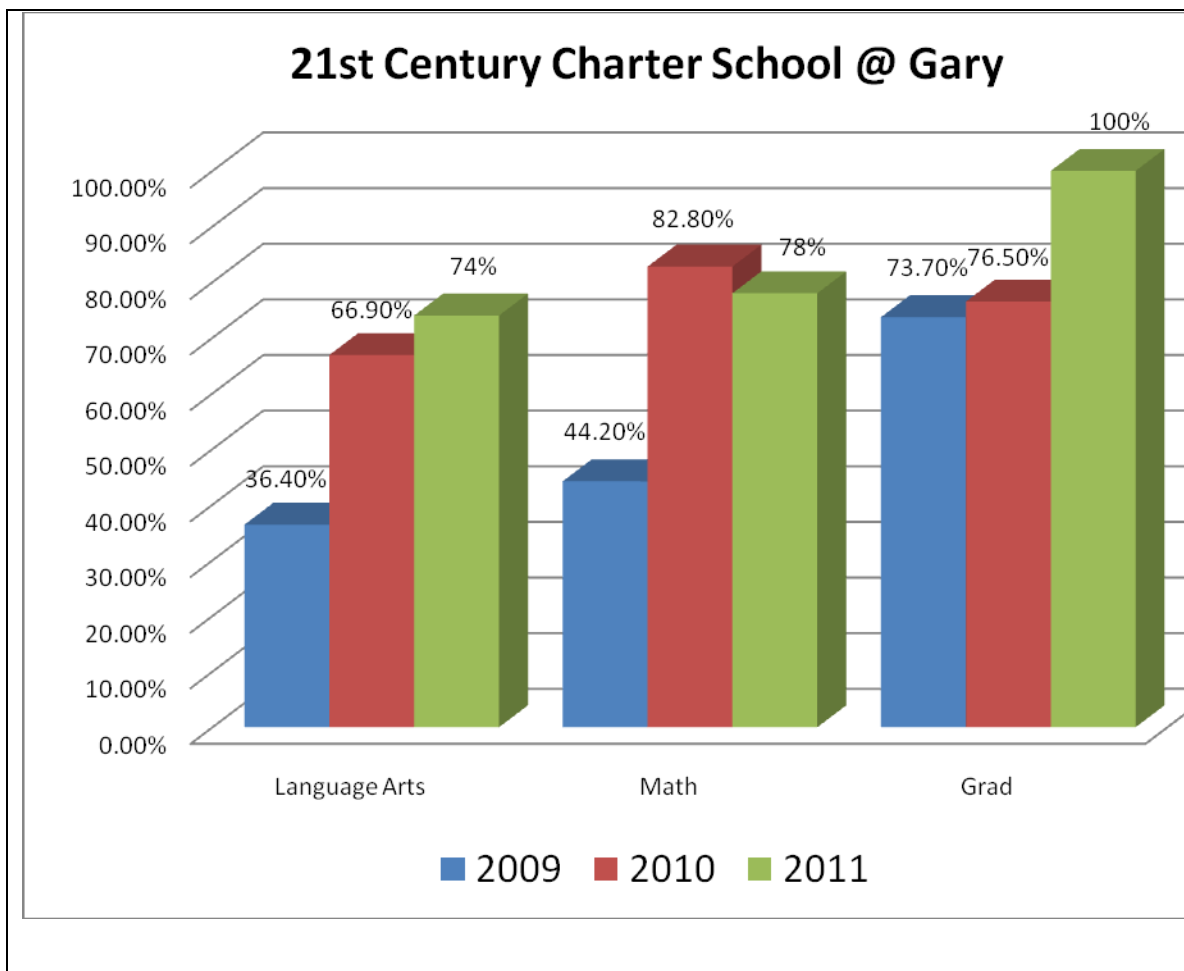
The 21st Century Charter School @ Gary is Lake County's only "A" charter school in 2011. 21st Century Charter School @ Gary has placed 4th in 2008, 1st in 2010, and 2nd in 2011 among all charter schools in the state when measured for PL221's "improvement."

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

Fall Creek Academy's ISTEP gains over the last three years certainly reinforce the merits of working with the GEO Foundation:



GEO's 21<sup>st</sup> Century Charter School in Gary, Indiana, a Ball State-sponsored school, further demonstrates the rationale for choosing this partner:



## 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 is responsible for the successful operations of the school, including academics, operations, finance, governance, and legal and regulatory compliance. To do so, the Board may coordinate and oversee service partners where appropriate. As outlined in the Bylaws, the Board Chair will preside over the Board, with the Vice-Chair standing in his/her place when the Chair is unavailable. The Secretary will have oversight of the records of the school, and the Treasurer will have oversight of the financial records.

The initial Board will be named by GEO Foundation as the Supported Organization, and will be selected on the basis of their commitment to the local school community. The ultimate composition of the Board will reflect the Board's need for expertise in diverse areas such as academics and education, finance and governance, real estate,

community engagement, and marketing.

Terms shall be for three years, and Board members may resign if needed at their own discretion. Members may only be removed by the Supported Organization for cause as specifically enumerated in the Bylaws.

- 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.

School leaders are promoters of a school's ability to provide excellence in learning. They believe in the power of education, and strive to ensure that the talents and resources of the school are focused to create the best possible opportunity for ALL students. School leaders use their authority and influence to lead change. They are unabashed advocates of best practice, and will make the bold data-based decisions that lead effective change in our schools. Excellent school leaders model life-long learning, and support the professional growth of the school staff in ensuring that programs are current, rigorous, and relevant. They seek to network with stakeholders, and utilize the resources those stakeholders can provide. They are good stewards of the assets provided them, and work to put the best available learning tools and resources in the classroom and in the hands of teachers and students. The school leader must understand that leadership is shared and they work collaboratively with stakeholders, staff, and other administrators to allow all

students to become life learners, productive citizens, and individuals with the capacity to fulfill their dreams.

It is the school leader's responsibility to support professional development in several ways. School initiatives, new materials, and new programs can always prompt professional development, but the school leader must be responsible for a more comprehensive professional-development program. First, the school leader must review current student-achievement data. This information can yield significant information about areas of needed professional development. If students are not achieving in any specific area across the board, our team may need support in using the resources we have available or in looking at different methodology in helping students be more successful. Next, the school leader must look at each teacher as an individual. It is important to recognize the particular bent of genius and the particular gaps in knowledge and skill of each teacher, and to reflect that in planning for professional development. This can happen by offering individualized or smaller group-learning opportunities, and by supporting each teacher in a cognitive-coaching model. Further, by recognizing the leadership and genius of individuals, you can draw on their abilities and expertise as a professional learning community. Finally, it is the school leader's responsibility to model life-long learning and personal professional development. The principal must be willing to take risks and grow as a professional by consistently seeking learning opportunities reflecting best practice and current research.

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

**b.** Describe the qualifications required for the school leader.

**A qualified candidate must possess:**

- Master's Degree or higher (MBA or MS in Education preferred)
- Proven leadership skills
- Proven organizational, problem solving, and written and oral communication skills
- Expertise in school and/or organizational policy, procedures, and program development
- Successful experience working with urban, at-risk youth
- Experience in planning and directing professional development

opportunities

- A data-driven approach to instruction and/or institutional improvement
- Proven ability to motivate, inspire and manage a diverse staff
- Ability to meet deadlines
- Ability to collaborate with others in an entrepreneurial spirit, focused on improving student achievement and school excellence
- A commitment to personal excellence, translating into outstanding student achievement and teacher excellence
- Principal license preferred
- K-12 experience including in advanced placement classes, college placement, and high school scheduling

**Additional preferred qualifications, but not required:**

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

**The position**

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

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

The school will post the position in various universities, websites, and with national

organizations. Then GEO Foundation leadership will assemble an experienced team of educators to review resumes. All applicants will then be asked to complete an 8-page questionnaire and the review team will look for both writing skills as well as compatible answers to the school's needs. Once the questionnaires are returned, the review team will consider the completed applications and invite the top candidates to an initial interview. A team of five seasoned educators will participate in the initial interviews and then recommendations will be made for the final candidates. Once the field is narrowed to three finalists, teachers from the school staff as well as all members of the board will be invited to interview the finalists. Once the interviews are complete, the lead interview team will review comments and recommendations from board members and staff before making the final decision.

- 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.

n/a

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

## School Management

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

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

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

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.*

As the Southside Charter School expands over the next few years, additional staff will be needed. The initial growth will be in the middle-school grades. By the third year, SCS hopes to move to a two campus model. This will require additional administrative and office staff. Further, programming will require additional related arts teachers in foreign language, art, music, and physical education.

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

## 23. Staff Recruitment and Retention

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

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

1. All teachers are provided a full range of educational materials and technology so as to teach all students effectively.
2. New teachers and ones having difficulty are provided mentoring and support services in selecting materials, teaching strategies, planning and classroom organization.
3. Staff members will be treated as consummate professionals with constant feedback from the administrative staff.
4. A faculty advisory committee will be established and meet at least four (4) times a year.
5. There will be a committee structure for staff to make recommendations to the administration on various issues and situations.
6. Staff will be encouraged to attend conferences and seminars to enhance their skills. They will be reimbursed for their expenses.
7. High performing staff will receive yearly bonuses.
8. The staff salaries will be competitive with surrounding educational environments.
9. In closing, the major ingredient to retaining key staff is to respect them as highly valued partners in the education of students.



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

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

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

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

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

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

## Finance and Facilities

### 24. School Financial Plan

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

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

**WHO WILL BE INVOLVED:** Principal, Academic Officer, Treasurer, Accountant, Finance Committee

**HOW NEEDS WILL BE IDENTIFIED AND WEIGHED:** Academic achievement is the driving force behind the budget process. Thus, needs will be identified and weighed by the principal and academic officer, with input from teachers where appropriate.

**TIMELINE FOR CREATING AND APPROVING BUDGETS:** The process for creating a budget should begin in January preceding the academic year, with conversations and needs analysis done by the academic team. Future needs should be combined with historical data to create a draft budget for review by the academic team and finance committee by March. Revisions should be completed, and the full budget presented to the full Board for approval by May.

**PROCEDURES FOR MONITORING AND MODIFYING BUDGET:** The budget shall be monitored on a monthly basis by the treasurer and the finance committee, and presented to the Board on a quarterly basis, at a minimum. The treasurer shall bring forward significant concerns to the board as they arise. Budgets may be modified by the Board as needed during the school year.

**b. School's fiscal procedures.**

**BUDGET PROCESS:** The budget for each school year will be set by examining all of the relevant financial factors: prior year expenditure history, anticipated revenues, anticipated expenditures, debt service requirements, cash reserves, and taking into account any additional significant factors (expansion, legislative, etc.) that might significantly impact the financial health of the school.

The budget should be approved by the board by May preceding the upcoming school year.

**LIMITS ON APPROPRIATIONS:** While “appropriations” are legally defined are not considered applicable to charter schools, their concept of setting aside funds and not spending over those amounts is a wise fiscal policy for charters to observe. Therefore, the school will make every effort to stay within budgeted amounts for individual funds and line items as approved.

**BUDGET REPORTS:** The budget will be monitored (revenues v. expenditures, balance sheet, fund balances) by the finance committee, which will in turn report to the full board on quarterly basis, at a minimum. The budget will be kept on a cash-basis, as established by the State Board of Accounts.

**EXPENDABLE REVENUE POLICY AROUND UNDISTRIBUTED RESERVES:**

Unexpended reserves shall remain in the school's bank accounts, and may be distributed either through motion of the board or inclusion in an approved budget.

**POLICIES AROUND INTER-FUND TRANSFERS:** Inter-fund transfers should be kept to a minimum, and at all times reflect relevant fund restrictions.

**POLICIES AROUND EMERGENCY EXPENDITURES:** Any expenditures outside of the budget must be reviewed by the board (or the finance committee, as designated).

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

The school will follow all audit requirements of the Indiana State Board of Accounts and any outside companies that are contracted for the off-year audits.

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

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

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

Finances in an educational setting must support the curriculum and the mission of the school. In this case, every effort is made to drive as much funding into the classroom as possible, in the form of highly qualified teachers, proper curriculum, and technology resources to support instruction. Our school is structured to take advantage of cost savings through the GEO Foundation network, as through economies of scale in areas such as business services, insurance, and joint programming so that the schools may use as much of their funding as possible in the classroom and in support of the college program.

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

It is important that the school will run in a fiscally responsible manner while still supporting mission and instruction. With that in mind, the school will strive to exist on recurring and stable funding from state and federal sources, with minimal reliance on fundraising and donor generosity. Where needed, the school will have the ability to

access interest-free funds through the GEO Foundation network, thus avoiding significant debt.

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

As member of the GEO Foundation network of GEO Academies, the school has the ability to access short-term, interest-free loans to cover temporary cash short-falls incurred during the more expense-heavy opening months that occur naturally in each school year. The school will also access the Common School Loan fund where growth requires the additional funding; however, the school will strive to keep the incurring of debt to a minimum. Further, as a new school, we will have access to additional start-up funding during these years, such as the Public Charter School Program funds, Walton Foundation, and others.

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

## 26. Projected Five Year Budget Plans

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

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

The financial philosophy of the school remains the same in start up and in subsequent years – finances must be managed and outside expenses controlled so that the school has the ability to put as much funding in the classroom for direct student benefit where possible.

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

Same as above. The school does not intend to incur significant debt, and strives to operate on existing and available cash streams.

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

Same as above.

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.*

While the Southside Charter School plans to seek funds in the future to support its programs, the existence of the school does not depend on these funds. Because of that, there are no contributions listed in the budget sections of the application.

The school is anticipating receiving federal PCSP funds that are administered through the Indiana Department of Education, and all other dollars that schools receive based upon their population's needs, such as Title I and special-education funding. Estimates of those receipts are listed in the budget projections.

## 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.*

Insurance for the Southside Charter School will be provided by WRM America and coverage is as follows:

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

coverages in the amount of \$5,000,000.

This is an existing policy covering current ongoing operations and the premiums are accounted for in the school's operating budget on LINE \_\_\_\_\_.

## 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.

The most likely home of the SCS would be the current location of the Fountain Square Academy at 1615 South Barth Avenue, Indianapolis, at a cost of \$275,000 per year. The building has housed two charter schools since 2004, proof that it is a safe and adequate educational environment according to all applicable health, safety, and occupancy requirements.

As outlined in 29b, SCS is exploring additional options, with the advice and guidance of the GEO Foundation, which has experience with facilities in four cities and two states. Any future plans will be approved by the SCS's Board and then submitted to Ball State's Office of Charter Schools for approval, including any budget impact and all necessary health and safety inspections.

- 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.

The Barth Avenue building can house up to 300 students, and there are seven years of operational experience for two schools, including the Southeast Neighborhood School of Excellence, in that location that demonstrate it is a financially viable home for SCS, and By the third year of the charter, a new high-school facility would be needed and be built under the same financial guidelines, with enrollment increased at each location.

A summary of facility options:

1. The building currently used by Fountain Square Academy at 1615 South Barth Avenue, Indianapolis. This would ensure that FSA's students and the neighborhood would continue to have access to quality education. In the long term, however, SCS

recognizes that its high-school students would be better served in a different venue.

2. A former Marsh supermarket building located near Shelby Street and Hanna Avenue, just west of the University of Indianapolis. The SCS's Board has been in discussions concerning this location. This would allow the school's students to enroll in college courses at the U of I.

3. Indianapolis Public School's School #21, which is unoccupied and within two miles of the Fountain Square Academy facility. Under Indiana's new facilities law, a request has been submitted to lease this building for \$1.00 per year.

The Southside Charter School has a multi-faceted plan for occupying any combination of these potential facilities:

1. Open the entire 6-12 school in one location. This could be done at the FSA building, the retail space near U of I, or in IPS #21.

2. Separate the school into a 6-8 facility (FSA or IPS #21) and a 9-12 building (Marsh facility near U of I).

SCS is confident that it has enough viable, affordable options that it can service its population in quality facilities.

The division into two campuses will happen as soon as a new site can be purchased, and a building constructed that meets all academic, health, and safety requirements. As soon as SCS's Board approves those plans, BSU will be informed and an amendment to the charter contract submitted. (Given GEO's experience in building facilities in four cities and three states, the FCA Board of Directors is confident that the foundations advice and assistance will lead to a successful project.)

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

The existence of two schools in the Barth Avenue building demonstrates that it is a financially viable option. It is projected that the annual facility cost (including security, leasehold improvements, maintenance, utilities and rent) is 15% of its total budget. A new high-school facility would be built under the same financial guidelines, with enrollment increased at each location.

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



- 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.

SCS would lease the Barth Avenue space from the Southeast Neighborhood Development Corporation. The Board of Directors sees no conflicts in this arrangement with GEO.

### 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.

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

<p align="center"><b>Goals Specific to Fall Creek Academy's Performance in reaching proficiency in accordance with the Indiana System of Accountability and Federal Targets in AYP:</b></p>
<p>The 5<sup>th</sup> - 8<sup>th</sup> Grade ISTEP+ scores in English/Language Arts will be maintained or improved to the 80% passing rate (and improved to a 70% passing rate for students with disabilities), in 2012-2013, and 90% of students taking the English 10 ECA will pass on the first attempt by the 2013-2014 school year.</p>
<p>The 5<sup>th</sup>-8<sup>th</sup> Grade ISTEP+ scores in Math will be maintained or improved to the 85% passing rate and 90% of students taking the Algebra 1 ECA will pass on the first attempt by the 2013-2014 school year.</p>
<p>The graduation rate will be maintained or improved to 90% by the 2013-2014 school year.</p>

Continuum of Assessments for measuring and reporting the performance and progress of the charter school.												
Type of Assessment			Grade Level									
Assessments in Mathematics			Assessments in Language Arts									
	NWEA											
	NWEA											
	NWEA											
	NWEA		ACUITY		ISTEP + /IMAST							
	NWEA		ACUITY		ISTEP + /IMAST							
	NWEA		ACUITY		ISTEP + /IMAST							
	NWEA		ACUITY		ISTEP + /IMAST							
	NWEA		ACUITY		ISTEP + /IMAST				Gates- MacGinitie			
	NWEA		ACUITY		ISTEP + /IMAST				Gates- MacGinitie			
	Compass								Gates- MacGinitie			
PSAT	Compass								Gates- MacGinitie			
									Gates- MacGinitie			
									Gates- MacGinitie			



<b>Arts</b>				
Overall	Overall	Overall	Overall	Graduation Rate
Black	Black	Black	Black	
F/R Meals	F/R Meals	F/R Meals	F/R Meals	
Special Education	Special Education	Special Education	Special Education	

d. High school must include graduation rate as indicator.

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

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

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

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

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

g. Additional Targets:

- Student recurrent enrollment

SCHOOL YEAR: DAY 1	% RETURNING FROM PREVIOUS SY
2012-2013	65%
2013-2014	70%
2014-2015	75%

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

SCS looks to GEO's Fall Creek Academy for a model: In 2010, GEO's FCA graduates earned, on average, nearly 11 college credits while in high school; in 2011, more than eight credits per graduate. In 2012, that will increase to an average of 12 credits per *college-bound* graduate; in 2013, 15 credits; and in 2014, FCA graduates will average 18 college credits upon graduation.

### 31. Accountability to Sponsor

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

SCS's relationship with the GEO Foundation will be of special significance in this area. The management team at the GEO Foundation has more than eight years of successfully meeting all Indiana Department of Education and federal reporting requirements. It will work with the Academy's leader to collect, assemble, and prepare all relevant data and reports due to Ball State University, the IDOE, and others. This information will be presented to the Board, which will assure the accuracy of the reports, and then the Academy will deliver the material to the requesting organizations in a timely fashion.

GEO also has experience working with both the State Department of Accounts on their bi-annual audits, and with outside auditing firms.

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

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

### 32. Accountability to Constituents

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

In coordination with the GEO Foundation, SCS will distribute annually a survey to its families. The following is a draft of the survey version:

Dear Southside Charter School Families,

As an organization, we truly value our students and their families and for this reason, we are very interested in determining your family's opinions regarding our school. Would you please take a few minutes to answer the following questions? We will use your answers to guide us in making improvement decisions -- so your answers are critical. Thank you so much for giving us your honest feedback. Your answers will be compiled and held in complete confidence. Your name will not be shared.

1. What is the #1 reason you chose the Southside Charter School?
  - a. Class size
  - b. Safety
  - c. Academic program
  - d. Location
  - e. Staff
  - f. Other                      Please  
explain: \_\_\_\_\_
2. Do you approve of the class size for your child?
  - a. Yes
  - b. No                      Please  
explain: \_\_\_\_\_
3. Is the Principal of the School responsive to your needs?
  - a. Yes
  - b. No                      Can you be specific?  
\_\_\_\_\_
4. Did you receive enough information about the school guidelines and expectations prior to enrolling?
  - a. Yes
  - b. No                      Please  
explain: \_\_\_\_\_
5. Is your child's primary teacher responsive to your needs?
  - a. Yes
  - b. No                      Please  
explain: \_\_\_\_\_
  - c. \_\_\_\_\_
6. Does your child participate in:
  - a. Art
  - b. Music
  - c. P.E.
  - d. Spanish
  - e. All of the above
  - f. None of the above?
7. Do you value the enrichment opportunities (sports, clubs, etc.) we provide?
  - a. Yes
  - b. Not applicable
  - c. No                      If no, are there additional opportunities you wish to see at the school?  
Please  
explain: \_\_\_\_\_
8. Overall, what is the quality of the education your child receives at SCS?
  - a. Excellent

- b. Good
- c. Fair
- d. Poor

9. Do you believe the school adequately prepares your child for college?

- a. Very much so
- b. Yes,
- c. Not so much
- d. No

10. Do you like the school's early college program?

- a. Yes
- b. Not applicable
- c. No            How could it be improved? Please explain: \_\_\_\_\_

11. Is the culture/climate of the school inviting?

- a. Yes
- b. No            How could it be improved? Please explain: \_\_\_\_\_

12. Would you recommend the school to your friends?

- a. Yes
- b. No

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

Name \_\_\_\_\_ Phone  
number \_\_\_\_\_

My child(ren) is (are) in:

Kindergarten    1<sup>st</sup> grade    2<sup>nd</sup> grade    3<sup>rd</sup> grade    4<sup>th</sup> grade    5<sup>th</sup> grade

6<sup>th</sup> grade    7<sup>th</sup> grade    8<sup>th</sup> grade

9<sup>th</sup> grade    10<sup>th</sup> grade    11<sup>th</sup> grade    12 grade    Middle College

(circle those grades that apply)

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

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

All results for accountability will be monitored and evaluated as data is received. For assessments such as NWEA and Acuity, that information is received nearly



instantaneously. End-of-course assessments are given during specific windows of time, and then the data is received upon compilation. A portion of ISTEP+ data comes out in the spring; the remainder in the summer.

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

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

- 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.

The Southside Charter School believes it is responsible to all of its stakeholders in regards to its progress towards its goals, which will be analyzed as the results for the

measurements are received. The Board of Directors will review and discuss the results, which will then be submitted to Ball State University. The principal and other leadership will participate in the Board's discussion, and then will inform the staff. In addition, FCA is committed to informing its families at PTO and other meetings, along with publishing an annual report in its weekly newsletter and on its website. SCS will not hide from its results, good and bad, and will instead work with its stakeholders to ensure that everyone is helping the school reach its goals.

## **School Policies and Procedures**

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

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

### **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.*

### **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**

GEO  
Feldhaus

**Karen Gordon**

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



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**Report dated:** 9/22/11  
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**Search results for:** SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

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

### No criminal records were found for this individual.

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

Notice to employers operating in California:

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

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PRef: 7



Karen Gordon

GEO  
Partner

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



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## National Criminal Records Report

**Report dated:** 9/22/11  
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**Search results for:** SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

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

### PARKER, JAMES T

**Clark County - Municipal Court**  
**Offender ID:** PARKJAME0013419-1

**Address** 5766 N PENNSYLVANIA ST  
INDIANAPOLIS

**County, Case No:** N/A

<b>Charge</b>	MM/SPEED EXCESS 65 MPH ON
<b>Filed</b>	9/14/00
<b>Disposition</b>	GUILTY BY WAIVER
<b>Fine Amount</b>	100
<b>Case Number Count</b>	0013419-1
<b>Issuing Agency</b>	OHIO HIGHWAY PATROL
<b>Case Type</b>	TRAFFIC
<b>Closed Date</b>	9/21/00
<b>Statute Jurisdiction</b>	10/ STATE OF OHIO
<b>Statute Number</b>	4511.21D2
<b>Division Or Type</b>	D
<b>Bond Status</b>	NO BONDS
<b>Citation Number</b>	M 257729
<b>Accident</b>	N
<b>Mandatory Court</b>	N

Sequence Number 1  
Prior Number of Conviction 0

## PARKER, JAMES

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

**County, Case No: TRD0906433**

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

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

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PRef: 7



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## National Criminal Records Report

Report dated: 9/20/11

Search results for:

First name = Percy

Last name = Clark

Date of birth = 07/21/1942

Jurisdiction = ALL

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

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

Notice to employers operating in California:

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PRef: 7

**Dana Johnson**

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

**SentryLink**

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**Report dated:**  
11/14/08

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**Search results for:**

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

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

**No criminal records were found for this individual.**

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

Notice to employers operating in California:

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PRef: 7

**Karen Gordon**

---

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

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**Report dated:**  
8/31/11

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**Search results for:**

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

### No criminal records were found for this individual.

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

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PRef: 7

**Karen Gordon**

---

**From:** SentryLink Web Reporting <webreports@sentrylink.com>  
**Sent:** Tuesday, June 28, 2011 9:34 AM  
**To:** Karen Gordon  
**Subject:** HILL, LINDAN (born 11/23/46) - National Criminal Records Report



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## National Criminal Records Report

**Report dated:** 6/28/11  
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**Search results for:** SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

First name =  
Lindan  
Last name =  
Hill  
Date of birth  
= 11/23/46  
Jurisdiction =  
ALL

### **No criminal records were found for this individual.**

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

Notice to employers operating in California:

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PRef: 7

Karen Gordon

---

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



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dated:  
6/28/11

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Search  
results for:

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

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

### No criminal records were found for this individual.

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

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Report dated: 3/3/11

Search results for:

First name = Michael

Last name = Bryant

Date of birth = 09/02/1955

Jurisdiction = ALL

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## National Criminal Records Report

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Report dated: 8/9/11

Search results for:

First name = Marlon  
 Last name = Llewellyn  
 Date of birth = 02/27/1976  
 Jurisdiction = ALL

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

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

**No criminal records were found for this individual.**
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PRef: 7

## Karen Gordon

**From:** SentryLink Web Reporting <webreports@sentrylink.com>  
**Sent:** Wednesday, June 15, 2011 11:59 AM  
**To:** Karen Gordon  
**Subject:** COOPRIDER, CARLOTTA, alternate last name Kozlowicz (born 3/28/65) - National Criminal Records Report



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## National Criminal Records Report

Report dated:  
6/15/11

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Search results  
for:

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

First name =  
Carlotta  
Last name =  
Cooprider  
Alternate last  
name (maiden)  
= Kozlowicz  
Date of birth =  
3/28/65  
Jurisdiction =  
ALL

### No criminal records were found for this individual.

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

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INDIANA STATE POLICE  
**LIMITED CRIMINAL HISTORY****accessIndiana**  
www.IN.gov**To Whom It May Concern:**

A thorough search of our files by Name, Date of Birth, Sex, and Race ONLY does not reveal a limited criminal history record on :

**Name:** Hunt, Richard  
**Birth Date:** 12-12-1971  
**Sex:** M  
**Race:** U

Results based solely on information provided.

**Information Released To:**

Name: Dawn Keith  
Address: 333 N Pennsylvania  
City/St/Zip: Indianapolis IN 46204  
Phone: 317-713-4212

**Date:** 05/27/2011  
**Page:** 1  
**Receipt:** 11802525  
**Operator:**  
accessIndiana

This request is in accordance with IC 10-13-3-27 and may not be used for any other purposes.

**Subject of Record**

<u>Name</u>	<u>Race</u>	<u>Sex</u>	<u>Birth Date</u>
Hunt, Richard	U	M	12-12-1971

Results based solely on information provided

**Search Again****accessIndiana**  
www.IN.gov

## Attachment 6b - Achievement

SCHOOL	W. McKinley IPS #39*	F. Douglass IPS #19*	J. Garfield IPS #31*	Fountain Sq Academy	Emma Donnan IPS #572	Manual High School (IPS)
GRADES	KG-6	KG-6	KG-6	6th-12th	7th/8th	9th-12th
ENROLLMENT (6-12)	61	40	55	253	534	957
DEMOGRAPHICS						
MINORITY #	34%	60%	44%	34%	40%	37%
FREE/RED #	82%	90%	83%	77%	84%	73%
SP ED #	19%	19%	20%	13%	25%	25%
ELL #	3%	37%	18%	0%	9%	4%
ISTEP/ECA						
ISTEP OVERALL	47%	55%	39%	58%	32%	n/a
3rd	42%	64%	44%	n/a	n/a	n/a
4th	45%	37%	29%	n/a	n/a	n/a
5th	49%	63%	40%	50%	n/a	n/a
6th	53%	58%	44%	67%	n/a	n/a
7th	n/a	n/a	n/a	50%	27%	n/a
8th	n/a	n/a	n/a	63%	38%	n/a
Black	32%	52%	18%	57%	27%	12%
Hispanic	48%	61%	57%	64%	36%	24%
White	48%	54%	39%	55%	34%	18%
Multi- racial	54%		47%		38%	
Free/Red	46%	53%	41%	56%	33%	17%
Sp Ed	16%	31%	18%	0%	6%	5%
ELL	n/a	54%	51%	n/a	18%	21%
ECA**				30%	18%	17%
* ISTEP data for 6th grade only						
** ECA data broken down only for Manual HS						

## Attachment 6b - Achievement

SCHOOL	W. McKinley IPS #39*	F. Douglass IPS #19*	J. Garfield IPS #31*	Fountain Sq Academy	Emma Donnan IPS #572	Manual High School (IPS)
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ELL	n/a	54%	51%	n/a	18%	21%
ECA**				30%	18%	17%
* ISTEP data for 6th grade only						
** ECA data broken down only for Manual HS						

*8. Calendar and Daily Schedule:*

*Create a table, Table 8, to show how you will maximize academic learning time.  
Include information concerning:*

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

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

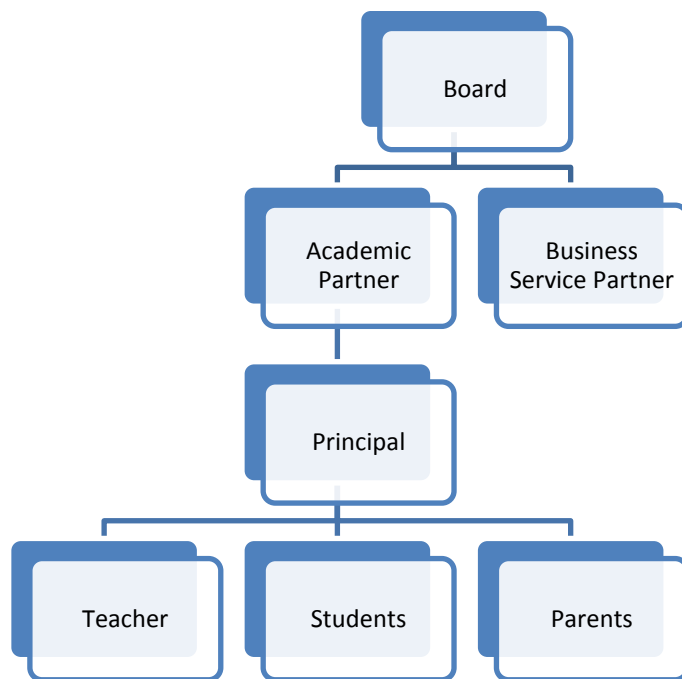
**TABLE 12F: PERSONNEL FOR SPECIAL POPULATIONS**

<b>POSITION*</b>	<b>RESPONSIBILITIES</b>	<b>SALARY</b>	<b>BUDGET LINE</b>
Special education teacher	Evaluating, teaching, supporting and creating IEP's for students.	\$40,000	II. Expenditures A. Employee Salaries Special Education Teachers
Special education teacher	Evaluating, teaching, supporting and creating IEP's for students.	\$40,000	II. Expenditures A. Employee Salaries Special Education Teachers
Special Education Director (part-time)	Hiring, training, oversight, quality control, compliance with state and federal law, etc.	Service provided by GEO Foundation	II. Expenditures E. Service Contracts Academic Services

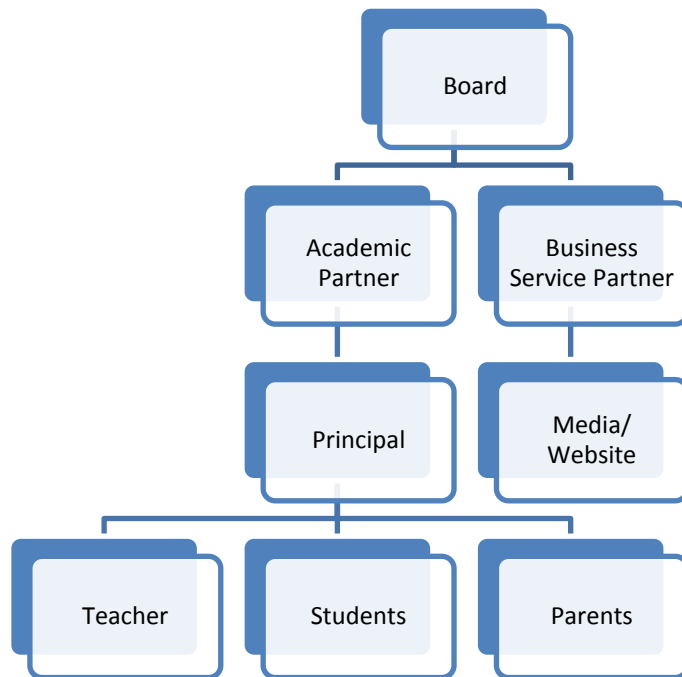
- number of staff is dependent on enrollment and IEPs



***Table 19a: Organizational Structure***



***Table 20b: Flow of Information***



**ARTICLES OF INCORPORATION**  
**OF**  
**SOUTHSIDE CHARTER SCHOOL, INC.**

**ARTICLE I**

**Name**

The name of the Corporation is Southside Charter School, Inc.

**ARTICLE II**

**Classification of Corporation**

The Corporation is a public benefit corporation.

**ARTICLE III**

**Purposes and Powers**

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

(a) To further advance and support the charitable purposes of the Greater Educational Opportunities Foundation, Inc. through various means which may include, but not be limited to the following:

(i) Operating a charter school(s) in the state of Indiana in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code 20-5.5, et. seq., as amended,

(ii) Supporting said charter school(s) by recruiting, cultivating, and maintaining local community leadership to advise and govern the Corporation,

(iii) Receiving and disbursing funds to support the operation of said charter school(s), and,

(iv) Educating the general public and parents of prospective students about said charter school(s) and other educational opportunities available; and

(v) To organize and operate (a) school(s) serving students within the State of Indiana pursuant to a Charter School Agreement by and between Ball State University and the Corporation;

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

Notwithstanding the foregoing, the Corporation is organized and at all times thereafter will be operated, exclusively for the benefit of, to perform the functions of, or to carry out the charitable and educational purposes of Greater Educational Opportunities Foundation, Inc. (hereinafter referred to as the "Supported Organization"). Nothing in these Articles empowers the Corporation to engage in activities which are not in furtherance of the above-mentioned purposes, and the Corporation may not operate to support or benefit organizations other than the Supported Organization.

### Section 3.2. Nonprofit Purposes.

(a) The Corporation is organized and operated exclusively for charitable and educational purposes and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 3.1.

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

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

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

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

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

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

(b) To engage in transactions, financial or otherwise, with a class of nonprofit corporations exempt from Federal taxation pursuant to Section 501(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws. Such transactions shall include, but not be limited to, the transfer of assets, bargain sales, the borrowing or leasing of employees, the sharing of goods or services, the guarantee of the payment of principal, interest or other payment in whatever form on obligations evidenced by any form of indebtedness, and the guarantee of performance of any obligation of any member of said class of non-profit organizations. Each member of said class shall be affiliated with the Corporation by:

(i) Supporting the Corporation, being supported by the Corporation, or supporting or being supported by the same corporation or corporations as the Corporation pursuant to Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii) Being described in Sections 501(c)(20) or 501(c)(25) of the Internal Revenue Code of 1986, as amended, or in corresponding provisions of any subsequent Federal tax laws, by paying over its income, less expenses, to the Corporation or to an organization described in Section 3.3(b)(i).

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

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

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

(a) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the taxes on undistributed income imposed by

Section 4942 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

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

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

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

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

#### **ARTICLE IV**

##### **Distribution of Assets on Dissolution**

In the event of the complete liquidation or dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation as follows:

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

Second, all remaining assets should be distributed to the Supported Organization for nonprofit educational purposes, so long as the Supported Organization is in existence and is an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws;

Third, in the event that the Supported Organization is not as described in the previous sentence, then all remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall determine; and

Fourth, any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

## **ARTICLE V**

### **Term of Existence**

The Corporation shall have perpetual existence.

## **ARTICLE VI**

### **Registered Office and Registered Agent**

Section 6.1: Registered Office and Registered Agent: The registered office and agent are as follows:

Dana Johnson  
333 N Pennsylvania, Suite 1000  
Indianapolis, IN 46204

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

333 N. Pennsylvania, Suite 1000  
Indianapolis, IN 46204

## **ARTICLE VII**

### **No Members**

The Corporation shall have no members.

## **ARTICLE VIII**

### **Board of Directors**

Section 8.1 Number and Term of Office. The number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation; provided, however, that the minimum of directors shall be three (3). The term of office of a director shall be as specified in the Bylaws; provided, however, that the term of an elected director shall not exceed five (5)

years. Directors may be elected for successive terms. Terms of office of directors may be staggered as specified in the Bylaws.

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

## **ARTICLE IX**

### **Name and Address of Incorporator**

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

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

## **ARTICLE X**

### **Indemnification**

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

- (a) a member of the Board of Directors of the Corporation,
- (b) an officer of the Corporation, or
- (c) while a director or officer of the Corporation, serving at the Corporation's request as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan or other enterprise, whether for profit or not (each an "Indemnatee"), against all liability incurred by such person in connection with the proceeding; provided that it is determined in the specific case that indemnification of such person is permissible in the circumstances because such person has met the standard of conduct for indemnification specified in the Act. The Corporation shall pay for or reimburse the reasonable expenses incurred by an Indemnatee in connection with any such proceeding in advance of final disposition thereof in accordance with the procedures and subject to the conditions specified in the Act. The Corporation shall indemnify as a matter of right an Indemnatee who is wholly successful, on the merits or otherwise, in the defense of any such proceeding against reasonable expenses incurred by the person in connection with the proceeding without the requirement of a determination as set forth in the first sentence of this paragraph.



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

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

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

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

Section 10.3: Definitions. For purposes of this Article:

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

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

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

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

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

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

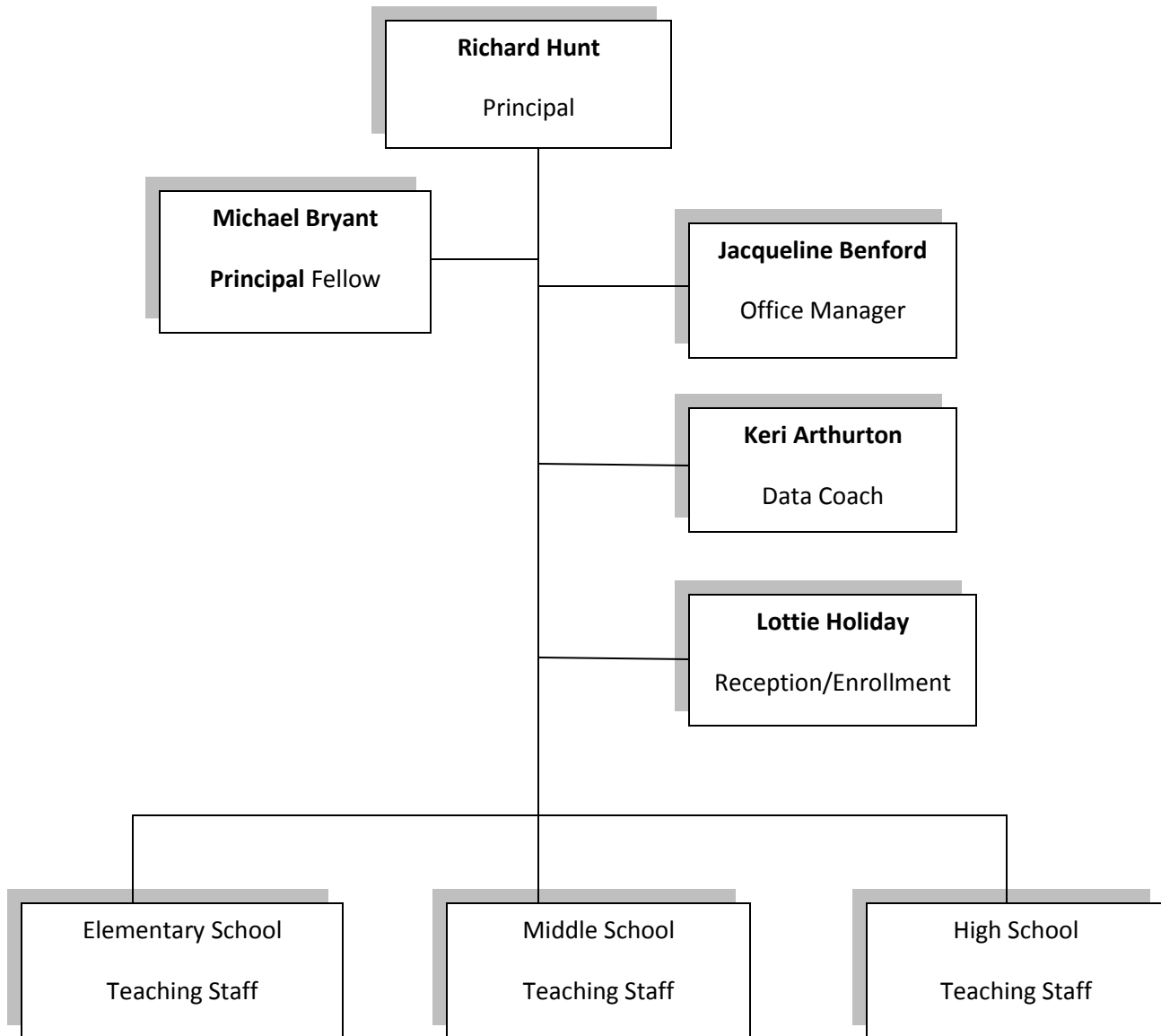
IN WITNESS WHEREOF, the undersigned incorporator executes these Articles of Incorporation and verifies subject to penalties of perjury that the facts contained herein are true.

Dated this 13<sup>th</sup> Day of September, 2011.

\_\_\_\_\_  
(written signature)

Dana L Johnson  
(printed signature)

Attachment 21e – Organizational Chart



Dr. Percy Clark, Jr.  
5901 Silas Court  
Carmel, Indiana 46033  
Telephone: 317-815-1880

### Personal Data

**Born:** July 21, 1942, Chicago, Illinois  
**Married:** March 19, 1965 to the former Carol Sue Christophersen  
**Children:** One son, Mark; two daughters, Michelle and Nicole

### Education

Certificate	Postdoctoral Work, Columbia University, New York, New York,	1980
Ph. D.	Educational Administration, University of Michigan, Ann Arbor, Michigan.	1978
M. A.	Counseling and Personnel Services, Western Michigan University Kalamazoo, Michigan,	1969
B. A.	Western Michigan University, Kalamazoo, Michigan,	1964

### Professional Experience

2007-	Executive Vice President The Leona Group Lansing, Michigan (Charter Schools)
2001 - 2007	Superintendent of Schools, Pasadena Unified School District Pasadena, California
1999 - 2001	Regional Operations Vice President, Schools Division Edison Schools Inc. Michigan - 19 Charter and Partnership Schools
1998 - 1999	Operations Vice President, Schools Division Edison Schools Inc. Illinois - Michigan (Charter Schools)
1996 - 1998	Director - Education Initiatives, Ball Foundation, Glen Ellyn, Illinois
1982 - 1996	Superintendent of Schools, Metropolitan School District of Lawrence Township, Indianapolis, Indiana

	Adjunct Professor, Butler University Indianapolis, Indiana
1978 - 1982	Assistant Superintendent, Shaker Heights City School District, Shaker Heights, Ohio
1972 - 1978	Director of Student Services, Kalamazoo Public School System, Kalamazoo, Michigan
1969 - 1972	Elementary School Principal, Kalamazoo Public School System, Kalamazoo, Michigan
1968-1969	Inservice Coordinator, Kalamazoo Intermediate School District, Kalamazoo, Michigan
1964 - 1968	Elementary and Secondary Classroom Teacher, Portage Public School System, Portage, Michigan

#### Honors

ET3 TEC Champion Award, Leaders Inventing Equitable Futures	2005
Technology to Empower Community Champion Award	2005
James Coday Alliance for Arts Education Certificate of Appreciation	2004
New Dawn Award of Community Service	2004
The City of West Covina Martin Luther King Award	2003
Outstanding Educator, Scott UMC/Aspires West Pasadena	2003
Recognition Award, California State Board of Equalization	2002
Prestigious Award, Women in Action	2002
Alkebu-lan Humanitarian Award	2002
Honorary Freedom Fighter Certificate, Martin Luther King Jr. Community Coalition	2002
Indiana Christian Leadership's, Martin Luther King, Jr. Award for Education	1993
Year of the Child Award, Indianapolis Urban League,	1988
Outstanding Christian Men's Service Award	1988

Great Men in 1988 Award, Light of the World Christian Church	1988
Center for Leadership Development, Achievement in Education Award	1985
Scroll of Honor Achievement Award, Omega Psi Phi Fraternity	1984
Sagamore of the Wabash Award, Conferred by Indiana Governor Robert Orr	1984
Key to the City of Indianapolis, Presented by Mayor William H. Hudnut III	1984
Listed as one of the 100 North America's Top Executive Educators, Executive Educator	1984
Educator of the Year Award, Association for Loan Free Education (ALFE)	1983
Listed in Who's Who in America	1982
Educator's Award, Concerned Parents of Shaker Heights, Inc.	1982

#### State and National Committees

International Board Member of Junior Achievement  
 Chairman of the Pasadena Rotary Teacher of Excellence Award  
 President of the African American Superintendents of California  
 Member of the Boy Scout Council of America  
 Chairman of the Indiana University  
     Public School Partnership Board of Directors  
 Chairman of the Statewide Hoosier for Excellence Scholarship Program  
     appointed by Senator Richard Lugar  
 Chairman of American Association of School Administrators  
     Minority Affairs Committee  
 Chairman for the City of Indianapolis Detoxification Task Force  
 Chairman for the City of Indianapolis Drug Task  
 Chairman of the Federal Relations Committee for the Indiana Association of  
     Public School Superintendents  
 Merit Selection Commission on Federal Judicial Nominations  
 Indiana Curriculum Advisory Council  
 Ohio State Department of Education  
     Committee on Minimum Competencies  
 Michigan State Department of Education  
     Task Force on Desegregation

Michigan State Department of Education  
Committee on Minimum Competencies.  
Michigan Middle Cities Education Association  
Health, Education and Welfare (HEW) Task Force on Single Families

**Professional Affiliations**

Horace Mann Society  
Association of California School Administrators  
American Association of School Administrators (AASA)  
Indiana Association of Public School Superintendents (IAPSS)  
Indiana School Boards Association (ISBA)  
National Association of Black School Educators (NABSE)  
Association for Supervision and Curriculum Development  
(ASCD)  
American Association for Counseling and Development (AACD)  
National Association for Pupil Personnel Administrators  
(NAPPA)

**Civic Responsibilities**

Pasadena Education Foundation  
Pasadena Rotary  
NAACP  
Urban League  
Board of Directors:  
First American Bank - Indianapolis  
Walker Research, Inc.  
M.S.D. of Lawrence Township Foundation, Inc.  
Greater Indianapolis Progress Committee  
City of Indianapolis Human Relations Council  
Greater Indianapolis Commission on Youth  
Private Industry Council  
Community Service Council  
Junior Achievement  
Indianapolis Comcast Cablevision  
United Way  
Community Hospital North  
Boys' Clubs of America  
Western Michigan University Alumni  
Riley Memorial Hospital  
University of Southern Indiana Board of Trustees

Midwest Training Center for Drug Free Schools and  
Communities  
Citizens Gas  
Bank One  
Indianapolis Commission of African American Males  
The Accordia Group

**Educational Achievements in Pasadena Unified School District**

**Leadership:**

- Developed with the Board of Education in 2001 the Mission, Vision and Goals for the District
- Developed and implemented with the Board the Strategic Plan with Aim of Raising the Bar and Closing the Gap
- Developed with the Board a Balanced Scorecard connected to the goals of the district

**Curriculum:**

- Instituted uniform curriculum standards, texts and assessments
- Established Accountability Timelines
- Established Interventions (Saturday School, Secondary Literacy)
- Standards Based Elementary Report Card
- In 2001 upon my arrival, three schools were scoring above 700 API; in 2004, 14 schools were scoring above 700 API and in 2005, 19 schools were scoring above 700 API
- In 2005 of school districts with more than 15,000 tested students, Pasadena was in second place with an API gain of 31 points

**Administration and Staff Development:**

- Recruited experienced, enthusiastic principals who are instructional leaders
- Increased the percentage of fully credentialed teachers by over 20% since 2001, winning an award in 2002-03 for the largest gain in Los Angeles County
- Provided professional staff development AB466 in literacy for over 90% of the teachers in Pasadena Unified School District

**Presentations:** (Selected List)

Title One Achieving Schools Conference

Reading First Panel

National Forum on Excellence, Indianapolis, Indiana



Served on Panel with the Secretary of Education and Governor Robert D. Orr

American Association of School Administrators (AASA) "I Care Conference" Washington, D.C.

Indiana Personnel and Guidance Association (IPGA) Indianapolis, Indiana

National Home Economics Conference Indianapolis. Indiana and Cedar Rapids, Iowa

American Association of School Administrators (AASA) Anchorage, Alaska

American Association of School Administrators Annual Conference Las Vegas, Nevada and Orlando, Florida

National School Boards Association Conference Anaheim, California

Town meeting for the National Conference for Educating Black Children: The Many Faces of Education - Their Implications for Black Children Indianapolis Junior League 1994

St. Joseph's College Presentation to Minority Students, 1994

Presentation to Education Students, 1994

IBM Conference in Technology and the International School, 1995

American Association of School Administrators Conference on the International School, 1995.

4-H Rotary Presentations - Operation 911: Rescuing the Village, 1994

School of Education Annual Alumni Conference, IUPUI "The 3-Ds of the Educational Environment: Diverse, Demanding, and Delightful" Sermon, Fall Creek Baptist Church, 1994

Indianapolis Life, Leadership Seminar, 1994

Alliance of Business Leaders and Educators, 1994

Butler University Minority Administrator Program, 1994

**Media Experience:** Television

"Conversations with Clark," Channel KLRN, Pasadena, California

"Views & Visions," Channel 4, Indianapolis, Indiana

"Today in Indiana," Channel 4, Indianapolis, Indiana

"A.M. Indiana," Channel 13, Indianapolis, Indiana

"In Touch," Comcast Cablevision, Indianapolis, Indiana

"Clark's Commentary," Comcast Cablevision, Indianapolis, Indiana Radio

"Gary's Place," WIBC Radio Station, Indianapolis, Indiana

**Educational Achievements in Settings Outside the School District Structure**

The Ball Foundation/Edison Schools Inc.

Founded six charter schools in a variety of settings; established schools in Urban/Suburban sites, with middle-high and low socioeconomic populations. The teachers' groups consisted of non-Union and high-Union activity sites. The schools had private foundation backing or for-profit business support. The states of Michigan, Arizona, Illinois with a variety of charter laws served as the locations for these schools. The experience of easy recruitment of students to highly competitive student recruitment settings was present in both opportunities. The clients included in our targets were both easy to please customers with poor functioning schools in their communities to hard to please customers with high level schools already present in their communities.

Established 30 partnership/collaborative schools in the same variety of settings - clearly starting is only the first step. Articulated and modeled high expectations in all these settings, even in the first year of operation. There was a focus on student academic achievement at all sites in every way possible. Engaged non-traditional support for these sites for academic achievement. Connected these sites to other schools, agencies, institutions to continue to roll-out what they learned and learn from others. Developed a reputation for delivering what is promised.

## CHART 22a: FIRST-YEAR STAFFING

CATEGORY	POSITION	2012-13 FTE
ADMINISTRATION	Principal	1.0
	Assistant Principal	1.0
	Office/Business Manager	1.0
	Administrative Assistant	0.0
STUDENT SERVICES	Special Education Teacher	3.0
	Related Classes (Art, Music, etc)	3.0
	College Counselor	1.0
LICENSED TEACHERS	Literacy/Math Coach	2.0
	Middle School (6th - 8th)	5.0
	High School (9th - 12th)	5.0
CLASSROOM AIDES	Middle School (6th - 8th)	3.0
	High School (9th - 12th)	3.0

## **Carlotta Kozlowicz Coopriders**

3732 Owster Lane  
Indianapolis, IN 46237  
(317) 319-0994  
[drcoopriders@gmail.com](mailto:drcoopriders@gmail.com)

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### **Education & Professional Development**

Ed.D Adult, Higher, and Community Education, Ball State University	July 2007
M.S. Elementary Education, Ball State University	August 2001
Gifted and Talented Education Endorsement, Ball State University	June 2001
B.S. Elementary Education, Ball State University	December 1987
"8 Step Certification," Indiana Department of Education	February 2011

### **Professional Summary**

#### **Greater Educational Opportunities ("GEO") Foundation**

**March 2011 to Present**

##### **Education Consultant**

Provides teacher evaluation and teacher observation services to a major Charter School authorizer in the Greater Indianapolis area. The GEO Foundation has positioned itself to be a major stakeholder in the charter school movement. It currently operates three schools in Indiana, one in Colorado, and two new ones are scheduled to open: one in Gary and the other in South Bend.

#### **University of Phoenix**

**May 2010 to Present**

##### **Faculty - College of Education**

Delivers foundation of teaching and methods courses to undergraduate and graduate students enrolled at the University of Phoenix Indianapolis campus.

#### **Indianapolis Metropolitan Charter High School**

**May 2007 to March 2011**

##### **Principal**

Administrative and operational leader of high school serving 432 students with 33 faculty members. The school offers Grades 9 to 12 and each student has an individual learning plan. Students work at their own pace in small classes and may take dual-credit college courses and learn through internships. The school's mission has been to promote "relevance, relationship and rigor" in its academic programming. Thirty-three percent of the students have special needs and 97% receive free-and-reduced lunch. At graduation 92% of students had been accepted to a postsecondary institution. Prior to Metropolitan, served as a Big Picture Grade Level Principal from 2007 to 2009.

- Experienced at recruiting, hiring, mentoring and evaluating a top-tier staff
- Committed to student-centered instruction and job embedded professional development
- Hands-on teacher professional development instructor and coach
- Personally accountable for student achievement results, faculty readiness and systems efficacy
- Increased End-Of-Course Assessment Scores for Algebra I by 22% and English 10 by 18%
- Utilized project based learning (PBL) method with success

- Spearheaded grant application and received 2.2 million dollar School Improvement Grant 1003 (g) from Indiana Department of Education
- Co-authored charter renewal application; received full 7 year charter renewal from the Mayor's Office of Education Innovation
- Directed digital learning initiative at the school
- Skilled public speaker, advocate and communicator
- Entrepreneurial; motivated by the desire to succeed and to do whatever is needed to achieve results

### **Ball State University**

**March 2004 to May 2007**

#### **Project Manager**

Key driver, on behalf of the College of Humanities at Ball State University, of all logistics and strategic activities related to administration of Lumina Foundation for Education Grant.

- Managed a full-time staff of five and 10 part-time graduate assistants
- Coordinated full menu of wrap-around services to support students-at-risk
- Served as public advocate for students-at-risk at local, state, and national levels
- Implemented a graduation coaching program at Ball State University to identify and support at-risk college students with graduation-readiness as a goal
- Created sustainability plan for Guardian Scholars Program
- Served as statewide advocate for the Orphans Foundation Association Education and Training Vouchers
- Published "Jump to College" state resource manual

### **Ball State University**

**August 2002 to May 2004**

#### **Indiana Academy Instructor**

Taught social studies and interdisciplinary economics and literature courses to students in grades 9-12 at residential gifted high school. Recruited by partner school, Burris Laboratory School (Grades K to 8) to provide college training for teachers and serve as strategic advisor on the leadership team. Focused on the Gifted Education curriculum.

### **Westfield Washington School Corporation**

**August 1996 to June 2002**

#### **Lead Teacher**

Lead Teacher for 5<sup>th</sup> and 6<sup>th</sup> grade high-ability students.

## **Honors & Presentations**

### **Honors**

- Lumina Foundation for Education Sustainability, Award Recipient, 2006
- Delaware County Community Foundation, Award Recipient, 2005
- Indiana Department of Education, Gifted/Talented Education, Scholarship Recipient, 1999, 2000, and 2001
- Westfield Washington Foundation, Scholarship Recipient, 2002
- Outstanding Education Fellowship Award, Indiana Academy for Science, Math, and Humanities located at Ball State University 2003

### **Presentations**

- Casey Family Programs, National Conference Presenter, 2006, 2007
- Indiana Pathways to College Network, Conference Presenter, 2004, 2005
- Indiana Financial Aid Association, Conference Presenter, 2004
- Breaking the Cycle Forum, Conference Presenter, 2004

- Child Welfare League of America, Conference Presenter, 2004
- “Differentiated Instruction Summer Seminars,” Hamilton County School Corporations, sponsored by the Center for Gifted Studies & Talent Development at Ball State University, Conference Presenter, 2003
- Indiana Association for the Gifted, Conference Presenter 2001-2003
  - Anchoring Activities , 2001
  - Web Quests, 2002
  - Socrates Café, 2003
- Ball State Share-In, Conference Presenter 2000, 2001, and 2002
  - Teacher Roundtable Series 2000, 2001, and 2002

### **Professional Associations**

United Way of Central Indiana, “Connected by 25,” Board Member  
 Indianapolis Private Industry Council, Inc. (IPIC) Neighborhood Development, Board Member  
 Association for Supervision and Curriculum Development  
 Ball State University Women’s Club  
 Child Advocates, Inc.  
 Hamilton Centers Youth Service Bureau  
 Indiana Association for Adult and Continuing Education  
 Indiana Association of School Principals  
 Phi Kappa Phi  
 Pi Lambda Theta  
 National Association for Gifted Children

**References available upon request**

## CHART 22b: STAFFING PROJECTIONS

CATEGORY	POSITION	2013-14	2014-15	2015-16	2016-17
		FTE	FTE	FTE	FTE
ADMINISTRATION	Principal	1.0	1.0	1.0	1.0
	Assistant Principal	1.0	1.0	1.0	1.0
	Office/Business Manager	1.0	1.0	1.0	1.0
	Administrative Assistant	1.0	1.0	1.0	2.0
STUDENT SERVICES	Special Education Teacher	4.0	4.0	5.0	6.0
	Related Classes	3.5	4.0	4.0	5.0
	College Counselor	1.0	1.0	1.0	1.0
LICENSED TEACHERS	Math/Lang Arts Coach	2.0	2.0	3.0	3.0
	Junior High (7th - 9th)	6.0	7.0	8.0	8.0
	High School (10th - 12th)	6.0	7.0	8.0	8.0
CLASSROOM AIDES					
	Junior High (7th - 9th)	3.0	3.0	4.0	4.0
	High School (10th - 12th)	4.0	4.0	4.0	5.0

<b>INCOME</b>					
<b>Cash In -- Funding Source</b>	<b>Budget Amount</b>	<b>Description: Specific Source</b>			
State Grants (Please Describe)					
Other Grants (Please Describe)	175,000	Public Charter School Program Grant (Federal Start-Up Grant)			
Investment Earnings					
Donations/Gifts (Please Describe)					
Other (Please Describe)					
<b>TOTAL CASH IN (INCOME)</b>	175,000				
<b>EXPENSES</b>					
<b>Expenditure</b>	<b>Budget Amount</b>	<b>Description: Assumptions</b>			
Legal	15,000				
Accounting and Consulting	15,000				
Filing	500				
Fundraising					
Marketing: Including Printing and Postage	40,000				
Rent: Office Space and Utilities	10,000				
Supplies	4,500	Office supplies, furniture			
Equipment	10,000	laptops			
Labor	80,000	principal trainee, marketing			
Other (Please Describe)					
<b>TOTAL EXPENSES</b>	175,000				





Property & Casualty Insurance														
Property & Inland Marine														
Theft Insurance														
Treasurer Bonds														
Umbrella/excess Liability														
Vehicle Insurance														
Worker's Compensation Insurance														
Other Insurance Expense (Please Describe)														
<b>Total Insurance</b>			<b>20,000</b>											<b>20,000</b>
<b>E. Service Contracts</b>														
Academic Services		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Business Services	HR, IT, Legal, Finance/Accounting, Special Ed, Marketing, Operations	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
Accounting & Payroll Services	payroll processing	583	583	583	583	583	583	583	583	583	583	583	583	7,000
Consulting Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Data Processing Services	incl in Business Sv.	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental & Lease		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service Contract			14,545	14,545	14,545	14,545	14,545	14,545	14,545	14,545	14,545	14,545	14,545	160,000
Legal Services	incl in Business Sv.	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA Related Services		3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Professional & Technical Services	incl in Business Sv.	-	-	-	-	-	-	-	-	-	-	-	-	-
Pupil Transportation Contract		5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
College Program (tuition/textbooks)			10,000		-	-	-	-	10,000		-	-	-	20,000
Security Services		583	583	583	583	583	583	583	583	583	583	583	583	7,000
Athletic Coaching Stipends			7,500		-	-	-	-	7,500		-	-	-	15,000
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Service Contracts		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Service Contracts</b>		<b>31,583</b>	<b>63,629</b>	<b>46,129</b>	<b>46,129</b>	<b>46,129</b>	<b>46,129</b>	<b>46,129</b>	<b>63,629</b>	<b>46,129</b>	<b>46,129</b>	<b>46,129</b>	<b>46,129</b>	<b>574,000</b>
<b>F. Supplies &amp; Materials</b>														
Advertising (PCSP)		30,000								10,000				40,000
Computer Software (PCSP)		60,000												60,000
Custodial Supplies		583	583	583	583	583	583	583	583	583	583	583	583	7,000
Instructional Supplies (PCSP)		40,000												40,000
Library Books														
Office Supplies & Expense		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Postage		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Printing														
Subscriptions														
Extracurricular Activities			5,000	5,000				5,000	5,000					20,000
Testing & Evaluation Supplies								4,000						4,000
Core Knowledge/PLTW		50,000												50,000
Textbooks		70,000												70,000
Other Supplies & Materials	Title I support		15,000					5,000						20,000
<b>Total Supplies &amp; Materials</b>		<b>252,667</b>	<b>22,667</b>	<b>7,667</b>	<b>2,667</b>	<b>2,667</b>	<b>2,667</b>	<b>16,667</b>	<b>7,667</b>	<b>12,667</b>	<b>2,667</b>	<b>2,667</b>	<b>2,667</b>	<b>336,000</b>
<b>G. Capital Outlay</b>														
Computer Hardware	offset by E-rate	70,000												70,000
Computer Software														
Office Furniture & Equipment (PCSP)		15,000												15,000
Instructional Furniture & Equipment (PCSP)		45,000												45,000
Vehicles														
Land Purchases														
Improvements & Alterations														
Other Capital Outlay														
<b>Total Capital Outlay</b>		<b>130,000</b>												<b>130,000</b>
<b>H. Other Expenditures</b>														
Audit Expense														
Dues & Fees		167	167	167	167	167	167	167	167	167	167	167	167	2,000
Judgments														
Debt Services														
Travel Expense/Mileage														
Reimbursement														
Field Trips			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Washington DC/Chicago/NY Trips														
Temp Cash Loan Repay					25,000	25,000	25,000			75,000		25,000	25,000	200,000
Payments to an EMO														
BSU Administrative Fee		5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	64,800
<b>Total Other Expenditures</b>		<b>5,567</b>	<b>6,567</b>	<b>6,567</b>	<b>31,567</b>	<b>31,567</b>	<b>31,567</b>	<b>6,567</b>	<b>6,567</b>	<b>81,567</b>	<b>6,567</b>	<b>31,567</b>	<b>30,567</b>	<b>276,800</b>
<b>TOTAL EXPENDITURES</b>		<b>574,207</b>	<b>268,152</b>	<b>215,652</b>	<b>235,652</b>	<b>235,652</b>	<b>235,652</b>	<b>224,652</b>	<b>233,152</b>	<b>295,652</b>	<b>210,652</b>	<b>235,652</b>	<b>233,752</b>	<b>3,198,480</b>
<b>REMAINING CASH BALANCE (DEFICIT)</b>		<b>5,793</b>	<b>18,096</b>	<b>32,898</b>	<b>27,701</b>	<b>22,503</b>	<b>17,305</b>	<b>23,108</b>	<b>20,410</b>	<b>15,213</b>	<b>35,015</b>	<b>29,818</b>	<b>26,520</b>	<b>26,520</b>



General Liability Insurance														
Health Insurance														
Property & Casualty Insurance														
Property & Inland Marine														
Theft Insurance														
Treasurer Bonds														
Umbrella/excess Liability														
Vehicle Insurance														
Worker's Compensation Insurance														
Other Insurance Expense (Please Describe)														
<b>Total Insurance</b>			<b>22,000</b>											<b>22,000</b>
<b>E. Service Contracts</b>														
Academic Services		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Business Services	<b>HR, IT, Legal, Finance/Accounting, Special Ed, Marketing, Operations</b>	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
Accounting & Payroll Services	<b>payroll processing</b>	583	583	583	583	583	583	583	583	583	583	583	583	7,000
Consulting Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Data Processing Services	<b>incl in Business Sv.</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental & Lease		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service Contract		15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000
Legal Services	<b>incl in Business Sv.</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA Related Services		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Professional & Technical Services	<b>incl in Business Sv.</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
Pupil Transportation Contract		6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	72,100
College Program (tuition/textbooks)			10,000							15,000				25,000
Security Services		583	583	583	583	583	583	583	583	583	583	583	583	7,000
Athletic Coaching Stipends			10,000							10,000				20,000
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Service Contracts		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Service Contracts</b>		<b>47,175</b>	<b>67,175</b>	<b>47,175</b>	<b>47,175</b>	<b>47,175</b>	<b>47,175</b>	<b>47,175</b>	<b>72,175</b>	<b>47,175</b>	<b>47,175</b>	<b>47,175</b>	<b>47,175</b>	<b>611,100</b>
<b>F. Supplies &amp; Materials</b>														
Advertising (PCSP)		20,000							20,000					40,000
Computer Software (PCSP)		50,000												50,000
Custodial Supplies		667	667	667	667	667	667	667	667	667	667	667	667	8,000
Instructional Supplies (PCSP)		30,000							10,000					40,000
Library Books														
Office Supplies & Expense		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Postage		458	458	458	458	458	458	458	458	458	458	458	458	5,500
Printing														
Subscriptions														
Extracurricular Activities			5,000	5,000				5,000	5,000					20,000
Testing & Evaluation Supplies								4,000						4,000
Textbooks		60,000												60,000
Other Supplies & Materials	<b>Title I support</b>	20,000						8,000						28,000
<b>Total Supplies &amp; Materials</b>		<b>182,792</b>	<b>7,792</b>	<b>7,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>29,792</b>	<b>27,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>275,500</b>
<b>G. Capital Outlay</b>														
Computer Hardware (PCSP)	<b>offset by E-rate</b>	50,000												50,000
Computer Software		-												
Office Furniture & Equipment		5,000												5,000
Instructional Furniture & Equipment		10,000												10,000
Vehicles		-												
Land Purchases		-												
Improvements & Alterations		-												
Other Capital Outlay		-												
<b>Total Capital Outlay</b>		<b>65,000</b>												<b>65,000</b>
<b>H. Other Expenditures</b>														
Audit Expense				2,000										2,000
Dues & Fees	166.67	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Judgments														
Debt Services														
Travel Expense/Mileage														
Reimbursement														
Field Trips		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Washington DC/Chicago/NY Trips				10,000			10,000			10,000				30,000
Temp Cash Loan Repay					20,000	50,000								70,000
Payments to an EMO														
BSU Administrative Fee	5,850	5,850	5,850	5,850	5,850	5,850	5,850	5,850	5,850	5,850	5,850	5,850	5,850	70,200
<b>Total Other Expenditures</b>		<b>6,017</b>	<b>7,017</b>	<b>9,017</b>	<b>17,017</b>	<b>27,017</b>	<b>67,017</b>	<b>7,017</b>	<b>7,017</b>	<b>17,017</b>	<b>7,017</b>	<b>7,017</b>	<b>6,017</b>	<b>184,200</b>
<b>TOTAL EXPENDITURES</b>		<b>500,314</b>	<b>304,314</b>	<b>244,314</b>	<b>247,314</b>	<b>257,314</b>	<b>297,314</b>	<b>264,314</b>	<b>287,314</b>	<b>247,314</b>	<b>237,314</b>	<b>237,314</b>	<b>235,314</b>	<b>3,359,768</b>
<b>REMAINING CASH BALANCE (DEFICIT)</b>		<b>8,706</b>	<b>16,892</b>	<b>35,078</b>	<b>50,264</b>	<b>75,450</b>	<b>40,636</b>	<b>38,822</b>	<b>14,008</b>	<b>84,194</b>	<b>109,380</b>	<b>134,566</b>	<b>161,752</b>	<b>135,232</b>

Budget Schedule 25 C						
Projected Five Year Cash Flow						
School Name: Southside Charter School						
	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
Dates Covered	Approval - June 30, 20	July 1, 2012 - June 30, 2013	July 1, 2013 - June 30, 2014	July 1, 2014 - June 30, 2015	July 1, 2015 - June 30, 2016	July 1, 2016 - June 30, 2017
Projected Enrollment		300	350	410	475	550
Minimum enrollment for financial viability		250	250	250	250	250
CARRY OVER			26,520	161,752	74,351	55,140
I. CASH IN (INCOME):						
Donations/Gifts		50,000	50,000	50,000	50,000	50,000
Food Service		160,000	190,000	220,000	250,000	320,000
Investment Earnings						
Loan From Common School Loan		1,080,000	180,000	100,000	240,500	100,000
Other Grants		595,000	640,000	460,000	510,000	550,000
State Grants		60,000	75,000	85,000	110,000	130,000
State Tuition Support		1,080,000	2,340,000	2,736,000	3,227,000	3,792,500
Transportation						
Other (Please Describe)		200,000	70,000	100,000	100,000	100,000
TOTAL CASH IN (INCOME):		3,225,000	3,545,000	3,751,000	4,487,500	5,042,500

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
II. EXPENDITURES:						
A. Employee Salaries						
Director/Principal		75,000	78,000	85,000	92,000	94,760
Assistant Principal		60,000	62,400	75,000	78,000	81,120
Other Administration - Business Manager		35,000	36,400	38,220	40,131	42,138
Classroom Assistants		120,000	144,800	169,144	198,218	230,147
Clerical		25,000	26,000	27,040	28,122	44,246
Counselor		45,000	46,800	49,140	51,597	100,000
Instructional Tech		30,000	31,200	55,000	57,200	59,488
Summer School Stipends			40,000	50,000	60,000	70,000
Consultants						
Librarians						
Overtime Expense						
Social Workers						
Substitute Teachers		9,000	10,000	12,000	15,000	17,000
Teachers		730,000	900,000	1,096,000	1,265,840	1,492,474
Technicians						
Temporary Salaries						
Other Human Resource Expense		10,000	30,000	40,000	50,000	60,000
Total Employee Salaries		1,139,000	1,405,600	1,696,544	1,936,108	2,291,373

B. Employee Benefits						
Group Dental Insurance		30,000	40,000	45,000	55,000	70,000
Group Health Insurance		100,000	120,000	150,000	190,000	240,000
Group Life Insurance						
Long-Term Disability Insurance						
Public Empl/Teacher Retirement		91,120	112,448	135,724	154,889	183,310
Social Security & Medicare		45,560	56,220	67,862	77,444	91,655
Unemployment Compensation		5,000	8,000	12,000	15,000	18,000
Workers Compensation		5,000	6,000	8,000	10,000	12,000
Other Employee Benefits						
Total Employee Benefits		276,680	342,668	418,585	502,333	614,965

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
C. Rental of Facilities & Utilities						
Electricity		45,000	46,350	48,204	50,132	52,137
Gas, Oil, or Steam Heat		20,000	20,600	21,424	22,281	23,172
Grass and Tree Services		10,000	10,300	10,712	11,140	11,586
Internet Access		20,000	20,600	21,424	22,281	23,172
Mortgage		275,000	275,000	275,000	325,000	325,000
Rent						
Repair & Maintenance Services		10,000	10,000	15,000	20,000	20,000
Telephone Long Distance		5,000	6,000	7,000	8,000	8,320
Trash Removal		4,000	4,500	4,680	4,867	5,062
Utilities						
Water & Sewer		12,000	14,000	14,560	15,142	15,748
Cleaning		45,000	46,350	48,204	50,132	52,137
Total Rent and Utilities		446,000	453,700	466,208	528,976	536,335
D. Insurance						
Board Errors and Omissions		20,000	22,000	25,000	30,000	33,000

General Liability Insurance						
Health Insurance						
Property & Casualty Insurance						
Property & Inland Marine						
Theft Insurance						
Treasurer Bonds						
Umbrella/excess Liability						
Vehicle Insurance						
Worker's Compensation Insurance						
<b>Total Insurance</b>		<b>20,000</b>	<b>22,000</b>	<b>25,000</b>	<b>30,000</b>	<b>33,000</b>

<i>E. Service Contracts</i>						
Academic Services		50,000	50,000	75,000	75,000	75,000
Business Services		200,000	200,000	225,000	250,000	250,000
Accounting & Payroll Services		7,000	7,000	10,000	10,000	10,000
Consulting Services						
Data Processing Services						
Equipment Rental & Lease						
Food Service Contract		160,000	180,000	200,000	240,000	310,000
Legal Services						
IDEA Related Svcs		45,000	50,000	60,000	70,000	80,000
Professional & Technical Services						
Pupil Transportation Contract		70,000	72,100	74,984	112,983	117,503
College Program		20,000	25,000	30,000	40,000	50,000
Security Services		7,000	7,000	8,000	8,500	9,000
Athletic Coaching Stip		15,000	20,000	22,000	30,000	35,000
Staff Development						
Other Service Contracts						
<b>Total Service Contracts</b>		<b>574,000</b>	<b>611,100</b>	<b>704,984</b>	<b>836,483</b>	<b>936,503</b>

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
<i>F. Supplies &amp; Materials</i>						
Advertising		40,000	40,000	15,000	15,000	15,000
Computer Software		60,000	50,000	20,000	20,000	20,000
Custodial Supplies		7,000	8,000	10,000	12,000	15,000
Instructional Supplies		40,000	40,000	20,000	30,000	35,000
Library Books						
Office Supplies & Expense		20,000	20,000	22,000	23,000	25,000
Postage		5,000	5,500	7,000	8,000	9,000
Printing						
Subscriptions						
Extracurric		20,000	20,000	25,000	27,000	30,000
Testing & Evaluation Supplies		4,000	4,000	5,000	5,000	6,000
Core Know.PTLW		50,000	50,000	50,000	50,000	50,000
Textbooks		70,000	60,000	60,000	60,000	40,000
Other Supplies & Materials		20,000	28,000	25,000	30,000	30,000
<b>Total Supplies &amp; Materials</b>		<b>336,000</b>	<b>325,500</b>	<b>259,000</b>	<b>280,000</b>	<b>275,000</b>

<i>G. Capital Outlay</i>						
Computer Hardware		70,000	50,000	20,000	100,000	40,000
Computer Software						
Office Furniture & Equipment		15,000	5,000	5,000	5,000	5,000
Instructional Furniture & Equipment		45,000	10,000	10,000	30,000	30,000
Vehicles						
Land Purchases						
Improvements & Alterations						
Other Capital Outlay						
<b>Total Capital Outlay</b>		<b>130,000</b>	<b>65,000</b>	<b>35,000</b>	<b>135,000</b>	<b>75,000</b>

<i>H. Other Expenditures</i>						
Audit Expense			2,000	3,000	3,000	3,000
Dues & Fees		2,000	2,000	3,000	3,000	3,000
Judgments						
Debt Services						
Travel Expense/Mileage						
Reimbursement						
Field Trips		10,000	40,000	45,000	55,000	65,000
Payment to an EMO						
Temp loan repay		200,000	70,000	100,000	100,000	100,000
BSU Administrative Fee		64,800	70,200	82,080	96,810	113,775
<b>Total Other Expenditures</b>		<b>276,800</b>	<b>184,200</b>	<b>233,080</b>	<b>257,810</b>	<b>284,775</b>

<b>TOTAL EXPENDITURES</b>		<b>3,198,480</b>	<b>3,409,768</b>	<b>3,838,401</b>	<b>4,506,711</b>	<b>5,046,950</b>
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<b>REMAINING CASH BALANCE (DEFICIT)</b>		<b>26,520</b>	<b>161,752</b>	<b>74,351</b>	<b>55,140</b>	<b>50,690</b>
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# Attachment 29d - Facilities Form

## Facilities

A. *School district in which the school will locate:*

Indianapolis Public Schools district.

B. *Geographic preference within the district:*

Near Southside.

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

1615 South Barth Avenue, Indianapolis, Indiana 46203

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

It is a stand-alone facility (no shared space) in a building that is shared with another charter school.

Space (Use blanks for additional needs)	Year One		Year Two		Year Three	
	Number	Average	Number	Average	Number	Average
		Size		Size		Size
Classrooms	22		22		24	
Offices	3		3		3	
Meeting/Counseling	4		4		4	
*Gym/Physical Fitness	1		1		1	
Kitchen	1		1		1	
*Dining	1		1		1	
*Performance/Auditorium	1		1		1	
Library						
Media						
Hallways	2		2		2	
Locker Space						
Restrooms	7		7		7	

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.

## Attachment 29d - Facilities Form

\*Gym, Dining, and Performance/Auditorium are semi shared. The actual gym and cafeteria spaces are separate, but they share common location in the building and are not separated by walls. Serving takes place in the gym area.

	Year One	Year Two	Year Three
Total Estimate Square Foot Requirements	30,000	30,000	30,000
Percent of budget dedicated to Facility Rental, Mortgage, and Construction/Renovation	8%	7%	7%
Number of Dollars per child dedicated to Facility Rental, Mortgage, and Construction/Renovation	\$915	\$785	\$680
Anticipated Annual Utility Budget	\$77,000	\$77,000	\$77,000

**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.**



### *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.*

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

**BYLAWS**  
**OF**  
**SOUTHSIDE CHARTER SCHOOL, INC.**

**ARTICLE I: General**

**Section 1: Name**

The name of the corporation is Southside Charter School, Inc. (the "Corporation").

**Section 2: Initial Registered Office and Initial Registered Agent**

The post office address of the Corporation's initial registered office is 333 N. Pennsylvania, Suite 1000, Indianapolis, IN 46204. The initial registered agent in charge of the initial registered office is Dana L. Johnson.

**Section 3: Fiscal Year**

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

**ARTICLE II: Board of Directors**

**Section 1: Directors**

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have no less than five members, and no more than eleven.

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

The initial Board of Directors shall be named by the Supported Organization, Greater Education Opportunities Foundation, and shall self-perpetuate thereafter.

**Section 2: Quorum and Approval of Actions**

A majority of the Directors must be in attendance at the beginning of a meeting to constitute a quorum for the transaction of any business properly to come before the Board of Directors. The approval of a majority of the Directors present at a meeting in which a quorum is present shall be considered the act of the Board of Directors.

Section 3: Regular Meetings

The Board of Directors shall hold a minimum of eight (8) regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transaction such business as properly may come before the Board.

Section 4: 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 IC 5-14-1.5-1), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board.

Section 5: Resignation, Removal, and Vacancies:

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

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

- (a) Violations of applicable law, including (but not limited to):
  - i. Violations of Indiana Charter School Law; and
  - ii. Actions that would jeopardize the tax-exempt status of the Corporation or the Supported Organization 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, as defined as absence from three consecutive meetings, or from at least 25% of such meetings within one 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 corporation (“EMO”) to manage the operations of the charter school for which the Corporation is responsible, (the “School”), no member of the Corporation’s Board of Directors 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 Vice-Chair, a Secretary, and a Treasurer. An officer may not simultaneously hold more than one office, with the exception of the Secretary/Treasurer offices. Each officer shall be elected by the Board of Directors and shall serve for one year, or until the officers successor is duly elected.

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 5. 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.

#### Section 2: Chair

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

#### Section 3: Vice Chair

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

#### Section 4: Secretary

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

#### Section 5: Treasurer

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

## ARTICLE IV: Conflicts of Interest

### Section 1: General Policy

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

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

### Section 2: Effect of Conflict Provisions

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

## ARTICLE V: Indemnification

### Section 1: Indemnification by Corporation

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

### Section 2: Definitions

- (a) As used in this Article V, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
  - (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or
  - (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
  - (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not her or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article V, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article V, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article V, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same without any payment or promise made to induce a settlement.

### Section 3: Entitlement to Indemnification

Every person claiming indemnification under this Article V (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article V and (b) the Board of Directors, appear before the referee and answer questions that the referee deems relevant and shall be giving ample opportunity to present to the referee evidence upon which her or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

#### Section 4: Relationship to Other Rights

The right of indemnification provided in this Article V shall be in addition to any rights to which any person may otherwise be entitled.

#### Section 5: Extent of Indemnification

Irrespective of the provisions of this Article V, the Board of Directors may, at any time, and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

#### Section 6: Purchase of Insurance

The Board of Directors is authorized and empowered to purchase insurance covering the Corporation’s liabilities and obligations under this Article V and insurance protecting the Corporation’s directors, officers, employees, agents or other persons.

### ARTICLE VI: Contracts, Checks, Loans, Deposits and Gifts

#### Section 1: Contracts

The Board of Directors may authorize one or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

#### Section 2: Checks

All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3: Loans

Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4: Deposits

All funds of the Corporation shall be designated to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5: Gifts

The Board of Director may accept on behalf of the Corporation any gift, grant, bequest, devise or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VII: Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation, with approval of the Supported Organization; 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.



## Attachment 35 – School Admissions Policy

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Southside Charter School organizes an annual enrollment lottery. The lottery is to be held on location at Southside Charter School when enrollment for a grade level reaches or exceeds capacity for the upcoming school year. The results of the lottery are announced the week after the lottery and parents are notified by mail of their child's enrollment status. The proposed schedule for the enrollment and lottery is as follows:

Launch lottery advertising ("save the date") begins	November 7, 2011
Lottery forms to the schools	December 5, 2011
Lottery opens online	January 9, 2012
Applications close	March 15, 1012
Lottery Event	March 22, 1012

### The Lottery Process:

1. The Lottery Process Policy & Procedures will be reviewed annually.
2. A third-party representative will be recruited to administer the lottery.  
(EM Hughes & Associates for the 2011-12 school years)
3. The lottery application will be made available in hard copy and electronically via email and the internet on the Southside Charter School website.
4. The parent/guardian will complete a lottery application and submit the application via mail, internet, fax, email or in person by the posted deadline.
5. Each Southside Charter School student applying will be assigned a lottery number, following the format below: **11S05010**  
**11** = school year in the fall  
**S** = Southside  
**05** = grade level of student  
**010** = sequential order of applications received, starting with 001...
6. For each student, a lottery card with their assigned number will be created for submission to the lottery board. The siblings of that student will have their lottery numbers written below the student's personal lottery number.
7. The lottery cards will be kept in numerical order prior to the lottery and banded together for security. The lottery cards will be separated by grade level.
8. The third party representative will verify that there is a card for each applicant and that each sibling's number also matches those on their respective applications.

9. A lottery board with available spots will be displayed in the room on location where the lottery will be held.
10. The rules of the lottery will be read to the audience clearly.
11. After reading the rules, the audience will be given a chance to ask any final questions. Once questions have been addressed, the third party representative will begin the lottery.
12. If there are available spaces, sibling cards currently enrolled students (indicated by using a colored card for each sibling) will be placed on the board for enrollment. If there are not enough spaces available, a sibling lottery is held first.

STEPS:

- a. The cards will be folded and placed in the jars in front of the audience, assuring that all cards are included, one grade level at a time.
  - b. The oldest grade level will be drawn first by the third party representative.
  - c. The number will be announced and the card placed on the board in the first available space for that grade level.
  - d. If a drawn card has sibling numbers attached, the siblings' lottery cards will be removed from their grade level(s) packets and will be placed on the appropriate grade level space on the lottery board, if available. If space is not available for that sibling, then the child is entered onto the waitlist in the order in which his/her sibling was selected.
  - e. A person will be recording on a separate sheet the minutes of the proceedings and will have a paper chart (or computer spreadsheet) where they will write the numbers as drawn, as a back-up of the proceedings.
  - f. The procedure will continue as described until all spaces for oldest grade level are filled and will continue until all lottery cards have been drawn to establish a wait list that will be recorded in the order drawn.
  - g. When finished, the lottery cards will stay on the lottery board as drawn. The excel worksheet (or paper copy) being kept separately, will be compared to the board for accuracy by the third party representative.
  - h. The third party representative will then declare the proceedings closed.
13. Parents of students that were selected will be notified of the lottery results.
  14. Families that turn in applications after the lottery will be placed on the wait list after the lottery candidates on a first come, first served basis.

15. Even though a student enrolls in a grade level, Southside Charter School will assess the student and place them at the appropriate instructional level in each subject.

## **Nondiscrimination Policy**

The Southside Charter School, Inc. shall not discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, and disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

## **Attachment 36 Discipline Policy**

*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.*

### **DISCIPLINE PLAN / SOUTHSIDE CHARTER SCHOOL PROCEDURES**

Children come to school to learn and no child has the right to infringe upon any other student's right to learn. To promote a learning atmosphere, we will expect the children to observe the following guidelines:

#### **The Rotundas and Hallways:**

- Out of respect for other learners, rotundas and hallways are always a: **Quiet Zone**
- No talking unless responding to an adult
- Always walk
- Keep hands, feet and objects to yourself.
- Students are asked to walk, "Eyes front, hands to your side, no talking."

#### **Restroom:**

- Enter quietly
- Talking is not permitted unless someone needs help.
- Do not use more than one paper towel and always throw it in the trashcan (not in the toilet).
- Leave the restroom clean by throwing all paper towels and any other trash in the trashcan.
- Do not use restroom area as a play area. This could result in someone getting hurt.
- Take turns respectfully.
- Always flush toilets.
- Wash hands before leaving restrooms.

#### **Monday Morning Community Meeting:**

- All students will sit on the bleachers in the gym in their assigned area.
- When the community meeting begins at 7:15, all talking stops
- All students will stand for the Pledge of Allegiance and Moment of Silence
- Announcements and other information will be shared by school staff
- Students will then exit by grade to their appropriate rotunda

#### **School Assemblies:**

- Be on time for school-wide assemblies.
- Enter gymnasium quietly and follow the directions of the adults.

- Sit on the floor or bleachers (on pockets) with hands in laps. Students may not sit up on knees since this will block the view of students in rows further back.
- When the person in charge of the assembly gives the “five” signal, all voices will be quiet and active listening will begin.
- No talking during performances.
- No screaming or yelling is allowed (unless it is a part of the program) and polite applause is expected at appropriate times.
- Follow directions of adults when being dismissed.

### **Dismissal:**

- Actively listen for any afternoon announcements.
- Leave the building in a quiet line directed by your teacher.
- Leave with all of the things you need to take home, including your homework.
- Walk directly to your bus or parent pick-up door.

### **Clinic/Office Area:**

- Students must have a clinic pass before coming to the clinic.
- Upon entering the clinic (unless it is an emergency) find a seat and sit quietly until the nurse can give you attention.
- Students coming to the clinic for daily medication should wait quietly by the sink until the nurse/office personnel can attend to them.
- Students are prohibited from “adult only” areas (staff dining area, staff meetings, staff workroom, and all custodial/storage areas)

### **Active Listening:**

- Get quiet immediately when the teacher says, “Give me five.”
- Return the Five Sign by raising your hand indicating that you are ready to listen.
- Show courteous and respectful behavior by giving eye contact to the speaker, sitting calmly, and not talking.
- Listen for information and details.
- Raise your hand for recognition when it is time to give a response.

### **Recess:**

- Students will go out to recess unless they have a note from home. Extended periods of non-participation require a medical excuse from a doctor. Students will go outside unless it is raining or the temperature (wind chill) is below 20 degrees
- Teachers will escort children to recess. Once students reach the playground area, they may not return to the building without permission.
- Adults will circulate the playground area during recess and one person will always have a radio. Students are expected to listen and follow the directions of the adult on duty.
- No tackle games, tag, chasing games or “piling on” games are allowed.

- “Play-fighting” or martial arts moves are not allowed. Inappropriate physical gestures (ie hand gestures or inappropriate dancing) are not allowed.
- Fighting, throwing objects, snowballing or any rough play will result in a loss of recess privileges. (ie stand on fence, walk the square, recess detention)
- Solve conflicts positively or ask for the help of an adult on the playground.
- Jump ropes are to be used for jumping only.
- Balls that go into the parking lot may not be retrieved by a student without adult supervision.
- Non-participants should not run through games being played by other students. When deciding to play a game with others, rules should be clear before playing. Arguing will result in a player or players being required to leave the game.
- Students should not touch or move towards animals that appear on the playground. An adult will use a radio to call for assistance.
- Upon hearing the whistle or observing the given signal, students are to quit playing and line up for an orderly return to class.

### **Cafeteria:**

- Students should enter the cafeteria quietly and in a single file line.
- Follow all adult directions quickly and respectfully.
- Listen to café workers and quickly give lunch choices.
- Students should “Eat first and talk last.”
- When finished eating, students may talk quietly using “Restaurant voices”. QUIETLY talk only to those students on either side of you. Always use polite, appropriate language.
- Do not leave seat without adult permission.
- Observe the “Give me five” signal when given, and obey the “No talking” rule when in effect.
- Dismissal from the café will be a “No talking” time.
- Students must ensure tables and floors are clean and trays are ready to go. Pick up anything dropped on the floor. Tables will only be “Excused to line up” when they are quiet, their area is clean, and their trays are ready to go.
- Students may not “charge” a lunch. They must have funds on account or in hand to pay for lunch.

### **Bus Conduct Procedures**

**YOUR CHILD AND EVERY CHILD DESERVES A SAFE, PLEASANT RIDE TO SCHOOL!**

Please go over these rules with your children and stress the importance of obeying the rules.

- The bus driver has the same relationship to the child, as does the school teacher. It is his/her duty to maintain order on the bus at all times.
- Obey the driver promptly and respectfully. He/She is working for your safety; realize that he/she has a big responsibility and that it is your job to help him/her.
- Be careful in approaching bus stops; walk on left facing oncoming traffic where there are no sidewalks.

- Do not stand or play on the road while waiting for the bus.
- Do not destroy or damage surrounding property in any way while waiting for the bus.
- Help keep the bus on schedule—BE ON TIME! (5 min. before scheduled pick-up time)
- No student will enter or leave the bus until it has come to a full stop and the driver has opened the door.
- Take your turn and avoid pushing when entering or leaving the bus.
- Be seated promptly and be careful not to block the aisle.
- No one is permitted to leave his/her seat while the bus is in motion.
- Pupils shall not be allowed to tease or scuffle with each other. Treat others with respect and keep hands to yourself.
- Use no loud or profane language.
- No windows or doors will be opened or closed except by permission of the driver.
- REMEMBER: Loud talking, laughing, or unnecessary confusion diverts the driver's attention and may result in a serious accident. Classroom conduct is expected except for conversation in normal tones. Improper or abusive language will not be allowed.
- Help keep the bus clean, sanitary, and orderly. Deposit trash in the container at the front of the bus. No food shall be eaten on the bus.
- Treat bus equipment with care. Replacements are expensive to parents.
- Failure to comply with the bus rules or failure to follow instructions of the bus driver may result in the loss of the bus riding privilege.
- For the safety of your child, please make sure that any papers, envelopes, or loose items are brought to school in a book bag. When children drop items or have papers fly away, they may run in front of the bus or approaching cars to retrieve the lost item.

If a student is misusing his/her privilege to ride the bus, he/she may have a phone call home, a written notice home, or a suspension from the bus. Extreme situations will be dealt with by the Administrative Assistant and/or the Principal.

### **CONSEQUENCES FOR NONCOMPLIANCE**

Consequences for noncompliance of the procedures and expectations stated above shall include, but not be limited to the list below.

- Warning
- Assignment of "Think About It" sheet
- Removal to another classroom
- Loss of recess or lunch detention
- Denial of school privileges or participation in school activities
- In-school office timeout
- Intervention by professional school staff
- Parent contact or conference
- Referral to the school office

The severity or repetitive nature of a student's behavior will be given consideration when determining appropriate consequences. The following behaviors will be considered unacceptable at Southside Charter School and can result in suspension/expulsion and/or arrest. The behaviors listed below apply to actions on school property, including bus stops, and at school-sponsored activities.

- Any purposeful action that results in great bodily harm to another human being.
- Use, possession, or unreported knowledge of a weapon, explosive, look-alike weapon, or anything that is used as a weapon. (Possession means on self, given to another individual, in personal belongings, or on school property)
- Use, possession, or unreported knowledge of any drugs or look-alike drugs (Including alcohol and tobacco).
- Acts of lying, cheating or stealing.
- Acts of vandalism or arson.
- Acts of harassment or bullying (repeated behaviors, physical or verbal, toward another individual that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, or generally unsafe.)
- Disruption of the orderly educational process.

#### **DISCIPLINE: DUE PROCESS AND SUSPENSION / EXPULSION PROCEDURES**

When a student has committed a disciplinary infraction, the school official will conduct a due process investigation. Guidelines for due process are as follows: A student will be given: a. an oral or written statement of the charges, b. if charges are denied, an oral summary of the evidence, c. an opportunity to explain his/her conduct.

**School personnel have the right to exercise the disciplinary options. Authorized disciplinary actions may include detention, in-school detention, Saturday school, out-of-school suspension, expulsion, and/or parent/guardian shadowing.**

The Indiana General Assembly guarantees due process for pupils suspended or expelled from classes for more than (10) days and outlines in detail the procedures to be followed when a student is disciplined by suspension or expulsion. In cases of suspension for more than five days the President of the Board of Directors appoints a hearing officer. The hearing officer will notify the student of "due process."

The types of disciplinary action taken by the school administration may include but will not be limited to the following:

- Conferences
- Detention / Saturday School / In-School Timeout
- Suspension



- Expulsion
- Other Courses of Action

Parents/Guardians will be notified by mail, phone, or in person if their child is violating school expectations and negatively impacting the learning environment for all students. A meeting will be scheduled between parents/guardians and a school administrator to review the student's choices and develop a contract between the school, parent, and student that specifically addresses misbehavior. If a student chooses to not follow the contract, then that student will be expelled from Southside Charter School at Fall Creek in accordance with state-mandated hearing guidelines.

**Conferences** – May include counseling with a teacher, social worker or administrator concerning the behavioral problem and recommendation for improvement. Parents may be asked to participate in the conference.

**Detention / Saturday School / In-School Timeout**– A student may be assigned to an in-school timeout separate from the general classroom, but provided work and assistance for academics. Further a student may be assigned additional time at school, either before or after regular school hours, during lunch (student will receive lunch), or on Saturday. Students who have detention time to serve are responsible for arranging their own transportation. The detention will be served on the day or days assigned by the Principal or his designee.

**Parent Shadowing**- The parent will need to come in to the school for an entire day and attend classes with their child.

**Suspension** – Disciplinary action whereby a student is separated from school attendance for a period of ten (10) days or less and which does not constitute an expulsion. When expulsion is recommended, the student may be suspended by the school until the date of the expulsion or exclusion hearing.

The Principal may suspend students for no more than ten (10) school days for conduct that constitutes grounds for expulsion or suspension. Suspension shall be made only after the Principal has made investigation thereof and has determined that such suspension is necessary to help any student or to prevent interferences with an educational function or school purpose.

No suspension may be made without affording the student an opportunity for an informal hearing. At the informal hearing the student is entitled to:

1. A written or oral statement of the charges against him;
2. And, if he denies the charges, a summary of the evidence against him; and
3. An opportunity to explain his conduct; with a parent(s) or guardian(s) present unless waived.

Notice of the informal hearing shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such a situation, the notice and informal hearing shall follow as soon as reasonably possible after the suspension.

Within 24 hours or such additional time as is reasonably necessary, following suspension, the Principal Teacher shall send a written statement to the student's parents describing the

student's misconduct. The Principal Teacher shall make a reasonable effort to hold a conference with the parent, before or at the time the student returns to school.

Special education students may be suspended using the same procedure with Article 7 compliance.

**Expulsion** – Disciplinary action whereby a student:

1. Is separated from school attendance for a period in excess of ten (10) days;
2. Is separated from school attendance for the balance of the current semester year unless a student is permitted to complete required examinations in order to receive credit for the courses taken in the then current semester or current year; or
3. Suffers a penalty that automatically prevents his completing within normal time his overall course study in the School.

When a request for expulsion or exclusion of a student is filed with the Superintendent, the student may be suspended by the Principal Teacher for no more than five (10) days, in accordance with IC 20-8.1-5-6. However, the student may be suspended by the hearing officer appointed by the Superintendent while he or she makes the report and recommendation of his finding to the Superintendent. The hearing officer may find that the student must be suspended immediately to prevent or substantially reduce the risk of:

1. Interference with an educational function or school purposes; or
2. A physical injury or illness to himself, other students, school employees, or visitors to the school.

When the expulsion proceedings are initiated, the student and his parents will be sent forms which state the charges of misconduct, explain the procedure for requesting a hearing, and describe the hearing procedures.

Special education students may be expelled or excluded from school in accordance with Article 7 Requirements.

Violations for which a student may be suspended or recommended for expulsion from school include (but are not limited to):

**A. Suspension**

1. Insubordination (failure to follow teacher instructions, defiant attitude, disrupting class, misbehavior, not reporting to office)
2. Using tobacco on school grounds at any time; includes school activities and functions
3. Possession of smoking materials
4. Fighting, threat, general harassment, sexual harassment
5. Obscenity, profanity
6. Leaving the building without permission
7. Cafeteria disruption
8. Cutting classes
9. Reckless driving
10. Other violations which are detrimental to school purposes. (See separate technology section.)

**B. Expulsion**

1. Any violation listed under suspension which is violated excessively or more severely.
2. Possession of a weapon
3. Use of a weapon or threat with a weapon
4. Firecrackers and other explosives

5. Throwing water balloons, snowballs or other missiles while in the school building or on a bus
6. Vandalism
7. Physical attack on staff member
8. Theft
9. Knowingly possessing, using or transmitting alcohol, drugs, or look-a-like drugs while at school or while attending a school activity
10. Attending school or a school activity while knowingly under the influence of drugs or alcohol
11. Possession of drug paraphernalia
12. Other violations that are detrimental to school purposes.

**Other Courses of Action** – The Principal, Principal Fellow, any teacher or staff member, bus driver or any other person authorized to take such action in connection with student behavior as is reasonably desirable or necessary. Such action shall be taken to help any student, to further school purposes or to prevent an interference therewith, including, but not limited to counseling, parent conferences, assignment of additional work, arrangement of class schedules, requiring the student to remain in school after regular school hours, or restriction of extra-curricular activity.

*Attachment 37. Health and Safety Measures*

*Describe how the school will meet health requirements and identify the persons responsible for ensuring health and safety requirements are met.*

The Southside Charter School enjoys a long-standing relationship with Learning Well, an Indianapolis based nonprofit, that funds a clinic within the school building, including a full-time nurse.

The Learning Well nurse, working with the principal, ensures that health requirements are met. The nurse works with the school to schedule examinations, to institute health policies, and to make certain that staff members are equipped with the knowledge and equipment to handle their immediate needs. (The agreement with Learning Well is available upon request.)

The Safety Plan included in Section 47 enumerates the responsibilities of staff members when it comes to the safety of the Southside Charter School's students. The ultimate accountability for implementation resides with the school principal.

## **Attachment 38 - School's Leadership and Teacher Employment Policies**

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

The following is provided to its partner schools as a service by the GEO Foundation:

### **Teacher/Paraprofessional Agreement 2011-2012 School Year**

#### **School (check one):**

\_\_\_\_\_ Fall Creek Academy                      \_\_\_\_\_ 21<sup>st</sup> Century Charter School at Gary  
\_\_\_\_\_ Southside Charter School                      \_\_\_\_\_ Pikes Peak Prep

#### **Employee:**

\_\_\_\_\_ (Name)  
\_\_\_\_\_ (Address)  
\_\_\_\_\_

#### **Position:**

\_\_\_\_\_

#### **Teaching Staff Classifications (check one):**

Certified:

\_\_\_\_\_ Licensed Teacher  
\_\_\_\_\_ Emergency License  
\_\_\_\_\_ Transition to Teaching  
\_\_\_\_\_ Teach For America  
\_\_\_\_\_ Project Lead the Way

Non-Certified:

\_\_\_\_\_ Learning Guide/Paraprofessional

#### **Base Salary Rate:**

\$\_\_\_\_\_ Annual Rate

Start Date: \_\_\_\_\_

## **Teaching Staff Classifications:**

Licensed Teachers: Will be responsible for implementing the curriculum, maintaining positive learning environment according to the GEO Academies model, coordinating with learning guides, maintaining current attainment level information, analyzing data, assigning additional studies to students not meeting or exceeding attainment, informing parents when there is academic or behavioral concern, keeping accurate and concise records, establishing personal classroom procedures, ordering teaching materials, and adjusting students upwards or downwards in various subjects. Teachers will also be responsible for recruiting students, ordering supplementary education materials, requesting parent volunteers, and reporting all education-related activities to the Principal. Licensed Teachers will also participate in the Mentor Teaching program, according to their academic level. Specifics for job performance are set forth in Attachment B.

Emergency License: An Emergency (aka Limited License) Teacher will perform teaching duties as above and as directed by Principal. This teacher must have a Bachelor's Degree, and be currently enrolled in classes and working towards a full-time license. An Emergency License will be granted by the State in emergency situations and will be valid for two years only.

Transition to Teaching: A Transition Teacher will perform teaching duties as above and as directed by Principal. Must possess a Bachelor's Degree, and be currently enrolled in college classes and working towards a full teaching license.

Teach For America: A Teach for America Teacher will perform teaching duties as above and as directed by Principal. Must possess a Bachelor's Degree, and be currently enrolled in the Teach for America Program.

Learning Guides/Paraprofessionals: This specialized educator will perform teaching duties as directed by Principal. Learning Guides are exempt from the licensing requirement, but must have a Bachelor's Degree, or have passed the Indiana Paraprofessional Exam.

### **A. Job Duties for all Teaching Staff:**

All teaching staff will be required to work approximately a 40-hour week. Occasionally, after hours work may be required, with no additional reimbursement. Teaching staff may be assigned additional job-related duties, from time to time. Such additional duties shall not be the basis for

additional compensation beyond the annual sum specified below, unless agreed upon by separate agreement. Teaching staff will also be required to assist with extra-curricular programs on a rotating basis.

All teaching staff will be responsible for student recruitment and retention. In addition to all duties outlined above, teaching staff will be responsible for an additional 20 hours per year devoted to student recruitment. (This requirement is reduced to 10 hours for teachers sponsoring and operating active clubs, sports, and other extra-curricular activities.) Responsibilities could include, but are not limited to, working in committees and teams to devise recruiting strategies, marketing, writing, attending community events, and any other activity that supports student recruitment. All hours shall be verified and signed off on by the principal, and shall be part of the basis of an employees' evaluation.

Initials:\_\_\_\_\_

**B. COMPENSATION:**

1. Wages are based on the annual salary rate as noted above and payable from the first day of work, in accordance with the Employee Handbook. Teaching Staff are paid earned wages based on 24 pay cycles per year. Summer wages will be prorated based on actual days worked. Teaching Staff are **not** paid a daily rate nor on a calendar day basis.
2. Additional compensation: Additional compensation may be offered for additional job duties outside of this agreement. Such additional duties and compensation must be documented in writing - including job duties, performance evaluation rubric, and additional salary – and signed by the employee, the principal, and the School Treasurer.
3. Additional Benefits are as outlined in Attachment A. Such benefits may be amended from time to time, upon the agreement of the parties. Such amendments shall be agreed to in writing, attached hereto, and incorporated by reference into this agreement.

**C. OTHER PROVISIONS:**

1. Conditional Employment
  1. Employee understands that their employment is conditional upon a successful criminal background check, including all applicable sex offender registries, but not including credit histories.
  2. By signature of this agreement, Employee gives his/her permission to the Employer to conduct a background check as described above.
  3. All required licensure and/or required documentation has been provided to the HR Manager.
2. Termination –

1. At all times, if required in the descriptions above, Teacher is to hold a valid license issued by the Indiana Professional Standards Board or by the State of Colorado, as appropriate. Revocation or loss of this license shall be considered grounds for immediate termination of this Agreement.
2. This Agreement is valid for the 2011-2012 school year only, and may be reviewed and renewed with the agreement of the parties for the following year.
3. Employee acknowledges and understands that notwithstanding any other provision of this Agreement, Employee's employment by Employer shall be "at will" and no guarantee of employment, either express or implied, is provided by this agreement or any other verbal or written commitment.
  1. While legally the Employer may terminate Teacher's employment at any time, without notice, without cause, and without further recourse by Employee, it is the Employer's policy that, in the event of failure of job performance, Employer will work with Employee to develop a Progressive Improvement Plan to help Employee, prior to any steps towards termination.
  2. Other grounds for termination may include, but are not limited to, revocation or other failure of licensure, unprofessional behavior, behavior that endangers students or staff, continual failure to meet job expectations and/or any violation of the Employee Handbook.
4. Employee further understands that charter schools, by law, are exempt from the state requirement that employees must be notified by April 1 of the intentions of the Employer for retention and dismissal.
5. If the Employee intends to resign for any reason prior to the expiration of this Agreement, a two-week notice is preferred, but not required under this agreement.
3. No other conditions of employment, express or implied, shall be construed as part of this Agreement. Employee's signature represents his/her acknowledgment that this Agreement does not provide a right or guarantee to future employment.
4. Employee's signature represents that he/she has read, understands, and agrees to abide by all policies, rules, and directives in the Employee Handbook. Nothing herein shall be construed as limiting Employer's ability to amend or modify its policies, rules and directives at any time. In the event of a conflict between this Agreement and the Employee Handbook, this Agreement shall control.
5. Should any provision of this Agreement be struck by a court of competent jurisdiction, the remaining provisions shall be fully enforceable. This Agreement shall supersede and replace any prior Agreements, either oral or written, that may have existed between the parties hereto.
6. Terms of this Agreement (including Attachments) may be modified as agreed to in writing by the parties, as attached to this document, and incorporated by reference



herein. Any contradictions in terms shall be construed to give effect to the most recent term.

7. No employee shall start work until all new hire paperwork is received and approved by the HR Manager.
8. This Agreement is executed in duplicate this \_\_\_\_\_ day of \_\_\_\_\_, 2011, and each party has a copy thereof.

Signed \_\_\_\_\_  
(Employee)

Approved: \_\_\_\_\_  
(Principal)

Approved: \_\_\_\_\_  
(School Treasurer)

**ATTACHMENT A: Schedule of Benefits  
Teacher/Paraprofessional**

1. Salary: Salary is as negotiated in the original Agreement, as attached.
2. Insurance –
  - a. Life, Health, Dental, and Disability – GEO Academies (“Employer”) provide Life, Health, Dental and Disability insurance plans for the benefit of its full-time, employees. Employer pays 80% of an employee/only premium for Health and Dental. Employer pays 100% for a basic \$20,000.00 Life Insurance Plan. Any premiums due above this amount will be the responsibility of the employee. Disability and additional Life Insurance is offered on a voluntary and employee/paid basis. All insurance premiums will be set up as a deduction from the employee’s payroll.
  - b. Insurance paperwork shall be completed by the employee and returned to the Human Resource Manager within 10 work days from the first day of employment.
    - a. Benefits begin as of 30-days after the first day of employment.
    - b. Employee is also eligible to participate in employer’s Section 125 plan regarding pre-tax salary for medical expenses.
  - e. Liability – Per Indiana state law, the Employer will carry liability insurance on the employee at no charge to the employee.
3. Retirement –
  - a. While performing duties a teacher or paraprofessional for Employer, Employee shall be eligible to participate in Indiana’s Teacher Retirement Fund Plan, Indiana’s Public Employee’s Retirement Fund Plan, or Colorado’s Public Employee’s Retirement Association, as applicable.
  - b. Employer will contribute matching funds in accordance with relevant state law.
  - c. Notwithstanding any other provision in this agreement, Employer will comply with all provisions of the state retirement funds, as applicable, as required by law.
4. Sick/Personal Days
  - a. Employees shall accrue sick and personal days in accordance with the school’s policies as stated in the Employee Handbook.

## PROFESSIONAL TEACHER – JOB DUTIES AND RESPONSIBILITIES

At the GEO Academies (Fall Creek Academy, Fountain Square Academy, 21<sup>st</sup> Century Charter School at Gary, Pikes Peak Prep), we strive for excellence in education at all levels. Our students deserve the very best that we can give them, and to that end, we have established job duties and responsibilities for Teachers that, when adhered to, will continue to foster excellence in education, create a positive and dynamic environment for both students and staff, and develop students who will excel in all levels of their formal education and beyond.

The following job duties and responsibilities for teachers form the foundation of our schools, and as such, shall be used in teacher evaluations, promotions, compensation determinations, and retention. We hope you will view them as a guide to excellence!

### I. ACADEMICS

- a. Teach to state standards.
- b. Prepare students to pass appropriate grade level assessments on time (ISTEP, CSAP, End of Course Assessments, etc.).
- c. Strong use of individual student data to drive instruction, identify gaps in teaching or learning, and close those gaps as needed.
- d. Develop student understanding and mastery of lesson objectives.
- e. Analyze student data on at least a weekly basis to watch for students in academic danger, report to Principal immediately to formulate a plan of action for the student.
- f. Create Objective-Driven Lesson Plans and Assessments including daily lesson plans in accordance with Principal's requirements.
- g. Set Ambitious and Measurable Achievement Goals.
- h. Develop Standards-Based Unit Plans and Assessments
- i. Monitor student homework completion rates, providing additional assistance as necessary (meeting with parents, staying after school, promoting the student's attendance in all additional tutoring opportunities).
- j. Coordination of relevant field trips.
- k. Providing at least one additional enrichment opportunity for students at some time during the year (lead a club, additional project work, athletics, academic super bowl teams, etc.) as approved by Principal.
- l. Especially for students not working on grade level, growing each child's educational abilities by 1.5 years in one year's time.
- m. Think creatively on how to take your students to the next academic level with additional resources, programs, etc. Ask for help!
- n. Engage students in academic content and check for understanding.

- o. Identifies, selects, modifies instructional resources to meet the needs of students with varying background, learning styles, and special needs.
- p. Is aware of students with IEPs, and the requirements of their educational plan. Works with special education team to meet IEP and academic goals.
- q. Establish clear objectives for all lessons, units, and projects – communicates those objectives to students.
- r. Teachers who lead “specials” such as art, music, or physical education should work with classroom teachers to support classroom topics.
- s. For further clarification see:  
[http://www.doe.in.gov/puttingstudentsfirst/documents/rise\\_2011-07-10\\_teacher\\_effectiveness\\_rubric\\_draft.pdf](http://www.doe.in.gov/puttingstudentsfirst/documents/rise_2011-07-10_teacher_effectiveness_rubric_draft.pdf)

## II. DISCIPLINE

- a. Maintain classroom culture of discipline, attentiveness, and respect.
- b. Manage student behavior in the classroom by establishing and enforcing rules and procedures.
- c. Enforce calm, professional student demeanor in hallways, passing periods, lunch and recess, and school events.
- d. Minimize the amount of referrals to Principal or Dean.

## III. CULTURE

- a. Maintain a school and classroom environment where students feel safe, supported, and inspired.
- b. Showing support for school and school family outside of traditional academic hours by attendance at school events, including athletics, club or academic events, open houses, etc.
- c. Promote the mission of the school – college, college, college – at all grade levels by showing college pride, displaying college flags, discussing, promoting, and encouraging college for all students. Promote college with both students and parents.
- d. Maintain strong and cooperative relationships with parents by monthly phone or in-person conversations, letters home, monthly classroom newsletters to be posted on the website, contact with parents when attendance or academics are falling behind. (Teachers should keep a log of these contacts.)
- e. Recruit and encourage parental volunteers.
- f. Meet 100% of parent participation in parent/teacher conferences. Be available to meet during non-traditional times (weekends, evenings) if needed to meet this goal.
- g. Return parent phone calls within 24 hours.

- h. Learn about your school leadership – attend at least two board meetings per year.
- i. Display pride in your school by maintaining a professional classroom, monitoring for trash in common areas and encouraging others to do the same.
- j. Display pride in your students by displaying authentic student work on the walls and in school hallways. Update frequently.

#### IV. ENROLLMENT AND RETENTION

- a. Support recruitment efforts of school by attending school open houses, personally recruiting students, speaking positively and enthusiastically about your school to others.
- b. Retention rate in your classroom of 90% of your students (students who leave for personal reasons outside of your control such as moving do not count against this rate), as measured from official Count Day to the last day of state testing.

#### V. PROFESSIONALISM

- a. Hold current licensure for subject/grade level hired.
- b. Ensure safety and supervision of students at all time.
- c. Professional dress – minimum of “business casual” at all times, no jeans or shorts. Dress shirts and/or ties recommended for men. Women’s clothing should be of appropriate length and coverage (skirts worn no less than two inches above the knee; shirts high enough to the neck to prevent gaps or over-exposure).
- d. Professional and supportive demeanor at all times – including staff meetings, meetings or contact with parents, student interactions.
- e. Ask for help as needed in any area (professional development, analysis of data, classroom management), recognizing we are all here to support our students and that they deserve the best we can be.

## ADDITIONAL COMPENSATED DUTIES

\_\_\_\_\_ (Employee Name) shall also have the following duties, which shall be in addition to the regular duties as assigned in the Work Agreement, with additional compensation as follows:

Position/Responsibility: \_\_\_\_\_

Dates/Times of Responsibility: \_\_\_\_\_

Additional Compensation: \$\_\_\_\_\_ per hour    stipend    other \_\_\_\_\_  
(circle one)

Funding Source: \_\_\_\_\_ General Fund    \_\_\_\_\_ Title I    \_\_\_\_\_ Title II  
\_\_\_\_\_ Other: \_\_\_\_\_

## Notes:

1. Employee acknowledges that this compensation shall NOT be distributed automatically. Employee shall be required to turn in properly approved time sheets, or provide other written directive from the Principal before funds will be distributed.
2. Employee acknowledges that this compensation is separate from the annual compensation outlined in the Work Agreement, and as such, is paid separately. Payment for duties performed may take up to 30 days to process.
3. This Attachment C may be executed and added to the Employee's Work Agreement at any time, it does not need to be executed at the same time.
4. This Attachment MUST be properly signed BEFORE the additional duties take place, or Employee acknowledges that they may not receive compensation.
5. Employee may have more than one Additional Duties agreement.

This Attachment must be signed by all parties below to be valid.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Grants Manager or School Treasurer

# **GEO Foundation School Administration Policy Regarding Criminal Histories**

## **A. Introduction**

The GEO Foundation will check the criminal histories of all for members of each Charter School's governing body, and for the Charter School's administrators, teachers, other staff, volunteers, contractors and employees of contractors providing services to the Charter School. This policy shall be consistent with applicable law, the Charter, and with the Ball State University (the "University") Charter School Policy Regarding Criminal Histories.

## **B. Provisions Regarding Governing Bodies of Charter Schools managed or operated by the GEO Foundation**

1. No member of the Charter School'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 Ball State University Office of Charter Schools expressly waives such prohibition in writing.

2. The GEO Foundation will obtain, within sixty (60) days of the effective date of the execution of the Charter, an expanded criminal history check, as defined in I.C. 20-26-2-1.5, on each current member of the Organizer's governing body, after obtaining any necessary consent from the individual member. Any individual that has been convicted of any of the following acts shall be prohibited from serving on the Organizer's governing body, unless the Director of the Ball State University Office of Charter Schools expressly waives such prohibition in writing:

a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction; or

b. The offense of theft, misappropriation of funds, embezzlement, misrepresentation, or fraud in any jurisdiction.

3. The GEO Foundation will obtain, at least fourteen (14) days prior to the approval of any prospective new member of the Organizer's governing body, an expanded criminal history check on the prospective new member, after obtaining any necessary consents from the prospective member. Any individual that has been convicted of any of the following acts shall be prohibited from serving on the Organizer's governing body, unless the Director of the Ball State University Office of Charter Schools expressly waives such prohibition in writing:

a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction; or

b. The offense of theft, misappropriation of funds, embezzlement, misrepresentation, or fraud in any jurisdiction.

### **C. PROVISIONS REGARDING CHARTER SCHOOL ADMINISTRATORS, TEACHERS, OTHER STAFF, VOLUNTEERS, CONTRACTORS AND EMPLOYEES OF CONTRACTORS**

1. This policy applies to each of the following individuals and entities:

- a. any person employed or seeking employment with the Charter School;
- b. any person employed or seeking employment with an entity with which the Charter School contracts for services;
- c. any individual that is contracted, or who seeks to enter a contract, to provide services to the Charter School; and
- d. any individual volunteering or seeking to volunteer with the Charter School, *if the individual is likely to have direct, ongoing contact with children within the scope of the individual's employment, or within the scope of performing under a contract providing services to the Charter School.*

2. This policy shall be consistent with I.C. 20-26-5-10, which is made applicable to charter schools by I.C. 20-24-8-5, and shall provide for the obtaining of an expanded criminal history check, as defined in I.C. 20-26-2-1.5, of the individuals identified in Section C.1 of this Policy in the manner and to the full extent provided for by I.C. 20-26-5-10. In this regard, consistent with I.C. 20-26-5-10, this policy provides for obtaining the expanded criminal history checks on individuals identified in Section C.1 of this Policy before or not later than three (3) months after the individual's association with the Charter School as either an employee, an employee of a contractor, an individual contractor, or a volunteer who is likely to have direct, ongoing contact with children within the scope of the individual's employment, or within the scope of performing under a contract providing services to the Charter School.

3. This policy provides that any individual subject to this policy that has been convicted of any of the following acts shall be prohibited from employment with the Charter School or with an entity contracting with the Charter School to provide services, or from contracting individually with the Charter School to provide services, unless the Director of the Ball State University 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. This policy provides that any individual subject to this policy may be required at the time the individual applies for employment or seeks to contract with the Charter School to answer questions concerning the individual's criminal history. This policy further provides that the failure to answer honestly questions asked about the individual's expanded criminal history will constitute grounds for the termination of the individual's employment or contract.

5. Consistent with I.C. 20-26-5-11(c), this policy provides that any individual subject to this policy shall notify a designated position with the Charter School in the event the individual is, during the course of the individual's employment or performance of a contract, convicted of any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction.

6. This policy provides that any individual subject to this policy may not be required by the Charter School to obtain an expanded criminal history check more than one (1) time during a (5) year period.

#### **D. PROVISIONS REGARDING RESULTS OF CRIMINAL HISTORY CHECKS**

1. This policy provides that the results of criminal history checks must be submitted to the Office of Ball State Charter Schools upon written request of the Director of the Ball State University Office of Charter Schools. In this regard, the Ball State University Office of Charter Schools shall be identified in the consent provided by the individual subject to the proposed policy as an authorized party to receive a copy of the results of the expanded criminal history check, or of any subsequently reported conviction as required by I.C. 20-26-5-11(c).

2. This policy provides that the results of the expanded criminal history checks will be used in accordance with I.C. 10-13-3-29.

## VOLUNTEER AND EMPLOYMENT

### BACKGROUND CHECK AUTHORIZATION

I, \_\_\_\_\_, submit this background check authorization for GEO Foundation. I certify that all of the information provided in my resume and application is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by: \_\_\_\_\_

Have you ever been convicted of a criminal offense? \_\_\_\_\_

If so, please give explanation: \_\_\_\_\_

Please list all the places you have lived in the last ten years. List the county and the state for each residence.

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I hereby give my written consent to any and all investigation and checks into my background deemed relevant to the consideration of the application, including, but not limited to, a criminal history check with the local Police Department and the Indiana State Police and a national criminal background history check and/or a check of my credit history. I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Charter School Principal Teacher or his or her representatives, and understand and agree that any such information may be disclosed to representatives of the school, the Board of Directors and/or the school's Charter Authorizer. I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Board of Directors of the School and employees of the School from all claims resulting from such disclosure.

Signature \_\_\_\_\_

Date of Birth \_\_\_\_\_

Position Desired \_\_\_\_\_

**SOUTHSIDE CHARTER SCHOOL, INC.**  
**CONFLICTS OF INTEREST POLICY**  
(Article IV of Corporate Bylaws)

Section 1: General Policy

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

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

## Section 2: Effect of Conflict Provisions

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

## **Attachment 41 - Complaint Policy**

### **Overview**

Conflicts and disagreements between charter school stakeholders happen. The objective of the school's policy regarding complaints from individuals or groups is to resolve conflicts quickly at the appropriate level of responsibility before they become something larger.

### **Informal Resolution Process**

Individual student or classroom issues should always first be addressed to the classroom teacher. If resolution is not met satisfactorily or if the issue is a school wide problem, the issue can be raised with the school's administrators. If the issue is still not met satisfactorily, the Board of Directors may be contacted individually or during a regular Board of Directors meeting. Note that the best practice for bringing a complaint to the Board of Directors is to provide information in advance of their meeting so that they can properly prepare for addressing the issue. The form below may be used for this purpose. Finally, the school's authorizer has a process for receiving complaints once the issue has been heard and unsatisfactorily addressed by the school.

### **Formal Process for Potential Violations of the School's Charter or Applicable Law**

Parents (as well as any other individual) who believe that a charter school has violated a term of its charter or applicable law may complain formally to the school's Board of Directors and seek relief. Before using this formal complaint process, it is very important to determine positively that the complaint involves a violation of the charter or law. If it does not, this formal process is not the appropriate avenue to seek a solution to the problem, instead the school would recommend using the informal process described above.

The form below may be used to file a formal complaint with the Board of Directors of the school. It is provided for convenience only and need not be used; however, the information requested in this form should be provided to the school board in some coherent format.

# Complaint Form for Submission to Charter School Board of Directors

Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Your Name: \_\_\_\_\_

Your Address: \_\_\_\_\_

Telephone No.: \_\_\_\_\_

Fax No.: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Best Time To Reach You: \_\_\_\_\_

Name of Charter School: \_\_\_\_\_

Date of Incident: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Student(s): \_\_\_\_\_

Your Relationship to Student(s)/School: \_\_\_\_\_

**1. In the space below, please provide a detailed statement of your complaint:**

[illegible]



**GEO FOUNDATION'S**  
**Special Education Partnership**

July 26-29, 2011

333 N. Pennsylvania St.  
Suite 1000  
Indianapolis, IN 46204

[geofoundation.org](http://geofoundation.org)

**Special  
Education  
Handbook**





### **Special Education Student Records**

While permanent student records are maintained by the office staff in each building, the data that is specific to special education should be kept in the special ed. designated room, due to the need for frequent access when completing compliance documents and holding IEP meetings/Case Conferences. Information maintained in the classroom may include, but is not limited to

- Recent and historical IEP/Case Conference documents
- Assessments that pertain to student qualifications and achievement.

A locked filing cabinet shall be available in each special ed. classroom. It is the responsibility of the special ed. staff to ensure that it is locked each night and not accessible to students or the school staff at any time. The key should be accessible to staff, in a drawer or some established place. If teachers want to view files, they should do it with the special ed. teacher's supervision, in the special ed. classroom.

Files are kept alphabetically in individual, bradded folders.

Access log is anchored on the left side of the folder.

Latest IEP is on the right side of the folder on top.

Additional available historical IEP's are in order behind the Latest IEP.

Files are kept up to date, within a week of meetings/case conferences/changes.

### **Work with the office staff!**

These staff members are the first to see a new student, a new parent, new records, receive phone calls about students. If there is good communication and a good relationship, you can work with them to watch for data you need.

#### Notes for handbook, informal comments

- Keep the student files clean. Only official documentation should be included. Any additional emails, notes, etc. should be kept separately in a private folder under the teachers personal control, just as backup info.

#### Random notes on Official Special Ed. files

- keep a separate Teacher Folder for each student you want to, for any unofficial documentation on students, ie email copies, etc. That info is great back up data, but let's keep the Official Student Files clean.
- do not hand write notes on any official documents, such as evals, etc. Even if it is a copy of the original, if it is in the Official Student File, it should be clean. Any necessary notes should be in ICAN. Other notes can be kept in the Teacher Folder for each student.
- if a student moves and the office needs to send the special ed records on to the new school in the Permanent Student Record, please copy the file and send the original on....keeping a copy for us. These can be kept stashed away, in case someone asks us for it at some time (the parent, etc) or in case the one sent gets lost, or in case the student returns.

Sample Contracted Services  
Services Log  
Speech/Lang. Teacher: \_\_\_\_\_

[illegible]

# Student/Teacher Work Log

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Week of \_\_\_\_\_

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Date: \_\_\_\_\_ Time: from \_\_\_\_\_ to \_\_\_\_\_ / total minutes \_\_\_\_\_  
Work / Modification:

---

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Date: \_\_\_\_\_ Time: from \_\_\_\_\_ to \_\_\_\_\_ / total minutes \_\_\_\_\_  
Work / Modification:

---

---

Date: \_\_\_\_\_ Time: from \_\_\_\_\_ to \_\_\_\_\_ / total minutes \_\_\_\_\_  
Work / Modification:

---

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Date: \_\_\_\_\_ Time: from \_\_\_\_\_ to \_\_\_\_\_ / total minutes \_\_\_\_\_  
Work / Modification:

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Date: \_\_\_\_\_ Time: from \_\_\_\_\_ to \_\_\_\_\_ / total minutes \_\_\_\_\_  
Work / Modification:

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## **Introduction to Contracted Services**

**Who are the contracted providers?**

**Where do we get them?**

**How do I get help in a particular area if I need it.**

### **Support Staff Log Book/ Contracted Services Staff**

A book for support staff to log their service time is kept in each class. The provider records when staff signs into the building/ leaves the building is kept by the special ed. teacher. Each time the speech/language teacher (for example) arrives to provide service, he or she will sign the log. Forms will be provided.

## **Student Service Log Book**

A log book for student service is kept in each room.

- The first document in the Student Service Log Book is the Service Schedule for that caseload of students.
- This is followed by a tabbed section for each of the students on the caseload. Each tabbed section has a one page overview describing the student's disability, accommodations, and any other necessary information for staff working with this student. At the end of each day (or as services are provided), the teacher will make a few dated notes that tell what was done that day and what progress was achieved and what might work for the next session.

CSSC SEC handbook/contractedserviceslogs-sample.e.d 7-28-2009



## Office of Special Education Contact List

**General Contacts:** Email: [specialeducation@doe.in.gov](mailto:specialeducation@doe.in.gov) Phone: 317-232-0570

Specialist	Contact Information	Responsibilities
Melinda McGinley	<a href="mailto:mmcginley@doe.in.gov">mmcginley@doe.in.gov</a> 317-232-0578	Central point of contact (phone/email) Procedural Audit LRE monitoring
Ryan Brown	<a href="mailto:rpbrown@doe.in.gov">rpbrown@doe.in.gov</a> 317-232-9065	Local determinations Indicators 1, 2, 3, 6, 7, 11, 12, 13, 15, 16, 17, 18, 19, 20 Correction of noncompliance Data steward State Advisory Council
Cheryl Hartman	<a href="mailto:chartman@doe.in.gov">chartman@doe.in.gov</a> 317-232-0572	Electronic IEP project LRE monitoring
John Hill	<a href="mailto:jhill@doe.in.gov">jhill@doe.in.gov</a> 317-232-0864	Indicators 4, 8, 9, 10, 13, 14 Disproportionality Contract management (RFC's)
Nicole Norvell	<a href="mailto:nnorvell@doe.in.gov">nnorvell@doe.in.gov</a> 317-232-9161	IRN contact – local districts and model PBIS sites Electronic IEP project LRE monitoring Guidance/information regarding procedures/processes
Lesa Paddack	<a href="mailto:lpaddack@doe.in.gov">lpaddack@doe.in.gov</a> 317-232-0892	INSOURCE advocate housed at DOE
Jolly Piersall	<a href="mailto:jpiersall@doe.in.gov">jpiersall@doe.in.gov</a> 317-232-9114	Liaison for ISTART7 and IEP resource center
Amy Starzynski	<a href="mailto:astarzynski@doe.in.gov">astarzynski@doe.in.gov</a> 317-233-0786	Procedural Audit Fiscal Audit IRN contact- resource centers LRE monitoring
Jen Thompson	<a href="mailto:jthompson@doe.in.gov">jthompson@doe.in.gov</a> 317-234-1002	Part B Pre-application/Application/ Modification/Report review and approval
Susan Reimlinger	<a href="mailto:sreimlin@doe.in.gov">sreimlin@doe.in.gov</a> 317-232-0565	Excess Costs Supervisor (residential/nonresidential funding)
LaTrennia "Trennie" Waddell	<a href="mailto:pwaddell@doe.in.gov">pwaddell@doe.in.gov</a> 317-232-0585	Excess Costs invoices (residential/nonresidential funding)
Bethany Cecil	<a href="mailto:bcecil@doe.in.gov">bcecil@doe.in.gov</a> 317-232-0566	Excess Costs (residential/nonresidential funding)

**Director of Special Education:** Anne Davis: [adavis@doe.in.gov](mailto:adavis@doe.in.gov), 317-232-9006



[IDOE Home](#) > [Exceptional Learners](#) > [Special Education](#) > Indiana Resource Network (IRN)

## Indiana Resource Network (IRN)

The Indiana Resource Network (IRN) has been made possible through the Indiana Department of Education's *Indiana Resource Centers for Improvement Activities* special education grants and is comprised of six centers that provide targeted, comprehensive support to schools across the state to improve teaching and learning. The areas addressed through the IRN are: autism, effective assessment and instruction, effective evaluations, effective and compliant individualized education programs (IEPs), positive behavior supports, and transition to adulthood. Additionally, schools will be supported by three sole source projects that focus on: parent training and information, assistive and accessible technologies, and training for teachers of students who are deaf, blind or have low vision.

**Further information regarding the specific resource centers and sole source projects participating in the IRN can be found below:**

### The Network

#### Effective and Compliant IEPs Resource Center



Focus: To increase Indiana educators' knowledge and skills that will (a) support the use of Indiana Standards Tool for Article 7 Compliance (ISTART7), (b) provide technical assistance and professional development for Indiana educators and staff who are involved in developing IEPs, and (c) support local educational agencies (LEAs) in the development and use of procedures to insure compliance and the development of high quality IEPs.

Project Director: Jolly Piersall, [jolly.piersall@indstate.edu](mailto:jolly.piersall@indstate.edu),

[www.indstate.edu/blumberg/iep/index.htm](http://www.indstate.edu/blumberg/iep/index.htm)

#### Effective Evaluation Processes Resource Center



Focus: To increase Indiana educators' use of skills that (a) ensure targeted and high quality interventions and strategies for struggling students, (b) promote the use of appropriate special education evaluation tools and methods for all students, and (c) assist local educational agencies (LEAs) in the correction of noncompliance and implementation of systemic changes to prevent future noncompliance

Project Director: Leah Nellis, Ph.D., NCSP, [leah.nellis@indstate.edu](mailto:leah.nellis@indstate.edu),

[www.indstate.edu/blumberg/evaluation/index.htm](http://www.indstate.edu/blumberg/evaluation/index.htm)

#### HANDS (Helping Answer Needs by Developing Specialists) in Autism Resource Center



Focus: To help school professionals and personnel increase knowledge and practical application of scientifically-based academic and behavioral strategies that can improve instruction and intervention for students with autism spectrum disorders.

Project Director: Naomi Swiezy, Ph.D., HSPP, [nswiezy@iupui.edu](mailto:nswiezy@iupui.edu),

[www.handsinautism.org](http://www.handsinautism.org)

#### Indiana Center for Accessible Instructional Materials (ICAM)



Focus: The Indiana Center for Accessible Instructional Materials (ICAM) is a PATINS Project managed web based system designed to provide supports to Indiana Local Educational Agencies in meeting the NIMAS regulations of the Individuals with Disabilities Improvement Act of 2004. Our mission is to partner with local educational agencies in securing accessible textbooks and core

curriculum materials, in specialized formats, for qualifying students with print disabilities.

The ICAM system is owned, maintained, and provided to all Indiana schools by the Office of the Associate Superintendent, the Indiana Department of Education. Access to the system, technical support, and professional training are provided through the ICAM and PATINS projects without a fee. For more information regarding the ICAM, go to <http://www.icam.k12.in.us/>

### Indiana Center for Assessment and Instruction



Focus: The Indiana Center for Assessment and Instruction (ICAI), in collaboration with the Indiana Resource Network (IRN) provides tools, training and technical assistance as schools increase student achievement, build staff capacity and align resources. Our work focuses on professional development related to Indiana assessments, Universal Design for Differentiated Instruction (UDDI), teacher leadership and Instructional Consultation Teams (ICT). Cultural responsiveness and active collaboration are embedded in all professional development offerings. Our goal is to develop a fully functioning and sustainable network of support for effective assessment and instruction in Indiana.

Project Director: Sandi Cole, Ed.D., [cmcole@indiana.edu](mailto:cmcole@indiana.edu), [www.iidc.indiana.edu/cell](http://www.iidc.indiana.edu/cell)

### IN\*SOURCE



Focus: Since 1975, the Indiana Resource Center for Families with Special Needs or IN\*SOURCE has provided service to Indiana's families of infants, toddlers, children, youth and young adults with disabilities.

IN\*SOURCE is a parent organization. Through the work and dedication of the Board of Directors, the staff and many volunteers, virtually all of whom are parents of persons with disabilities, IN\*SOURCE, utilizing a proven parent to parent model, has provided assistance, support services and educational resources to the community of individuals and organizations that serve and support persons with disabilities. Through the provision of information, training, individual assistance and support, they worked to help countless families confront the complexities and what are often challenges of having a loved one with special needs.

IN\*SOURCE celebrates the accomplishments of individuals with disabilities and their families and affirm their ongoing commitment to them. For more information regarding IN\*SOURCE, go to: <http://www.insource.org/>

### Indiana Secondary Transition Resource Center



Focus: To create and enhance professional development activities and resources in order to build capacity to improve school and post-school outcomes. The center's work focuses on student-focused planning activities and self-determination skill development; improved Transition IEPs and use of transition assessments; access to effective academic and life-skills instruction, quality work-based learning; interagency collaboration; and family involvement.

Project Director: Teresa Grossi, Ph.D., [tgrossi@indiana.edu](mailto:tgrossi@indiana.edu), [instrc.indiana.edu](http://instrc.indiana.edu)

### PBIS Indiana: Positive Behavior Interventions & Supports Resource Center



Focus: To develop and establish a statewide network of culturally responsive school-wide positive behavior support sites and increase educators' knowledge and understanding of how PBIS impacts student achievement, family engagement, dropout rate and least restrictive environment placements.

Project Co-Directors: Russ Skiba, Ph.D., [skiba@indiana.edu](mailto:skiba@indiana.edu), and Sandi Cole, Ed.D., [cmcole@indiana.edu](mailto:cmcole@indiana.edu), [www.iidc.indiana.edu/cell](http://www.iidc.indiana.edu/cell)

## PATINS Project



Focus: The PATINS Project is a state-wide technical assistance network for the provision of assistive/accessible technology for assisting local educational agencies in the utilization and creation of accessible learning environments and instructional materials. As a sole source provider for the Indiana Department of Administration and the Indiana Department of Education, the PATINS Project provides a complete state NIMAS delivery process, inclusive of assistive and accessible technologies, designed to support the Indiana Department of Education and local educational agencies in addressing the statutory and final regulatory requirements of the Individuals with Disabilities Education Act of 2004. For more information regarding the PATINS Project, go to:

<http://patinsproject.com/>

## Events Calendar



The Indiana Resource Network's eCalendar, developed to share resources and information regarding technical assistance, can be accessed by visiting the following link: <http://www.irn.indiana.edu/>



## PATINS PROJECT

*Promoting Achievement through Technology and INstruction for all Students*

<a href="#">Home</a>
<a href="#">Contact Us</a>
<a href="#">Family Resources</a>
<a href="#">Internet Resources</a>
<a href="#">Indiana Resource Network (IRN)</a>
<a href="#">Lending Libraries</a>
<a href="#">National Conferences</a>
<a href="#">NIMAS/ICAM</a>
<a href="#">PATINS Blog</a>
<a href="#">Refurbished Computers</a>
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<a href="#">Search our Site</a>
<a href="#">Second Life</a>
<a href="#">State Professional Education Agencies</a>
<a href="#">Technical Training Videos &amp; Tutorials</a>
<a href="#">Training Opportunities</a>
<a href="#">Universal Design for Learning (UDL) Tools and News</a>
<a href="#">Vendor Offered Discounts</a>
<a href="#">What's New</a>

## Indiana Resource Network (IRN)

IRN - What is It? Indiana Resource Network or IRN (made possible through Indiana Resource Centers for Improvement Activities special education grants) is comprised of six centers that "will work together to provide Indiana's schools targeted and comprehensive special education support and assistance" (Indiana Department of Education News Release). The areas addressed through the grants are autism, effective assessment and instruction, effective evaluations, effective and compliant individualized education programs (IEPs), positive behavior intervention supports (PBIS), and transition to adulthood. Additionally, the support to schools will be provided by three sole source projects (i.e., PATINS, PASS, and IN\*SOURCE). "Our goal as a department is to make the pathways between resources and students more direct and efficient," Superintendent of Public Instruction Dr. Tony Bennett said. This revamped method for providing special education services is a more organized way to target schools' individual special education needs, and it's a great example of the ways we're working to streamline every area of education funding and support."

[http://www.doe.in.gov/exceptional/speced/docs/100420\\_overview\\_of\\_irn\\_centers.pdf](http://www.doe.in.gov/exceptional/speced/docs/100420_overview_of_irn_centers.pdf)

## These Six Centers - Who Are They?

### Assessment and Instruction Resource Center

The Indiana Center for Assessment and Instruction (ICAI), in collaboration with the Indiana Resource Network (IRN) provides tools, training and technical assistance as schools increase student achievement, build staff capacity and align resources. Our work focuses on professional development related to Indiana assessments, development related to Indiana assessments, Universal Design for Differentiated Instruction, teacher leadership and Instructional Consultation Teams. Our goal is to develop a fully functioning and sustainable network of support for effective assessment and instruction in Indiana.

Project Director: Sandi Cole, Ed.D  
 Universal Email: [cmcole@indiana.edu](mailto:cmcole@indiana.edu)  
 Web: [www.idc.indiana.edu/cell](http://www.idc.indiana.edu/cell)

### Transition to Adulthood Resource Center

The Indiana Secondary Transition Resource Center, through a collaborative effort with the Indiana Resource Network, seeks to build statewide and local capacity to improve post-school outcomes. Driven by current transition research and effective practices, our purpose is to develop and enhance professional development activities and resources for schools, families, students and community organizations. Improving school and post-school outcomes will occur through our work centered on student-focused planning, student development, family involvement, interagency collaboration and program structures.

Project Director: Teresa Grossi, Ph.D.  
 Email: [tgrossi@indiana.edu](mailto:tgrossi@indiana.edu)  
 Web: <http://www.iidc.indiana.edu>

### Effective Evaluation Resource Center

The purpose of the Effective Evaluation Resource Center is to increase Indiana educators' use of skills that  
 (a) ensure targeted and high quality interventions and strategies for struggling students; (b) promote the use of appropriate special education evaluation tools and methods for all students; and (c) assist local educational agencies (LEAs) in the correction of noncompliance and implementation of systemic changes to prevent future noncompliance. In collaboration with the Indiana Resource Network, the EERC will provide an array of professional development and coaching opportunities, develop resources and

materials, facilitate statewide and regional collaborative networks, and advance the use of statewide technology during the evaluation process.

Project Co-Director: Leah Nellis, Ph.D., NCSP

Email: [Leah.nellis@indstate.edu](mailto:Leah.nellis@indstate.edu)

Project Co-Director: Russell Skiba, Ph.D.

Email: [skiba@indiana.edu](mailto:skiba@indiana.edu)

Web: <http://www.indstate.edu/blumberg/evaluation/index.htm>

## PBIS-Indiana Resource Center

PBIS INDIANA will develop and establish a statewide network of culturally responsive school wide positive behavior supports.

The center will:

- Develop exemplar culturally responsive PBIS sites
- Provide an array of professional development activities to LEAs, coaches and school teams ranging from web-based information on culturally responsive PBIS to intensive technical assistance
- Provide resources and materials to support culturally responsive positive behavior supports, classroom management and positive learning environments for all students
- Collaborate closely with national leaders

In addition to providing technical assistance to schools, the PBIS-Indiana Resource Center will further under-standing on PBIS and achievement, family engagement, dropout rate and placement in the least restrictive environment.

Project Director: Dr. Russ Skiba, Ph.D

Project Co-Director: Dr. Sandi Cole, Ed.D

Email: [cmcole@indiana.edu](mailto:cmcole@indiana.edu)

Web: <http://www.indiana.edu/~equity/index.php>

## Effective and Compliant IEPs Resource Center

The purpose of the Effective and Compliant IEPs Resource Center (IEPRC) is to increase Indiana educators' knowledge and skills that will (a) support the use of Indiana Standards Tool for Article 7 Compliance (ISTART7), (b) facilitate the development of compliant IEPs, (c) to provide technical assistance (TA) and professional development (PD) for Indiana educators and staff who are involved in developing IEPs, and (d) to support local educational agencies (LEAs) in the development and use of procedures to insure compliance and the development of high quality IEPs.

IEPRC will provide an array of professional development and coaching opportunities, develop resources and materials, facilitate statewide and regional collaborative networks, and advance the use of statewide technology during the case conference committee (CCC) process.

Project Director: Jolly Piersall

Email: [Jolly.Piersall@indstate.edu](mailto:Jolly.Piersall@indstate.edu)

Web: <http://www.indstate.edu/blumberg/iep/index.htm>

## HANDS in Autism Resource Center

The HANDS (Helping Answer Needs by Developing Specialists) in Autism program is prepared to address the following goals: (1) increase knowledge and practical application for school personnel through the use of a variety of professional development activities and materials to instruct in scientifically-based academic and behavioral strategies to improve instruction and intervention for students with ASD, (2) advance local and state-wide capacity to ensure sustainability, supportability, and consistency in providing academic and behavioral supports to students with ASD, and (3) facilitate collaboration and establish consistent and comprehensible information and resources across schools, families, and medical/community systems to assist in developing supportive networks and effecting best educational outcomes for students with ASD. In preparation for reaching these goals, local community cadres (LCCs) will be developed in self-selected communities to extend connections and networks and expand capacity to train more broadly statewide. Further, accessibility to University specialists with background and experience to support individualized needs of schools and local communities will be increased as well as flexibility with respect to format options (i.e. online and live opportunities provided at both local and state-wide levels).

Project Director: Naomi Swiezy, Ph.D., HSPP

Email: [nswiezy@iupui.edu](mailto:nswiezy@iupui.edu)

Or [hands@iupui.edu](mailto:hands@iupui.edu)

Web: <http://www.handsinautism.org/>

## Who Provides Additional Support?

### Promoting Achievement for Students with Sensory Loss (PASS)

The purpose of the Promoting Achievement for Students with Sensory Loss (PASS) Project is to provide statewide support, technical assistance and professional development opportunities for educators and families that will improve instructional quality, promote academic achievement, and foster successful post-secondary outcomes for students with sensory loss. The PASS Project accomplishes these goals by supporting the Teacher of Exceptional Needs: Visual Impairment licensure program, by providing training opportunities for teachers who serve students who are blind/low vision, by partnering with stakeholders to offer an annual summer conference for teachers who serve students who are deaf/hard of hearing and by providing educational interpreters with opportunities for training in order to improve their interpreting skills.

The PASS Project is linked to the federally funded Indiana Deafblind Services Project that provides technical assistance and training to families and educators who serve infants, toddlers, children, and youth who are deafblind.

Project Director: Karen Goehl

Email: [Karen.Goehl@indstate.edu](mailto:Karen.Goehl@indstate.edu)

Web: <http://www.indstate.edu/blumberg/pass/index.htm>

### PATINS Project

The PATINS Project is a valuable resource for Indiana Local Educational Agencies (LEAs) who have students with an IEP indicating a need for assistive and accessible technologies and alternate formats of printed instructional materials. The PATINS Indiana Center for Accessible Materials (ICAM) can provide specialized formats (braille, large print, accessible PDFs, audio, digital, and audio digital formats) of K-12 textbooks and core instructional materials. The PATINS Project also provides training and technical assistance to LEA personnel and families who will use these accessible instructional materials to ensure students with disabilities have access to, can participate in, and progress in their educational programs.

Project Director: Vicki Hershman

Email: [vhershman@ciesc.k12.in.us](mailto:vhershman@ciesc.k12.in.us)

PATINS Web: <http://www.patinsproject.com>

Indiana Center for Accessible Materials (ICAM)

Web: <http://www.icam.k12.in.us/>

### IN\*SOURCE

For over thirty-five years, The Indiana Resource Center for Families with Special Needs (IN\*SOURCE) has been committed to its mission of providing to parents, educators, and other community service providers in Indiana, the information and training necessary to assure effective educational programs and appropriate services for children and young adults with disabilities. All that IN\*SOURCE does, utilizing a parent-to-parent model, directly relates to the provision of training, information, individual assistance and support primarily

to parents of children, youth and young adults with disabilities. Supported by the U.S. Department of Education and the Indiana Department of Education, IN\*SOURCE has set in place a statewide network of staff who serve as program specialists serving Indiana families. In implementing its mission, IN\*SOURCE always has and will continue to focus on helping parents, educators and service providers to work together to address common interests or concerns and to support successful outcomes for all students.

IN\*SOURCE is committed to provide support to all of the Resource Centers across all of the Performance and

Compliance Indicators especially relating to parent involvement in improving services and results for students with disabilities.

Executive Director: Richard Burden

Email: [rburden@insource.org](mailto:rburden@insource.org)

Web: <http://www.insource.org/>

[IDOE Home](#) > [Exceptional Learners](#) > [Special Education](#) > Special Education

## Special Education

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The Special Education Team ensures that all eligible students with disabilities are provided a free appropriate public education (FAPE) in the least restrictive environment (LRE). The following exceptionalities are included: autism spectrum disorder, communication disorder, deaf-blindness, developmental delay, emotional disability, hearing impairment, learning disability, mental disability, multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, and visual impairment. The team ensures that Indiana is in compliance with the federal Individuals With Disabilities Education Act, through monitoring of special education programs, oversight of community and residential programs, provision of mediation and due process rights, and sound fiscal management.

[Special Education Staff Contact Information](#)

[Specialist List for Directors](#)

[Special Education FAQ](#)

Subj: ISTART7  
 Date: 4/28/2011 6:28:49 A.M. Mountain Daylight Time  
 From: [jennifer.l.frick@gmail.com](mailto:jennifer.l.frick@gmail.com)  
 To: [Fraziergroup@aol.com](mailto:Fraziergroup@aol.com)

Ms. Frazier,

Good morning. I wanted to thank you for taking the time to talk with me yesterday. I am very impressed with the GEO Foundation and the philosophies at the core of the schools. I also copied and pasted to this e-mail the information I have read on the new IEP program for Indiana, and thought it might be helpful to you. Thanks again!

Sincerely,

Jen Frick

## Indiana IEP

A. Administrator Training – The following dates and locations will be used for administrator training for Indiana IEP. The purpose of this training will be to provide an overview of the system. There will be three 2-hour sessions offered each day (9-11 a.m.; 12-2 p.m.; and 2-4 p.m.), with each participant needing to attend only one of the sessions. Information regarding registration and specific locations will be provided soon.

**June 6-10**

Boonville—Franklin—Hammond—Kokomo

**June 13-17**

Boonville—Franklin—LaPorte (not the 17<sup>th</sup>)—Fort Wayne

B. Train the Trainer Information -- The following locations will be used for the summer train the trainer sessions. More details will be forthcoming within the next few weeks, including the link for online registration. As a reminder, each day there will be two half-day sessions offered. Each trainer will attend one half-day session during the course of the four weeks. (Information regarding the number of trainers per LEA may be found in the March 25 Directors' Update located in the Special Education Administrators LC community in the "Files and Bookmarks" section.)

**July 11-14:**

Hammond—Kokomo—Indianapolis—North Vernon -- Washington

**July 18-21:**

Hammond—Kokomo—Indianapolis—North Vernon -- Washington

**July 25-28:**

LaPorte—Kokomo—Indianapolis—Franklin -- Washington

**August 1-4:**

LaPorte—Fort Wayne—Richmond (not Anderson, as previously reported) --Seymour -- Washington

C. IEP questions and information – Any questions regarding Indiana IEP should be addressed to Cheryl Hartman at [chartman@doe.in.gov](mailto:chartman@doe.in.gov) or Amy Starzynski at [astarzynski@doe.in.gov](mailto:astarzynski@doe.in.gov)

D. Indiana IEP reminders from previous updates

### i. Setting up Indiana IEP users – first steps

1. Districts and cooperatives will need to identify one representative for your entity who will be the district administrator in terms of assigning roles to users for Indiana IEP.
2. The district administrator role will then be able to assign user codes (including assigning other individuals the role of district administrator so that multiple staff may assign user codes, if that's the intent of the district).

**Note:** This step of assigning roles will not be able to take place until the first



week of May.

3. Please be sure to designate your district administrator to the vendor early on, as this individual must assign user codes to any staff attending the summer train the trainer sessions at least one week prior to the session they're attending. If this is not done, the staff member will not be able to access the system during training.

4. To inform PCG of your district administrator, email [indianalEP@pcgus.com](mailto:indianalEP@pcgus.com)

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Prior to the IEP meeting the parent was sent:

- ☐ Notice of IEP meeting
- ☐ Procedural Safeguards
- ☐ ESY Guidelines
- ☐ Parent's Positive Profile

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## Meeting Agenda

### ☐ Introductions

- Roles of facilitator/Recorder

### ☐ Agreements

- Timeline
- Ground rules
- Procedural Safeguards

### ☐ Dreams

- This school year
- Life accomplishments

### ☐ Strengths

- Provided by both parents and staff
- Review prior goals (if applicable)

### ☐ Needs

- What does the student need to learn –not what are weaknesses

### ☐ Disability identification (if Eligibility IEP)

- Consent of placement

### ☐ Develop new goals based on needs

### ☐ What does student need to meet identified goals?

- Services/placement
- Participation in general education curriculum and instructional settings
- Accommodations and modifications
- Special factors: CSAP, transportation, healthcare plan, vision plan, BIP

### ☐ Review IEP Notes/ Summarize meeting discussion

- Discuss roles and responsibilities of IEP members and school staff for student to meet goals

### ☐ Questions/Comments

### ☐ Prior Written Notice

Prior to the IEP meeting the parent was sent:

- ☐ Notice of IEP meeting
- ☐ Procedural Safeguards
- ☐ ESY Guidelines
- ☐ Parent's Positive Profile

---

**Visuals/charts necessary for the IEP meeting**

1

**Dreams**

2

**Strengths**

3

**Needs**

4

**What needs to  
be put in place to  
address needs?**

### Case Conference Agenda

1. Parental Rights
2. Introductions/Sign in sheet
3. Demographic changes
4. Parental Concerns statement
5. Present levels of performance
  - a. Area of disability
  - b. Teacher comments
    - i. Improvements
    - ii. Areas of greatest concern
    - iii. Behavior
6. Post-secondary statements from student
7. Goals
  - a. Transition
  - b. Academic
  - c. Updates/changes?
8. Accommodations/Modifications
9. Sped/Support services
10. Notes:

## Parent Profile

We value your input and want to make sure that your voice is heard at your child's IEP meeting. Below is a helpful tool that may assist you in gathering your thoughts in preparation for your son or daughter's IEP meeting. Please complete the below worksheet prior to \_\_\_\_\_'s IEP meeting and call if you have any questions.

Thank you,

\_\_\_\_\_  
(Teacher's name)

\_\_\_\_\_  
(Contact Number)

**Who is your child?** (Describe your child, including such information as a place in the family, personality, likes and dislikes) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are your child's strengths?** (highlight all areas your child does well, including school, community, home and social settings) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are your child's successes?** (List all successes, no matter how small) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are your child's greatest challenges?** (List the skills your child needs to work on and the supports he or she needs) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are your dreams for you child?** (Describe your vision for your child's future, including short and long-term goals) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

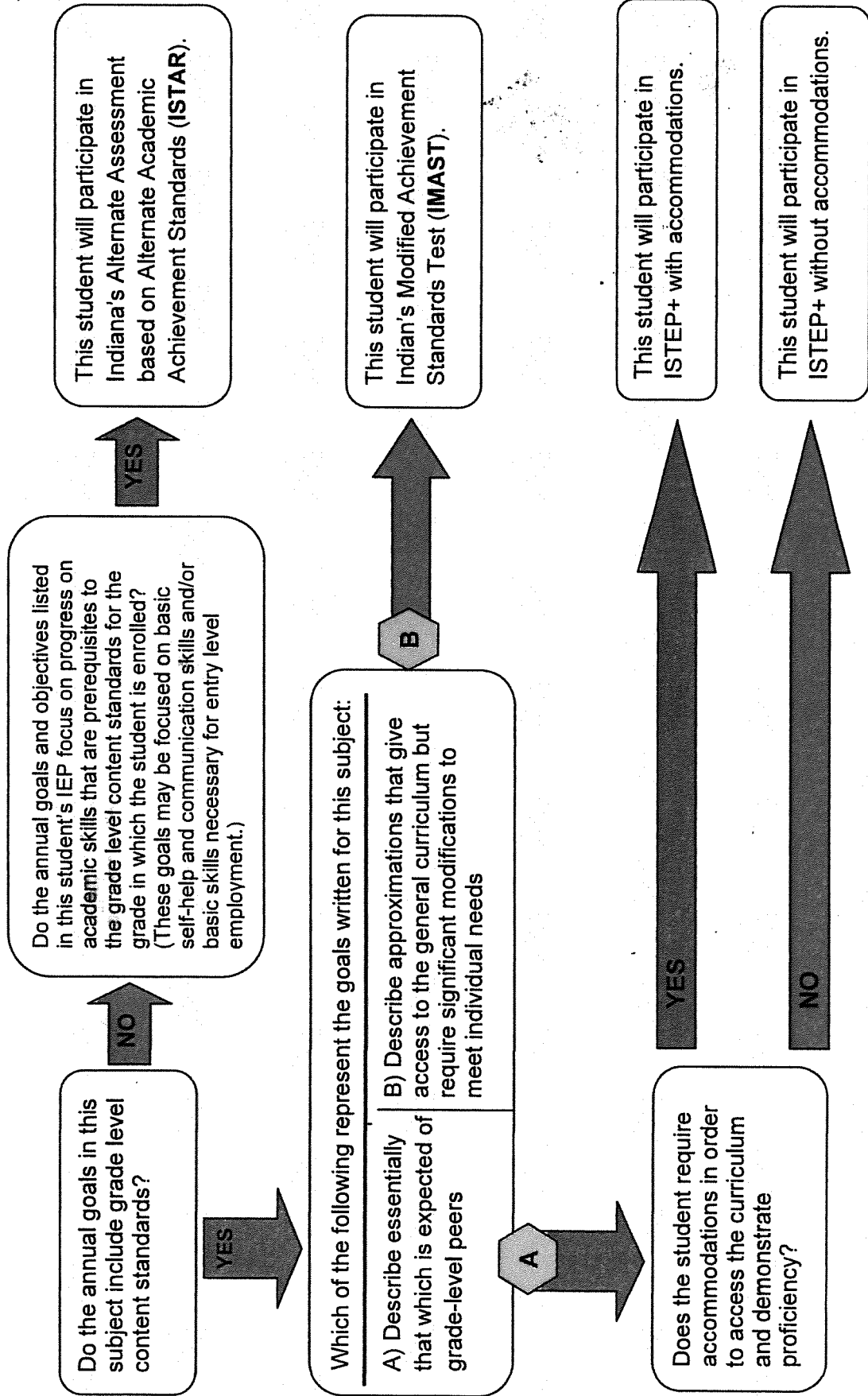
**Is there any other information you would like to share?** (List any relevant information including health care needs that have not already been described above. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Individualized Testing Decision per discipline

## Case Conference Committee Assessment Guidance Tool

Given annual goals that are written **appropriately** based on consideration of the student's present level of performance, strengths, and needs:



## **Indiana's Case Conference Committee (CCC) Guidance for Student Participation in Alternate Assessments**

### **Indiana Standards Tool for Alternate Reporting (ISTAR) Indiana Modified Achievement Standards Test (IMAST)**

#### *Introduction*

Federal law (IDEA 2004) and state law require that all students participate in Indiana's assessment system. For most students with special needs, this law requires participation in ISTEP+ (for grades 3-8 and end-of-course assessments) with or without accommodations. For students with disabilities, however, the Case Conference Committee (CCC) may determine that the Indiana Modified Achievement Standards Test (IMAST) or Indiana Standards Tool for Alternate Reporting (ISTAR) is the most appropriate assessment instrument. IMAST and ISTAR are the only alternate assessments that are recognized in Indiana for the purpose of statewide accountability.

#### **What is the purpose of ISTAR and IMAST?**

**ISTAR:** The purpose of the *Indiana Standards Tool for Alternate Reporting (ISTAR)* program is to measure student achievement in the subject areas of English/language arts, mathematics, science, and social studies based on alternate academic achievement standards. Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test. ISTAR is a web-based system that utilizes teacher ratings on performance threads comprised of progressive skills based on alternate academic achievement standards that are appropriate for the student. The Case Conference Committee (CCC) determines, based on the eligibility criteria adopted by the Indiana State Board of Education and the student's individual and unique needs, whether a student with a disability will be assessed with *ISTAR*.

**IMAST:** The purpose of the *Indiana Modified Achievement Standards Test (IMAST)* program is to measure student achievement in one or more of the following content areas: English/language arts, mathematics, science, and social studies. In particular, *IMAST* reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. Based on Indiana's Academic Standards and presented in a multiple-choice format, *IMAST* is administered to students whose Case Conference Committee (CCC) determines they meet the eligibility criteria adopted by the Indiana State Board of Education for one or more specific content areas.

### **How does a student participate in the ISTAR Assessment?**

ISTAR is an electronic assessment. Students do not actually “take” ISTAR. The assessment has been designed to utilize ratings of student evidence by professionals who know the student best. At a minimum, the ratings must be entered within the ISTAR Assessment window, which is March 1 – April 30 each year.

### **Can a student participate in both IMAST and ISTEP+?**

Yes. A student’s Case Conference Committee (CCC) must decide the most appropriate assessment for the student in each content area based on eligibility criteria. The IMAST assessment is comprised of *multiple-choice items only* and is administered during the ISTEP+ Multiple-Choice Assessment testing window. Students who participate in ISTEP+ for a particular content area(s) **will participate** in both the ISTEP+ Applied Skills Assessment and the ISTEP+ Multiple-Choice Assessment for that content area(s).

### **What must the IEP Team consider in determining whether or not a student should participate in ISTAR or IMAST?**

**ISTAR CRITERIA** (All three criteria must be satisfied for a student to be eligible to be assessed on alternate academic achievement standards in either mathematics or English/language arts. In addition, the decision cannot be based on the exclusions provided below.)

- 1) ***Presence of a Disability:*** There is empirical evidence of a significant cognitive disability that precludes the acquisition of achievement standards necessary to obtain a high school diploma. However, there may be evidence that the student could achieve academic competence at a basic level.
- 2) ***Intensity of Instruction:*** Even when provided access to a differentiated general education curriculum, the student is unable to derive reasonable educational benefit without significant individualized modifications to content and performance expectations.
- 3) ***Curricular Outcomes:*** The goals and objectives listed in this student’s IEP focus on progress on:
  - Academic skills that are prerequisites to the grade in which the student is enrolled. The student aspires to obtain skills necessary for entry level employment.OR
  - Progress within functional achievement indicators and extensions to the Indiana Academic Standards. The student strives to achieve the most basic self-help and communication skills and is seeking opportunities throughout the day to accomplish very individual goals.



### **ISTAR EXCLUSIONS**

The CCC's determination that the student will be assessed on alternate achievement standards cannot be based on factors such as:

1. Excessive or extensive absences.
2. Social, cultural, or economic differences.
3. The mere existence of an IEP or identification in a specific disability category.
4. A specific special education placement or service.
5. Emotional, behavioral, or physical challenges.
6. Anticipated scores on ISTEP+.
7. Concern for AYP calculations.

**IMAST CRITERIA** (All three criteria must be satisfied for a student to be eligible to be assessed on modified academic achievement standards in either mathematics or English/language arts. In addition, the decision cannot be based on the exclusions provided below.)

- 1) ***Presence of a Disability:*** The student receives special education services due to the presence of a disability. There must be evidence that the disability has prevented the student from achieving proficiency as measured by previous ISTEP+ attempts or through other assessments that validly document grade-level academic achievement.
- 2) ***Intensity of Instruction:*** The student is able to meaningfully access curriculum for the grade in which the student is enrolled. However, the student's Case Conference Committee (CCC) agrees that, even with appropriate instruction and services designed to meet the students' individual needs, the student is not likely to achieve grade-level proficiency within the same time frame as other students.
- 3) ***Curricular Outcomes:*** The student is expected to earn a high school diploma prior to exiting high school, either by eventually demonstrating proficiency on any required graduation examinations or through the appeals process. Therefore, the goals listed in the student's Case Conference Committee (CCC) report include content standards for the grade in which the student is enrolled.

### **IMAST EXCLUSIONS**

The CCC's determination that the student will be assessed on modified achievement standards cannot be based on factors such as:

- a. Excessive or extensive absences.
- b. Social, cultural, or economic differences.
- c. The mere identification of a disability.
- d. A specific special education placement or service.
- e. Concern for AYP calculations.

The IEP team should consider the content area(s) of IMAST in which the student will participate and whether appropriate accommodations, including assistive technology, need to be addressed and documented.

**What is required to ensure that a student's IEP is appropriate and supports participation in ISTAR or IMAST?**

**ISTAR:** The annual goals and objectives/benchmarks listed in a student's IEP focus on progress on academic skills that are prerequisites to the grade in which the student is enrolled. These goals may focus on basic self-help and communication skills and/or on basic skills necessary for entry level employment.

**IMAST:** The annual goals listed in a student's IEP include content standards for the grade in which the student is enrolled. The IEP reflects curriculum that focuses on standards-based goals in the content area(s) in which the student will participate in IMAST.

For both ISTAR and IMAST, the IEP reflects how a student's progress in achieving academic goals is to be documented and monitored.

Participation in either ISTAR or IMAST must be a Case Conference Committee (CCC) decision and documented in the IEP. Parents must be part of this decision-making process and must be fully informed of their child's results on either ISTAR or IMAST. The testing decision is made annually and may differ from one year to the next based on current information regarding a child's academic progress.

*December 2010*

# Special Ed 101:

## The Case Conference

Presented by: Alexandra M. Curlin

The Curlin Law Office

# Overview

- What is a case conference?
- When are CCC meetings called?
- Notice of a CCC meeting
- Participants- The new excusal provision
- Additional participants
- CCC meeting preparation

# Overview

- IEP Components
- How does the CCC make decisions?
- What happens when there is a disagreement in the CCC?
- Do I have to sign the IEP after the meeting?
- Resources

# What is a case conference?

A case conference is a meeting with the group of people who decides if a student is eligible for special education services and who develops, reviews, and revises the student's individualized education program.

# What is a case conference?

- In Indiana we call this group of people the case conference committee.
- In the federal law, the group is called the IEP team.

# When are CCC meetings called?

- After an initial or additional evaluation is conducted;
- Within twelve months of the previous CCC meeting;
- When a change in placement is being considered;
- When a special education student moves into the school district from another district or state;



## When are CCC meetings called?

- When certain disciplinary actions are being taken;
- At least every sixty instructional days when a student is receiving homebound instruction;
- Upon request of a parent, teacher, or administrator; and
- To develop a plan for assessing functional behavior

## Notice of a CCC Meeting

- The CCC meeting must be scheduled at a mutually agreed upon date, time, and place.
- If neither parent can attend in person, the school must use other methods to ensure parent participation, including and individual or conference telephone call.

# Notice of a CCC Meeting

- There is no set time when parents must receive notice and Congress specifically decided not to do that.
- However, the notice must be given early enough to ensure that one or both parents has an opportunity to attend.

## Notice of a CCC Meeting

- State law requires that notice must be given in the parent's native language or other mode of communication.
- Must indicate the purpose, time and location of the meeting and who will be in attendance.
- Must inform parents of the right to bring other individuals.

# Notice of a CCC Meeting

Additional notice requirements:

- Not later than when a student turns sixteen (16) (or younger if determined by the CCC)
  - Notice must indicate the purpose of the meeting will be the consideration of the postsecondary goals and transition services and
  - That the agency will invite the child

This provision reflects a big change in the new IDEA.

## Notice of a CCC Meeting

- A meeting can be conducted without parents if the school is unable to convince the parents they should attend.
- School must keep detailed record of correspondence and conversation with the parent.

# Participants

- Parents of the child
- One regular education teacher if the child is or may be participating in the regular ed environment
- Teacher of record
- A representative of the public agency

# Participants

## Public Agency Representative Qualifications

- Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
- Knowledgeable about the general education curriculum
- Knowledgeable about the availability of resources



# Participants

- An individual who can interpret instructional implications of evaluation results (this can be a dual member)
- Other individuals who have knowledge and expertise regarding the child (includes related service personnel)
- Transition service participants
- The child, when appropriate

# Participants

## The new excusal provisions

300.321

School CCC participants are not required to attend a CCC meeting in whole or in part if the parent of a child with a disability and the school agree in writing that the attendance of the member is not necessary because the member's area of the curriculum or related service is not being modified or discussed in the meeting.

# Participants

## The new excusal provisions

School personnel may be excused from attending a CCC meeting in whole or in part when the meeting involves a modification in their area if:

1. The parent and school agree to the excusal in writing; and
2. The member submits, in writing, to the parent and the CCC, input to the development of the IEP prior to the meeting

## Additional Participants

- Part C Service Coordinator must be invited to an initial meeting upon the request of parent
- Individuals with expertise-  
determination is made by the party that invited the individual

# CCC Meeting Preparation

- Create an agenda
  - Desired outcomes
  - Topics to be addressed
  - Problems to be addressed
  - Positive points
- Review available assessment information including strengths and challenges
  - Take notes
  - Highlight questions

# CCC Meeting Preparation

- Look at current IEP
- Think about current placement and services
  - What are the problems?
  - What are the positive points?
- Review the student's progress to date
  - Are goals being met?
  - Are the goals clear?
  - Are you clear about how goals are being addressed?

# CCC Meeting Preparation

- Think about placement in the least restrictive environment.
  - What does that mean for this particular student?
  - What are the available placements?
  - Which are appropriate?

# CCC Meeting Preparation

- Review the related services
  - Are they structured so that they can confer educational benefit?
  - Are they structured so that it supports the student in meeting defined goals?
  - What are the positives?
  - What are the gaps?



# IEP Components

- Present level of educational performance
- Measurable annual goals that describe what the student can be expected to accomplish within a twelve (12) month period
- Statement of the special education and related service and program modifications to be provided to the student

# IEP Components

- Statement regarding participation in statewide or local assessments
- Projected dates for initiation of services and the anticipated length, frequency, and duration of services and modifications
- An explanation of the extent, if any, the student will not participate with non-disabled students in general education classes or settings and in extracurricular and other non-academic activities

# IEP Components

- Statement of how progress will be measured and how parents will be informed of progress
- Statement of the need for extended school year
- Statement of transition services or needed transition services
- Placement in the least restrictive environment

## IEP Components

- If the student is 17, a transfer of rights statement
- List of any other device or service that the CCC determined the student need in order to receive a free appropriate public education

# CCC Decision making

- Consensus or vote
- Parent v. Public Agency Rep

# CCC Disagreements

- Make sure you understand the position
- Find out the reasoning for the position
- Find commonalities in reasoning
- Use commonalities to make an alternative proposal
- Build small agreements
- Compromise and/or create a solution that addresses the concerns

# Closing the Meeting

- Consent is required if:
  - Initial determination for SPED
  - Initial IEP is being developed
  - Revised IEP that involves a change in placement is being developed
  - Student's identified disability has changed
  - Additional evaluations have been agreed to
  - Termination of a student's eligibility

## Closing the Meeting

- Consent does not have to be obtained that day
- The CCC report can be given that day or can be mailed to the parent
- If mailed, it must be received within ten days of the meeting



# Resources

- IN\*SOURCE [www.insource.org](http://www.insource.org)
- About Special Kids  
[www.aboutspecialkids.org](http://www.aboutspecialkids.org)
- Indiana Protection and  
Advocacy [www.ipas.org](http://www.ipas.org)
- The Curlin Law Office  
[www.curlinlaw.com](http://www.curlinlaw.com)

Questions???

**School Name: Fountain Square Academy**

Criteria	Yes	2	3	4
<b>File Components:</b>				
Security (Files are locked in a secure location)				
Log sheet is in each folder				
Date of original case conference is within 60 days of the initial referral (only if current school initiates eval.)				
File includes information about eligibility for services (general education committee notes, observations, etc.)				
Original or most recent psychoanalytic report is current (dates less than 3 years)				
Evidence indicating parent knowledge of disability and IEP (signature on past evaluations or conferences or recent signature indicating parent knowledge of child's needs)				
<b>Case Conference Notification---check all components included in the file.</b>				
Information about notification of most recent case conference (copies of letters, notes on contact attempts)				
Parent/guardian was given adequate notice (best practice 10 days)				
Evidence parent is aware of rights (e.g., signs procedural safeguards)--attendees & roles, invite others, meeting details				
<b>Case Conference Participants---check all participants who indicated attendance by signing the report</b>				
Parent(s) or Guardian(s)				
General education teacher				
Teacher of Record				
Charter school representative (must be able to commit funds)				
Child if appropriate (must be invited if discussing transition or if 14 or older)				
Other: (list)				

**Components of the Current IEP---check all components that are included.**

IEP is current (12 months or less from last IEP)					
IEP shows date of initiation and information on services and aids, i.e. frequency, duration, location					
File includes info. on student's present levels of educational performance					
Specifies measurable annual goals					
Statement regarding how and when goals will be measured (who will test, what will be tested, frequency)					
Statement regarding how parents will be informed of progress, e.g., process, frequency					
Statement indicating testing program that will be used (ISTEP+, ISTAR)					
List of allowable testing accommodations for ISTEP+					
List of classroom accommodations					
Statement indicating what types of assistive technology will be provided (if any)					
Statement about the degree to which student will not participate in general education & reasons for exclusion					
Statement indicating the need for extended school year					
If needed, a behavior plan based on Functional Behavior Assessment is included					

**Transition Plan for Students who are 14+**

Statement that shows that parents & student have been informed of transfer of rights when student turns 18					
Statement of transition services needed					
Statement about students future educational goals					

### **Special Education Student Records**

While permanent student records are maintained by the office staff in each building, the data that is specific to special education should be kept in the special ed. designated room, due to the need for frequent access when completing compliance documents and holding IEP meetings/Case Conferences. Information maintained in the classroom may include, but is not limited to

- Recent and historical IEP/Case Conference documents
- Assessments that pertain to student qualifications and achievement.

A locked filing cabinet shall be available in each special ed. classroom. It is the responsibility of the special ed. staff to ensure that it is locked each night and not accessible to students or the school staff at any time. The key should be accessible to staff, in a drawer or some established place. If teachers want to view files, they should do it with the special ed. teacher's supervision, in the special ed. classroom.

Files are kept alphabetically in individual, bradded folders.

- Access log is anchored on the left side of the folder.
- Latest IEP is on the right side of the folder on top.
- Additional available historical IEP's are in order on left side of second tab.
- Psychological evaluations/METs- on the right side of second tab.
- Log of parent contacts, relevant medical information, etc., kept in final section of IEP file.
- Files are kept up to date, within a week of meetings/case conferences/changes.

### **Work with the office staff!**

These staff members are the first to see a new student, a new parent, new records, receive phone calls about students. If there is good communication and a good relationship, you can work with them to watch for data you need.

**\*\*\*DO NOT HANDwrite on the legal IEP documents, other than signatures.**

Notes on Official Special Ed. files

--Anything you share with someone in writing (emails, notes, grades) becomes an educational record. Beware!! Any emails between two folks. Be careful of emails.

--Keep the student files clean. Only official documentation should be included. Any additional emails, notes, etc. should be kept separately in a private folder under the teachers personal control, just as backup info.

-- keep a separate Teacher Folder for each student you want to, for any unofficial documentation on students, ie email copies, etc. That info is great back up data, but let's keep the Official Student Files clean.

-- please do not hand write notes on any official documents, such as evals, etc. Even if it is a copy of the original, if it is in the Official Student File, it should be clean. Any necessary notes should be in ICAN. Other notes can be kept in the Teacher Folder for each student.

-- if a student moves and the office needs to send the special ed records on to the new school in the Permanent Student Record, please copy the file and send the original on....keeping a copy for us. These can be kept stashed away, in case someone asks us for it at some time (the parent, etc) or in case the one sent gets lost, or in case the student returns.

# Extended School Year 2011

## ESY Registration Directions & Forms

Please remember to:

- Complete all pertinent forms by February 1<sup>st</sup>, 2011
- Prepare all required paperwork, including:
  1. ESY Registration Form
  2. Data Collection Form
  3. Copy of the current IEP (through July 8, 2011)
  4. Transportation Form 1066
  5. Specific plans – Behavior, Health Care, Communication, & Literacy as appropriate
- Call the ESY Hotline at 720-423-8022 with any questions  
Or
- E-mail Jane\_miyahara@dpsk12.org or Courtney\_leyba@dpsk12.org

**YOUR ESY REGISTRATION MATERIALS NEED TO BE SUBMITTED ON OR BEFORE  
FEBRUARY 1, 2011.**

DENVER PUBLIC SCHOOLS  
Division of Student Services  
Office of Special Education

**DIRECTIONS & FORMS FOR**  
**EXTENDED SCHOOL YEAR REGISTRATION**

**Table of Contents**

*Please use to locate information, directions, & forms for ESY & WES registration*

Pages 3-4.....	ESY Guidelines
Pages 5-6.....	Predictive Factors
Page 7.....	Data Collection Form
Page 8-9.....	Directions for Completing Registration Materials
Page 10.....	Encore ESY
Page 11.....	ESY Registration Form
Page 12.....	Transportation Form 1066
Page 13.....	Directions for completing Registration for Work Experience Study
Page 14.....	Directions for completing registration materials for Work Experience Study with Support (WES-S)
Page 15.....	WES Registration Form
Page 16.....	Information about ESY Staff Positions

Extended School Year Program  
1330 Fox Street, 2<sup>nd</sup> Floor South  
Phone: 720-423-8022  
E-mail: Jane Miyahara or Courtney Leyba



DENVER PUBLIC SCHOOLS  
DIVISION OF STUDENT SERVICES  
OFFICE OF SPECIAL EDUCATION  
GUIDELINES TO DETERMINE STUDENT NEED FOR EXTENDED SCHOOL YEAR SERVICE

Extended School Year (ESY) services are special education and related services provided to students with disabilities beyond the normal school year. ESY services are necessary only when the IEP team determines, on an individual basis, that these services are required for the student to receive a free, appropriate public education (FAPE).

ESY services are required to provide a student with FAPE if based on an analysis of regression/recoupment data, the IEP team determines that the educational benefits gained by a student during the regular school year will be significantly jeopardized without extended educational programming in the summer.

As an IEP team develops an Individual Education Program (IEP), thoughtful discussion about the need for ESY must take place for every student at every annual IEP meeting.

REGRESSION & RECOUPMENT

Regression/recoupment data provide the information needed to make an ESY determination. **Regression** refers to a decline in knowledge and skills that result from an interruption in education. **Recoupment** is the amount of time it takes to regain the prior level of functioning. An IEP team must analyze whether the benefits derived by the child during the regular school year will be significantly jeopardized if she/he is not provided an educational program during the summer months by reviewing regression/recoupment data related to the students learning.

The ESY Data Collection Form is a simple record-keeping document, and it provides a method of collecting data that can substantiate an ESY services decision.

- Data needs to be collected before and after a scheduled break from the regular academic year. Three-day weekends, holidays, and vacation breaks are ideal times to collect data.
- Baseline skill mastery is determined prior to the break. Skills measured should relate to the IEP objectives.
- After the break, the same skill is re-measured.
- When regression is documented, it is necessary to determine the amount of time needed to recoup the pre-break skill level.
- A student may qualify for ESY services in one or more areas addressed on the student's IEP

**EXTENDED SCHOOL YEAR IS:**

- Based only on the individual student's specific skills that are critical to his/her overall educational progress as determined by the IEP goals.
- Designed to maintain student mastery of critical skills and objectives represented on the IEP and achieved during the regular school year
- Designed to maintain reasonable readiness to begin the next year
- Considered as a strategy for minimizing the regression of skills, thus shortening the time needed to gain back the same level of skill proficiency that existed at the end of the school year
- Deliverable in a variety of environments

## EXTENDED SCHOOL YEAR IS NOT:

- Required or intended to maximize educational opportunities for any student with disabilities
- Designed to continue instruction on all the IEP goals
- Considered to help students with disabilities advance in relation to their peers
- For students who exhibit regression related to transitional life situations
- Required solely when a child fails to achieve IEP goals and objectives during the regular school year
- To provide a child with education beyond that prescribed in his/her IEP goals and objectives

## ANALYZING REGRESSION/RECOUPMENT DATA

Virtually all students experience some regression over the summer months, significant regression in students with disabilities generally occurs in the area of motor development, adaptive behavior and/or functional skills. Data for determining regression may be collected following a lengthy absence from school.

Non-disabled students and many students with disabilities receiving minimal special education services may recoup skills in a short period of time, usually about one month. The question is, "Will this special education student regress during the summer break to the extent that she/he will take significantly longer than that?"

Discuss how serious the student's loss of functioning could be. Discuss what skills could be lost; does it affect mastery of a skill(s) crucial to increasing the student's "self-sufficiency" and "independence"? If regression appears likely in important skills, extended year schooling should be strongly considered.

## NEXT STEPS

When a determination is made that the student does require extended year programming, address the following:

- Obtain parental agreement to enroll student in extended year program and to have the student attend regularly.
- If parent agrees, the Encore Program will direct you to the ESY Determination Form. Here you will develop a summary of recommended individualized goals areas to be addressed in regard to regression. These goals must be those which are a priority for the student to maintain.

## TYPE OF SERVICES

- If extended programming is agreed upon, determine the length of programming needed. An individual determination regarding amount of extended year schooling based on the student's specific needs is required. Some students may need related services only.
- Consider the possible need for in-home rather than school-based delivery for the extended year for such services as OT/PT, etc. Where and how will this student be best served if she/he needs extended year services?
- Once services which are needed have been determined, these services should be written on the IEP. Goals and objectives, as well as special instructional or anecdotal notes, will be required to be furnished to the summer school provider when she/he is identified.

## **Predictive Factors**

### **Factors to Consider: Areas of Consideration**

#### Type and Severity

- The degree of impairment
- The areas of the student's curriculum which needs continuous attention
- The student's vocational needs, whether the requested services are extraordinary for the student's impairment, as opposed to an integral part of the program for those with the student's impairment

#### Rate of progress

- The degree of regression suffered by the student
- The recovery time from this regression
- The student's rate of progress(including emerging skills)
- Critical time to work on an emerging skill

#### Alternative Resources

- The ability of the student's parents to provide the educational structure at home
- The availability of alternative resources

#### Behavior/physical

- The student's behavioral and physical problems

#### Other Relevant Factors

- The ability of the student to interact with students who do not have disabilities

### **Factors to Consider: Critical Questions**

#### Type and Severity

- In what ways does the student's disability and /or intensity of needs impact the maintenance of learned skills?

#### Behavior/Physical

- Are there behavioral or physical factors that negatively impact the student's ability to maintain learned skills?
- Have there been significant behavioral challenges that interfere with maintenance of learned skills?

#### Alternative Resources

- What community/home resources are already planned or could be available in order for the student to maintain learned skills?
- How does the parents' ability to provide educational structure at home impact the child's ability to maintain learned skills?

## **Predictive Factors-Continued**

### **Ability to interact with non-disabled peers**

- Does the lack of opportunities for the student to interact with non-disabled peers significantly interfere with maintenance of learned skills?
- What community/home support is needed to provide necessary opportunities for this student?

### **Curriculum that needs continuous attention**

- Are there any objectives on the IEP that require ongoing support in order to maintain learned skills?

### **Vocational needs**

- Does this student require ongoing support in order to maintain learned vocational skills?

### **Child's rate of progress**

- How does the length of time that the student takes to learn a skill negatively impact the maintenance of learned skills?

Would the interruption of services be detrimental to the student continued progress?

## **Behavioral Resources/ Information**

# ABC Observation Form

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

## Target Behaviors

1.)
2.)

## DOCUMENT THESE BEHAVIORS FOR ONE WEEK:

ANTECEDENTS What happened before? (Time, activity, setting, people)	BEHAVIORS What happened? (Describe the child's behavior and responses)	CONSEQUENCES What happened after? (Response of peers or adult)

Is there a predictable pattern observed? (if so, please describe) \_\_\_\_\_


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Starting Time: \_\_\_\_\_

Ending Time: \_\_\_\_\_

[illegible]

**Completed by:**

# TARGET/ REPLACEMENT BEHAVIOR PERFORMANCE FORM

Begin Date: \_\_\_\_\_  
 End Date: \_\_\_\_\_

Student \_\_\_\_\_ Person Monitoring: \_\_\_\_\_ School: \_\_\_\_\_

Description of Behavior Monitored: \_\_\_\_\_

Description of Intervention being implemented: \_\_\_\_\_

Description of Performance Criteria: \_\_\_\_\_

Frequency / Level of Performance																												
20																												
19																												
18																												
17																												
16																												
15																												
14																												
13																												
12																												
11																												
10																												
9																												
8																												
7																												
6																												
5																												
4																												
3																												
2																												
1																												

Baseline

SUMMARY

Baseline indicates number of (choose one): \_\_\_\_\_ Trials \_\_\_\_\_ Opportunities \_\_\_\_\_ Days



**Begin Date:** \_\_\_\_\_  
**End Date:** \_\_\_\_\_

Person Monitoring: \_\_\_\_\_

**School:**

Description of Intervention being implemented:

### Description of Performance Criteria:

[illegible]

---

## Functional Behavior Analysis

### Parent Interview/Questionnaire

Name: \_\_\_\_\_ Interviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

Challenging (troublesome) behavior may result from unmet needs. A *functional behavior assessment* (FBA) is a method of helping to determine what *function* or *useful purpose* the behavior serves for the child. Parents play an important role in the FBA. Please answer the following questions to help in making decisions about effective behavior supports for your child.

1. Describe your child's strengths and positive qualities.
2. Describe in your words what the problem behavior seems to be.
3. Why do *you* think your child is showing this behavior?
  - a. To avoid or escape something or someone?
  - b. To gain or get something such as attention, control or rewards?
  - c. Is the behavior fun or stimulating or calming?
  - d. Other.
4. Do you see this behavior at home or other places?
5. If so, what works to prevent the problem or to get your child to stop the
6. Is there anything that makes it worse that we should avoid doing?

7. Could you tell us about any changes your child has experienced recently? (e.g. moves, losses, etc.)?
8. Is your child taking any medication or has there been a change in his/her health, Sleeping, eating habits, etc.?
9. What are some good ways to get your child to calm down when he/she is upset?
10. Has your child ever received any mental health or counseling services? If so, where?
11. In what areas do you think your child needs extra help or support at school?
12. How do you think your child gets along with other students at home or at school?
13. What is your child's attitude toward school?
14. Who are the adults who provide additional support to your child and family?

**Institute for Child Study  
Setting Events Checklist**

Name \_\_\_\_\_

Rater \_\_\_\_\_

Behavior Description \_\_\_\_\_

Setting \_\_\_\_\_

**Instructions:** The Setting Events Checklist is designed to help identify situations in which a student is likely to behave in a certain way, in order to assist in planning appropriate interventions. To complete this scale, select one behavior that is of particular interest. It is important that you identify a very specific behavior. Aggressive, for example, is not as good a description as hits peers. After you have specified the behavior, please circle the number for each item that best describes your observation of this behavior.

	Never	Almost Never	Seldom	Half the time	Usually	Almost Always	Always
1. Does the behavior occur following any request to comply or perform a task (academic or non-academic)?	0	1	2	3	4	5	6
2. Does the behavior seem to occur when you are attending to another student?	0	1	2	3	4	5	6
3. Does the behavior occur when the student is asked to complete work that may be difficult?	0	1	2	3	4	5	6
4. Does the behavior occur when you take away an object (toy, food, pencil, etc.) from the student?	0	1	2	3	4	5	6
5. Does the behavior occur when you stop attending to the student?	0	1	2	3	4	5	6
6. Does the behavior occur as the classroom becomes less structured (i.e., free time, low supervision, group activities)?	0	1	2	3	4	5	6
7. Does the student appear to take satisfaction in or seem rewarded by this behavior?	0	1	2	3	4	5	6
8. Does the behavior occur in group situations with peers?	0	1	2	3	4	5	6
9. Does the behavior occur when the student is denied an activity (i.e., free time, recess) the student wants to engage in?	0	1	2	3	4	5	6
10. Does the behavior occur in response to work that may be easy for the student to complete?	0	1	2	3	4	5	6
11. Does the behavior occur when the student is rejected by peers?	0	1	2	3	4	5	6
12. Does the behavior occur in order to get something that the student may want? (Toy, food, pencil, etc.).	0	1	2	3	4	5	6
13. In general, does the student have difficulty completing his or her work?	0	1	2	3	4	5	6
14. Does this student have difficulty expressing himself/herself Verbally?	0	1	2	3	4	5	6
15. Does the student seem to engage in this behavior when you are not paying attention to him or her?	0	1	2	3	4	5	6
16. Does the behavior appear to be sneaky in nature, so that you are not intended to catch it?	0	1	2	3	4	5	6
17. Does the behavior occur in the presence of an academic task or request?	0	1	2	3	4	5	6

	Never	Almost Never	Seldom	Half the time	Usually	Almost Always	Always
18. Does this student misinterpret the behavior of other students?	0	1	2	3	4	5	6
19. Does this behavior occur as classroom activities become more highly structured?	0	1	2	3	4	5	6
20. Does the student get attention from other students for this behavior?	0	1	2	3	4	5	6
21. Is attendance a problem for this student?	0	1	2	3	4	5	6
22. Does this behavior occur when academic work is challenging for the student?	0	1	2	3	4	5	6
23. Does the behavior occur in order to engage in a preferred activity (i.e., recess free time)?	0	1	2	3	4	5	6
24. Do other students seem intimidated by this behavior?	0	1	2	3	4	5	6
25. Does the student seem angry before or during the occurrence of this behavior?	0	1	2	3	4	5	6

**Setting Events Checklist  
Summary**

Instructions: Enter the rating associated with each item. The Total is the sum of ratings in the column. Mean rating for each column is the Total for each column divided by the number of items in the column (6 for Task Avoidance, 5 for Attention-Peer, etc.).

Task Avoidance	Attention-Peer	Attention-Teacher	Tangible/Activity	Other
1.	8.	2.	4.	7.
3.	11.	5.	9.	14.
10.	18.	6.	12.	16.
13.	20.	15.	23.	21.
17.	24.	19.		25.
22.				

Total \_\_\_\_\_

Mean \_\_\_\_\_

# MOTIVATION ASSESSMENT SCALE

Name \_\_\_\_\_ Rater \_\_\_\_\_ Date \_\_\_\_\_

Behavior Description \_\_\_\_\_

Setting Description \_\_\_\_\_

Instructions: The Motivation Assessment Scale is a questionnaire designed to identify those situations in which an individual is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the Motivation Assessment Scale, select one behavior that is of particular interest. It is important that you identify the behavior very specifically. *Aggressive*, for example, is not as good a description as *hits his sister*. Once you have specified the behavior to be rated, read each question carefully and circle the one number that best describes your observations of this behavior.

QUESTIONS	ANSWERS						
	Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
1. Would the behavior occur continuously, over and over, if this person was left alone for long periods of time? (For example, several hours)	0	1	2	3	4	5	6
2. Does the behavior occur following a request to perform a difficult task?	0	1	2	3	4	5	6
3. Does the behavior seem to occur in response to your talking to other persons in the room?	0	1	2	3	4	5	6
4. Does the behavior ever occur to get a toy, food, or activity that this person has been told that he or she can't have?	0	1	2	3	4	5	6
5. Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one was around? (For example, rocking back and forth for over an hour.)	0	1	2	3	4	5	6
6. Does the behavior occur when any request is made of this person?	0	1	2	3	4	5	6
7. Does the behavior occur whenever you stop attending to his person?	0	1	2	3	4	5	6
8. Does the behavior occur when you take away a favorite toy, food or activity?	0	1	2	3	4	5	6
9. Does it appear to you that this person enjoys performing the behavior? (It feels, tastes, looks, smells and/or sound pleasing.)	0	1	2	3	4	5	6
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him or her to do what you ask?	0	1	2	3	4	5	6

CONTINUED —

# MOTIVATION ASSESSMENT SCALE CONTINUED

QUESTIONS	ANSWERS						
	Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him or her? (For example, if you are sitting in a separate room, interacting with another person.)	0	1	2	3	4	5	6
12. Does the behavior stop occurring shortly after you give this person the toy, food or activity he or she has requested.	0	1	2	3	4	5	6
13. When the behavior is occurring, does this person seem calm and unaware of anything else going on around him or her?	0	1	2	3	4	5	6
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working or making demands of this person?	0	1	2	3	4	5	6
15. Does this person seem to do the behavior to get you to spend some time with him or her?	0	1	2	3	4	5	6
16. Does the behavior seem to occur when this person has been told that he or she can't do something he or she had wanted to do?	0	1	2	3	4	5	6

Sensory	Escape	Attention	Tangible
1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____

Total  
Score =

\_\_\_\_\_

Mean  
Score =

\_\_\_\_\_

Relative  
Ranking =

\_\_\_\_\_

Adapted from: V. Mark Durand, Ph. D. (1990) Severe behavior problems: A functional communication training Approach. New York, NY: The Guilford Press

# Setting Events Checklist Summary

Instructions: Enter the rating associated with each item. The Total is the sum of ratings in that column. Mean rating for each column is the Total for each column divided by the number of items in that column (6 for Task Avoidance, 5 for Attention-Peer, etc.).

Task Avoidance	Attention-Peer	Attention-Teacher	Tangible/Activity	Other
1.	8.	2.	4.	7.
3.	11.	5.	9.	14.
10.	18.	6.	12.	16.
13.	20.	15.	23.	21.
17.	24.	19.		25.
22.				

Total \_\_\_\_\_

Mean \_\_\_\_\_



## Problem Behavior Questionnaire

Student:

Teacher:

DOB:

School:

Grade:

Date:

**Student Behavior:** Please briefly describe the problem behavior(s)

**Directions:** Keep in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	Never	10% of the time	25% of the time	50% of the time	75% of the time	90% of the time	Always
1. Does the problem behavior occur and persist when you make a request to perform?	0	1	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. During conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. Is the problem behavior more likely to occur following a conflict outside of the classroom?(e.g., bus write-up)	0	1	2	3	4	5	6
6. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the behavior occur when peers are attending to other students?	0	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the behavior occur when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behavior do you provide one-to-one instruction to get student back on task?	0	1	2	3	4	5	6
13. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

## Problem Behavior Questionnaire Profile

**Directions:** Circle the score given for each question corresponding question number (in bold). Any item marked with a rating of "three" or above is considered a potential hypothesis for the problem behavior. If two or more items within one of the five areas are marked with "three" or above, a primary hypothesis is suggested.

Peer			Adults			Setting Events
Escape	Attention		Escape	Attention		
<b>3</b> 10   14	<b>4</b> 7   11		<b>1</b> 9   13	<b>2</b> 5   12		<b>5</b> 8   15
6   6   6	6   6   6		6   6   6	6   6   6		6   6   6
5   5   5	5   5   5		5   5   5	5   5   5		5   5   5
4   4   4	4   4   4		4   4   4	4   4   4		4   4   4
3   3   3	3   3   3		3   3   3	3   3   3		3   3   3
2   2   2	2   2   2		2   2   2	2   2   2		2   2   2
1   1   1	1   1   1		1   1   1	1   1   1		1   1   1
0   0   0	0   0   0		0   0   0	0   0   0		0   0   0

## STUDENT INTERVIEW

Student: \_\_\_\_\_ Interviewer: \_\_\_\_\_  
Age: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Section 1: Ask student to rate the statement always (A), sometimes (S), or never (N).

1. In general, is your work too hard for you?
2. In general, is your work too easy for you?
3. Is your work challenging for you?
4. When you ask for help, do you get it?
5. Do you think people notice when you do a good job?
6. When you do assignments, do you work better when you work with someone?
7. Do you think you would do better in school if you received more recognition?
8. Is your work interesting?
9. Are there things in the classroom that distract you?
10. Do you think you have enough time to do your work?

Section 2: Complete the sentences.

1. My favorite adult at school is:
2. My best friend at school is:  
Some things I like to do with my friend are:
3. When I do well at school, the person I'd like to know about it is:
4. When I do well in school, I wish my teacher(s) would:
5. At school I'd like to spend more time with:  
Some things I would like to do with this person are:
6. One thing I would really like to do more of in school is:

7. I feel great in school when:
8. I will do almost anything to keep from:
9. The kind of punishment at school that I hate most is:
10. The thing that upsets me most at school is:
11. The thing that upsets my teacher the most is:
12. When I have free time I like to:
13. My favorite subject(s) at school is(are):
14. The subjects I like the least are:
15. I think I have the fewest problems with \_\_\_\_\_ (target behavior) when:
16. I think I have the most problems with \_\_\_\_\_ (target behavior) when:
17. Some changes in school that could be made so I would have fewer problems are:
18. I am proud at school when:
19. To be successful in school I need to:

# Functional Behavioral Assessment Behavior Support Plan

<b>Student Name:</b> Anthony [REDACTED]	<b>Grade:</b> 5	<b>Age:</b> 10	<b>ID#:</b> [REDACTED]	<b>School:</b> KIPP Sunshine	<b>Date:</b> 3/10/2011
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**Participants** (may include): Teacher, Parent, Student, Psychologist, Social Worker, Counselor, Community Agency, Related Service Provider, Interpreter, Cultural Liaison, Family Liaison, etc.

Parent: Laura [REDACTED]	Counselor:
Parent:	Teacher: [REDACTED], [REDACTED], [REDACTED]
Student: [REDACTED]	Other: [REDACTED], Principal
Case Manager: Pegie Frazier	Other: [REDACTED]
School Psychologist: [REDACTED]	Other: [REDACTED], one-on-one tutor
School Social Worker: [REDACTED]	Other:

## Student Profile:

What is the student good at or what are some of their **strengths**?

Social-Emotional	Academic
<ul style="list-style-type: none"> <li>Good sense of humor.</li> <li>Fun to interact with when he is happy.</li> <li>Sometimes eager to please.</li> <li>Smiles a lot of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Auditory memory seems to be a relative skill.</li> <li>Can learn in a one on one situation.</li> </ul>

What are the student's **needs**?

Social-Emotional	Academic
<ul style="list-style-type: none"> <li>Need for attention</li> <li>Need for an escape from difficult tasks</li> <li>Need to control</li> <li>Issues with loss of parent in home</li> </ul> <p>Displays as: Anger, violent reactions. Very unpredictable. Can go from calm to on the floor screaming in a brief moment. Doesn't like to be told what to do. Unstable, moody. Wants to do what he pleases.</p>	<ul style="list-style-type: none"> <li>Very low in all academic areas.</li> <li>Many school location changes over his elementary school years.</li> <li>Reading at grade one.</li> <li>Winter MAP in reading 1.4,</li> <li>Winter MAP in writing, grade 3/RIT 196.</li> </ul> <p>Displays as guessing on his work, disruptive when frustrated. Doesn't ask for help appropriately.</p>

## STEP 1: INTERVIEW TEACHER/STAFF/PARENT

Description of the **Behavior** \*Keep in mind cultural influences and how they may affect behavior

<p>What does the problem behavior(s) look like?</p> <p>Major disruptions to class learning.</p> <p>( 1. Yelling out "no" when asked to do something, 2. Out of his seat in class and wandering around, 3. Leaving classroom without permission 4. Refusing to enter classroom )</p>
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<b>B</b>	How often does the problem behavior(s) occur? Frequently throughout the day.
	How long does the problem behavior(s) last when it does occur? He is usually removed from the room when disturbance occurs. Often he would be sent home. The one-on-one now takes him and works with him away from the "audience". Recovery time can be as short as 10-15 minutes.
	How disruptive or dangerous is the problem behavior(s)? Completely interrupts learning for his class. Can escalate to minor property damage and endangering the safety of others.

What strategies have been implemented to remediate the student's problem behavior? What were the results of these strategies?

Strategies Implemented:	Results:
1. ISS 2. OSS 3. Working with mom to take away toys 4. One on one paraprofessional paid by school to follow him from class to class. 5. Points/money earned for good behavior 6. Shadowed by grandparent throughout the day	1. Little, brief improvement from this intervention. Behavior repeats. 2. Little, brief improvement from this intervention. 3. Worked briefly 4. Progress being made. He reacts well to her. Started this week, 3/14/11 5. Anthony seemed not to care at all for the long term reward for this. 6. Somewhat effective, but behaviors still occurred. 7.

### Description of the Antecedent

When, where, and with whom are problem behaviors most likely to occur?

	Schedule (times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior	With Whom does Problem Behavior Occur
<b>A</b>	History	Listening to instructions and following directions	Disruptive and Distracting Refusing to go to class Refusing to do work	Low 1 2 3 4 5 6 <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Para Professional
	Math	Listening to instructions and following directions	Disruptive and Distracting Refusing to go to class Refusing to do work	Low 1 2 3 4 5 6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Teacher and Para
	Writing	Listening to instructions and following directions	Disruptive and Distracting Refusing to go to class Refusing to do work	Low 1 2 3 4 5 6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Teacher and Para
	Science	Listening to instructions and following directions	Disruptive and Distracting Refusing to go to class Refusing to do work	Low 1 2 3 4 5 6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Teacher and Para
	Reading	Listening to instructions and following directions	Disruptive and Distracting Refusing to go to class Refusing to do work	Low 1 2 3 4 5 6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Teacher and Para

### Summarize Antecedent (and Setting Events)

What situations seem to set off the problem behavior? (difficult tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.) Transitions are difficult for him. Transitioning from oral discussion in class to written work.
When is the problem behavior most likely to occur? (times of the day and days of the week) Early in the day. Often before he gets into his first class.
When is the problem behavior least likely to occur? (times of the day and days of the week) After he gets going in his day, and now that he has his one-on-one with him.
Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.) If Anthony happens to encounter his cousin, Angelisa, he will immediately refuse to go to class.

## Description of the Consequence

C	<p>What usually happens after the behavior occurs? (what is the teacher's reaction, how do other students react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)</p> <p>Teachers get into a struggle with him, trying to get him to settle down so they can teach the class. Students appear to be afraid of Anthony's unpredictability. He is often "taken" to the office by an adult. He seems to enjoy the drama, the attention, the crowd, the control.</p> <p>Now that he has a tutor, he is able to ask her to leave class and he does. The tutor prevents some of the above from happening, but it still does occur. She is highly frustrated and she is a skilled worker. She sometimes comes to the office to ask for another adult to help in the situation.</p>
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## STEP 2: PROPOSE A TESTABLE EXPLANATION

**Based on the interviews and observations, what is your working testable explanation for why the problem behavior occurs?**

Because of the student's academic difficulties, and family history,

when a direction is given and he doesn't want to comply, or has difficult academic work to complete,

the student disrupts the classroom learning ( acts out and verbally yells "no" to his teachers, gets out of his chair, leaves class, or refuses to go into class) (problem behavior)

which results in adults gathering around to get him back on track/out of or into class  
( consequence/outcome/what happens afterwards, i.e. what is the teacher's and or peers' response)

serving the purpose of getting attention from adults and peers, avoiding work, and staying in control of the situation, for the student.

## STEP 3: RATE YOUR CONFIDENCE IN THE TESTABLE EXPLANATION

If you completed both interviews, was there agreement on these parts? Yes or No

a) Setting Events	b) Antecedents	c) Behaviors	d) Consequences	e) Function
Yes No	Yes No	Yes No	Yes No	Yes No
X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>

How confident are you that your testable explanation is accurate?

Very sure-x	So-So	Not at all
6 <input type="checkbox"/>	5 X	4 <input type="checkbox"/>
		3 <input type="checkbox"/>
		2 <input type="checkbox"/>
		1 <input type="checkbox"/>

## STEP 4: CONDUCT OBSERVATIONS/DATA COLLECTION

At least two Data Collection tools must be used in order to complete an accurate Functional Behavioral Assessment. Choose from the following and attach to BIP:

Indirect	Direct
<input checked="" type="checkbox"/> Anecdotal Notes	<input checked="" type="checkbox"/> Antecedent, Behavior, Consequence
<input checked="" type="checkbox"/> Functional Analysis Screening Tool	<input checked="" type="checkbox"/> Frequency
<input type="checkbox"/> Motivational Assessment Scale	<input checked="" type="checkbox"/> Duration
<input type="checkbox"/> other	<input checked="" type="checkbox"/> Scatter Plot
	<input type="checkbox"/> other

Who will be responsible for collecting data? Pegie Frazier , Brooke Reves (tutor/para) and classroom teachers

Data collection to begin: March 4, 2011 end continuing

Will data collection occur in the home: Yes ☐ No ☒ Mom is overwhelmed and unable to handle one more thing. We are keeping notes on our conversations with Mom and what she tells us regarding difficulties she is experiencing with him.

Who will be responsible for collecting data in the home? n

Data collection in the home will begin: n/a end:

Who will analyze the data? Frazier, Pusch, Reves, Slaughter, Leitner, and the fifth grade team

Next team meeting to discuss results: Monday, April 11, 2011.

### **STEP 5: CONFIRM / MODIFY TESTABLE EXPLANATION**

Was there agreement between the Teacher Interview and the Observation? YES / NO

a) Setting Events	b) Antecedents	c) Behaviors	d) Consequences	e) Function
Yes No	Yes No	Yes No	Yes No	Yes No
X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>

Was there agreement between the Student Interview and the Observation? YES / NO

a) Setting Events	b) Antecedents	c) Behaviors	d) Consequences	e) Function
Yes No	Yes No	Yes No	Yes No	Yes No
X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>



### Function of the Behavior

Based on the two sources of data collected, why is the behavior occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

ESCAPE UNDESIRABLE ACTIVITY

### Hypothesis Statement

Based on the data collected, what is your hypothesis for why the problem behavior occurs?

Because of the student's low academic skills and knowledge, anxiety, and possible learning disability,

\_\_\_\_\_ (setting events)

when classroom independent written work is required

\_\_\_\_\_ (antecedent)

occurs.

the student disrupts class and/or refuses to attend class

\_\_\_\_\_ (behavior)

which results in getting out of class, avoiding work, and going home

\_\_\_\_\_ (consequence )

serving the purpose of escaping the required academic task/activity

\_\_\_\_\_ for the student.

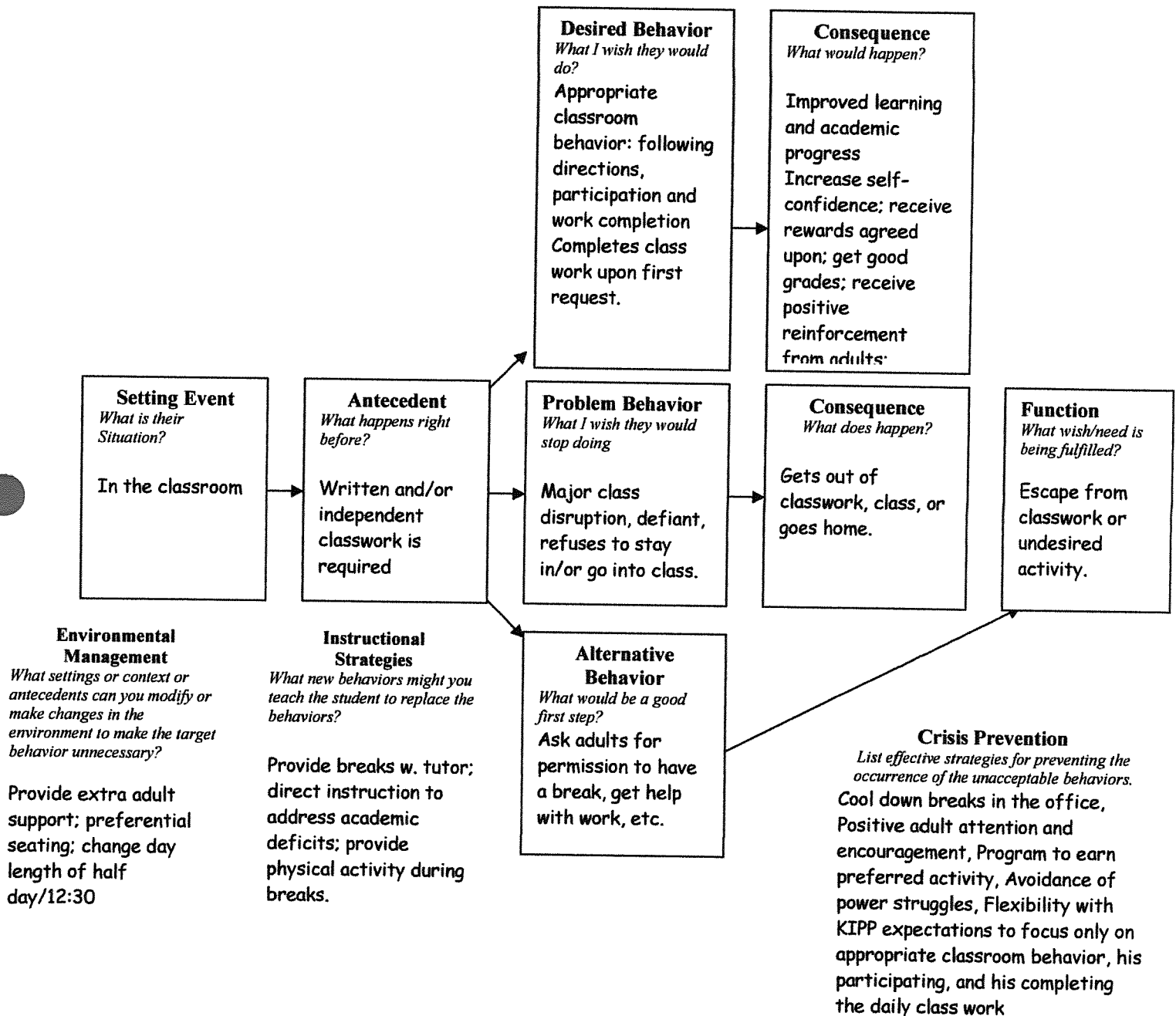
( function)

## STEP 6: BUILD A COMPETING BEHAVIOR PATHWAY

Student Name: Anthony Santillanes

ID# 620914

Date: 4/12/2011



## **STEP 7: CRISIS INTERVENTION PLAN**

Does the student's behavior have a potential to cause harm to self or others? YES ☒ NO ☐

IF YES, complete the Crisis Intervention Plan section (below) and attach it to the BIP.

- Check to see if there is a crisis plan in the building--
- Is a Threat Assessment or Suicide Assessment necessary? NO
- Contact Prevention and Intervention office if you have questions about Suicide or Threat Assessment.

### **Crisis Intervention Plan**

Name: Anthony Santillanes	ID: 620914	Grade: 5
Plan Date: 3/1/20117	Team Members: Frazier, Pusch, Duffy,	

**Goal of Plan:** To keep him and other students and /or adults safe and to support his academic and social/emotional success at school

#### **Pre-Crisis (Crisis Prevention):**

- \*Allow Breaks in the office for decompression. Suggestion that he resume going to class at each new class period (60 mins daily max).
- \*Coach Anthony on going to an appropriate safe place (the office) when he needs a break.
- \*Affective instruction: coping skills, frustration tolerance, anger management skills, appropriate ways to get adult attention and requesting assistance.
- \*Positive reinforcement, positive attention schedule of at least 4 times each hour or class.
- \*Avoid power struggles and confrontations and offer options and allow time for him to respond.
- \*Check-ins between each class on how it went and how he is doing/ what he needs.
- \*Remind him of his goals and escort him, as needed, to his next class.
- \*Allow him (quiet) time to make the right choice, don't keep asking him about it
- \*Daily tracker (Earned checks for going to, participating in and completing work in class, and for cooperating appropriately with adult directives. No loss of checks earned already.) Preferred activity earned for certain # of checks.
- \*Direct SpEd support in classroom

#### **Trigger Phase: (Increased stress levels)**

Trigger	Intervention
Adult directives or confrontation re: her behavior	Check for his understanding and if he needs any help with the activity/assignment Avoid power struggles and only have requests around directives Remind him of her goals
Being asked to do the class work, stay complete assignments	Provide extra support in class Suggest he start on class work and then give him quiet and time to respond appropriately Check-ins between each class and assist him in getting ready for the next one Remind him of his goals Positive encouragement and attention schedule of at least 4 X each hour

**Escalation Phase:** (Highly aroused, upset, beginning disruptive or destructive behavior)

Behavior	Intervention	Consequence
Passive refusal to comply with adult directives	Allow him time and space to cool down where he is (supervise from a distance) Allow quiet and time for him to make appropriate choice Offer problem solving assistance Offer the choice: approp. class behavior and earning points or to the office for a break if time left of his 60 mins	Positive reinforcement and points if he complies Loss of possible class points if he goes to the office for a break
Passively refusing to go to class	Use positive encouragement Ask why and problem solving assistance Offer him the choice of going to class and earning points or going to the office for a break Allow him quiet and time to respond/ make his choice	Positive reinforcement and points if he complies Loss of possible class points if he goes to the office for a break

**Outburst Phase:** (Highly escalated, irrational thinking, out of control behavior)

Behavior	Intervention	Consequence
Verbal outbursts and refusal to go to class  Inappropriate language (cussing and name calling)	Allow time and space for cool down where he is (supervise from a distance) Para assistance to support him returning to class appropriately or go to the office	No earned points for that class Phone home to inform mother ISS
Aggressive behaviors toward other students or adults	Call the office for assistance Contact AP or Principal for assistance/intervention	Phone home to inform mother Staffing team to look at his needs Possible call to safety and security assistance ISS/ OSS disciplinary action as appropriate

**STEP 8: EVALUATION**

Indicate how the plan will be measured and by whom. Identify the desired performance level for either increasing the occurrence of the identified alternative behavior(s) or decreasing the occurrence of the behavior of greatest concern (criterion for success). Please attach progress monitoring data to the plan.

Continuous Progress Monitoring Method: Daily tracker and para reports	Person Responsible: SpEd team and para
Criterion for Success: Going to class and maintaining respectful and appropriate behavior and working to complete his work, and a reduction in ISS/OSS days	Follow Up Meeting Date: 4/22/2011

## **STEP 9: CONTEXTUAL FIT**

The team has considered the following factors and agrees that this plan meets these criteria. (Check all that apply)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Give Priority to the best interests of the student and family                             | <input checked="" type="checkbox"/> Assess skill level of adults to effectively implement plan |
| <input checked="" type="checkbox"/> Obtain student input and strive for student investment in all areas of the plan           | <input checked="" type="checkbox"/> Determine supporting resources                             |
| <input checked="" type="checkbox"/> Consider values and expectations of the adults in the home, The school, and the community | <input checked="" type="checkbox"/> Assess time requirements                                   |
| <input checked="" type="checkbox"/> Secure administrative support and system support  |  |

## **STEP 10: COMMUNICATING THE BEHAVIOR INTERVENTION PLAN**

The plan will be communicated to the following people (i.e. bus driver, clinic aid, school resource officer, etc.)

Person to be contacted:	How contact will be made: (Phone, e-mail, letter)	Person responsible for contact:	Date/Frequency of contact:
5 <sup>th</sup> grade team	In person	SpEd team	As Needed
Kurt Pusch	In person	SpEd team	As Needed
SpEd tutor/para	In person	SpEd team	As Needed

Who will communicate revisions and updates internally and externally?  
SpEd team

**PROBLEM BEHAVIOR QUESTIONNAIRE**

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Student Behavior: \_\_\_\_\_

Circle the frequency at which each of the following statements is true.

	Never	10% of time	25% of time	50% of time	75% of time	90% of time	Always
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behavior occurs, do you redirect the student to get back to task or follow the rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the problem behavior, do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behavior occurs, do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6
5. Is the problem behavior more likely to occur following a conflict outside the classroom? (e.g. bus write-up)	0	1	2	3	4	5	6
6. Does the problem behavior occur to get your attention when you are working with another student?	0	1	2	3	4	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the behavior occur when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behavior, do you provided one-to-one instruction to get the student back on task?	0	1	2	3	4	5	6
13. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behavior more likely to occur following unscheduled events or disruption in classroom routines?	0	1	2	3	4	5	6

***Problem Behavior Questionnaire Profile***

Peers			Peers			Adults			Adults			Setting Events		
Escape			Attention			Escape			Attention					
3	10	14	4	7	11	1	9	13	2	6	12	5	8	15
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Developed by Lewis, Timothy J., Scott, Terrance M., Sugai, George. (1994) *Diagnostic*, 19 (2-3), 1-3-115.

## Assessments

### Assessment Procedures

Review of Records;  
Student Interview;  
Student Observation;  
Kaufman Brief Intelligence Test – 2<sup>nd</sup> Edition (K-BIT-2);  
Wechsler Intelligence Scale for Children Fourth Edition (WISC-IV);  
Woodcock-Johnson Tests of Achievement – Third Edition – Form A (WJ-III-A);  
Teacher Report Form – Achenbach (TRF);  
Childhood Autism Rating Scale (CARS); and the  
Adaptive Behavior Assessment System – Second Edition (ABAS-II).

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### CHILDHOOD AUTISM RATING SCALE (CARS)

The CARS is a subjective measure of behavior observations related to the diagnostic criteria for Autistic Disorder.

### Adaptive Functioning

The Adaptive Behavior Assessment System – Second Edition (ABAS-II) is a comprehensive, diagnostic assessment of daily adaptive skills necessary to function effectively in one's environment, given the typical demands placed on individuals of the same age.

### Social-Emotional Functioning

G was assessed in terms of his social-emotional functioning to determine current levels of coping, ways in which he responds to stress, interpersonal relationship styles, and overall emotional functioning. G was administered the Teacher Report Form (TRF) of the Achenbach scales on 10-4-2010.

Wechsler Intelligence Scale for Children—Fourth Edition (WISC-IV), a comprehensive, individually administered, norm-referenced assessment battery designed to measure Geovonni's overall cognitive abilities. The WISC-IV results provide subtest and composite scores that represent intellectual functioning and skills in specific cognitive domains: Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed. The Full Scale IQ Score is a composite score that represents general intellectual ability. Average scores are based upon a norm-referenced sample, and fall between 90 and 110 with a mean (average) of 100 and a standard deviation of 15 points. Table 1 presents Geovonni's Full Scale IQ, as well as the composite scores for the four cognitive domains.

Table 1. WISC-IV Composite Scores

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	Confidence Interval	Qualitative Description
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Verbal Comprehension (VCI)	15	71	3	66-80	Well Below Average
Perceptual Reasoning (PRI)	16	71	3	66-81	Well Below Average
Working Memory (WMI)	13	80	9	74-89	Well Below Average
Processing Speed (PSI)	11	75	5	69-87	Well Below Average
<b>Full Scale (FSIQ)</b>	55	68	2	64-74	<b>Deficient</b>

### **Kaufman Brief Intelligence Test – Second Edition (K-BIT-2)**

The K-BIT-2 is a norm referenced individually administered test of intelligence for individuals from childhood to adulthood. It is comprised of subtests designed to assess both verbal abilities and nonverbal reasoning. The Verbal subtests tap language development, verbal concept ability, and word knowledge. The Nonverbal subtest assesses nonverbal problem solving and the understanding of relationships among pictures and designs. Geovonni's overall performance on the K-BIT-2 fell in the deficient range. His specific performance is delineated below.

### **Behavioral Observations**

Geovonni presented with cooperation and compliance for the assessment session. He had poor eye contact. He exhibited moderate expressive language delays. During testing, Geovonni was cooperative and interested. Rapport was easily established. As time progressed, Geovonni seemed even more comfortable in his interactions with the examiner and the testing environment. He willingly engaged in assessment tasks and was cooperative throughout the entire session. Geovonni appeared to comprehend spoken language inconsistently. He demonstrated below average appreciation of paralinguistic features such as eye contact, gesture, body language, and tone of voice.

Teacher Name: \_\_\_\_\_

We will be holding an IEP meeting for *STUDENT* on *DAY OF THE WEEK, MONTH, DAY* at *TIME*.

Could you please respond to the following questions and return the sheet to my mailbox by the end of the day on **SEVERAL DAYS BEFORE HAND**? Thank you so much for your cooperation.-TEACHER OF RECORD.

1. What are the student's greatest strengths/successes in your class so far this year?
  
  
  
  
  
  
  
  
  
  
2. What are student's challenges/areas of difficulty in your class?
  
  
  
  
  
  
  
  
  
  
3. What is the student's current grade in your class? (Adding a progress report would be very helpful)
  
  
  
  
  
  
  
  
  
  
4. What behaviors (positive and negative) do you see in class that may be affecting their learning?
  
  
  
  
  
  
  
  
  
  
5. What are your concerns regarding the student at this point in the school year?
  
  
  
  
  
  
  
  
  
  
6. Any additional comments/questions:

**Student update request for upcoming IEP meeting:**

Please give me a few sentences on how this student is doing in the following areas. Your prompt, thoughtful, brief replies are appreciated and, usually, rewarded!!

THANKS, PEG

- 1. academics- any grades, assessment scores, your impressions**
- 2. social/emotional- how does she get along with adults and peers**
- 3. character- how responsible does she seem, ie homework, following directions, etc.**

**Do you have any additional comments?**



CONFIDENTIAL

STUDENT:

Grade:

Diagnosis:

III  
2  
1  
2

Areas of Strength:	Areas of Improvement:	Learni

Progress towards goals:

X - Mastered

P - Progress

NP - No Progress

N-Not Introduced

R-Regression

Annual IEP Goals:		Quarter <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
1.		
2.		
3.		
4.		
5		
<b>Classroom Accommodations</b>		
<b>Physical Arrangement of the Room</b> <input type="checkbox"/> Avoid distracting stimuli <input type="checkbox"/> Allow Preferential Seating		
<b>Instructional Presentation:</b> <input type="checkbox"/> Provide Visual Aides <input type="checkbox"/> Provide Peer Note Taker <input type="checkbox"/> Enlarge assignments/Printed Materials <input type="checkbox"/> Give directions individually <input type="checkbox"/> Frequent Checks for Understanding <input type="checkbox"/> Exempt from Reading aloud		<input type="checkbox"/> Provide written outline <input type="checkbox"/> Student review of key points orally <input type="checkbox"/> Allow additional time for student <input type="checkbox"/> Copy of lecture/overhead notes <input type="checkbox"/> Condense instructions (1-2 steps) <input type="checkbox"/> Provide sample product
<b>Assignments/Worksheets:</b> <input type="checkbox"/> Extra time for all assignments <input type="checkbox"/> Grade does not reflect handwriting or spelling <input type="checkbox"/> Allow student to use tapes/recorder <input type="checkbox"/> Shortened assignments <input type="checkbox"/> Allow use of computer <input type="checkbox"/> Modify length/number of assignments		<input type="checkbox"/> Allow edits to improve grade <input type="checkbox"/> Use consistent format for assignments <input type="checkbox"/> Simplify wording <input type="checkbox"/> Simplify complex directions <input type="checkbox"/> Highlight text/written materials <input type="checkbox"/> Allow to respond orally
<b>Behaviors:</b> <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Use self monitoring strategies <input type="checkbox"/> Adjusted schedule      minutes		<input type="checkbox"/> Allow in class movement <input type="checkbox"/> Behavioral contracts <input type="checkbox"/> Cue student to stay on task
<input type="checkbox"/> Behavior Plan (attached)		
<b>Alternate evaluation/testing methods:</b> <input type="checkbox"/> Alternate testing location <input type="checkbox"/> Extra time for testing <input type="checkbox"/> Open book/note tests <input type="checkbox"/> Students can retake test for higher grade <input type="checkbox"/> Oral presentation and/or response for testing		<input type="checkbox"/> Exempt from oral presentation <input type="checkbox"/> Multiple choice <input type="checkbox"/> Adjust length/number of questions <input type="checkbox"/> Provide word banks <input type="checkbox"/> Provide quiz/test outline prior
<b>Other:</b>		

**Checklist/Accountability Form  
for Submitting Encore IEP Documents to Special Education Office**

Stu

Student Name of Student \_\_\_\_\_ First Name of Student \_\_\_\_\_

S

\_\_\_\_\_ Date of IEP Meeting \_\_\_\_\_

PI

\_\_\_\_\_ form to the documents submitted.

Assure that ALL required documents and reports are attached by checking the appropriate boxes

IF the box is BLANK – the document is REQUIRED

Gray Box indicates that the report is submitted when appropriate

Document	Referral/ Initial Eligibility/ Initial IEP	Eligibility Review	Exit	Annual Review	Special Request IEP	Transfer	Manifestation Determination
Meeting Participants with Signatures						Not Required	
Notice of Meeting	Not Required	Not Required	Not Required	Not Required		Not Required	Not Required
Permission for Initial Assessment with Signature		Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Consent for Initial Placement with Signature		Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Notice/Permission Re-Evaluation with Signature	Not Required			Not Required	Not Required	Not Required	Not Required
Closed Out Goals Only if Not in Encore	Not Required				Not Required	Not Required	Not Required
SDS Disability Checklist-original form with initials			Not Required	Not Required	Not Required	Not Required	Not Required
Transfer Form With Signature	Not Required	Not Required	Not Required	Not Required	Not Required		Not Required
Out of District IEP	Not Required	Not Required	Not Required	Not Required	Not Required		Not Required
Timely Written Notice Waiver with Signature						Not Required	Not Required
IEP Information form IF ELL student and had to hand- write CELA score on front page						Not Required	Not Required
Other – please specify I.e –Transportation 1066 form; Behavior Plan; Health Care Plan							Not Required
Manifestation Forms							
Medicaid Form							Not Required

Individual Assuming Responsibility for Quality Assurance  
(other than Case Manager)

Position of Person Completing Form

Date

Case Manager \_\_\_\_\_

Denver Public Schools  
Special Education  
Classroom Observation Checklist for Specific Learning Disabilities

Student: \_\_\_\_\_

Today's date: \_\_\_\_\_

Observer (print): \_\_\_\_\_

Observer's Title (print): \_\_\_\_\_

(Note: Must be a school psychologist, social worker, nurse, speech-language specialist or special education teacher)

Note: This checklist should be used to organize your observation of the student both in a classroom setting focused on an area of instructional concern AND in a classroom setting focused on an area of no instructional concern.

Not Observed	Mild	Moderate	Severe	ATTENTION PROBLEMS
				Focused or Selective Attention
				Easily distracted by sounds, sights or physical sensations
				Inattentive to details or makes careless mistakes
				Does not know where to start when given a task
				Sustained Attention
				Difficulty paying attention for long periods
				Mind appears to go blank or loses train of thought
				Seems to lose place in an academic task (e.g., reading)
				Shifting Attention
				Difficulty stopping one activity and starting another
				Gets stuck on one activity
				Applies a different set of rules or skills to an assignment
				Divided Attention
				Difficulty attending to more than one thing at a time
				Easily becomes absorbed into one task
				Attentional Capacity
				Stops performing tasks that contain too many details
				Avoids activities that require a lot of mental effort
				Seems to get overwhelmed with difficult tasks
				SENSORI-MOTOR FUNCTIONING
				Visual-Spatial Functioning
				Drawing or copying difficulties
				Difficulties with puzzles
				Confusion with directions (e.g., gets lost easily)
				Shows right-left confusion or directions
				Ignores one side of the page while drawing or reading
				MEMORY
				Short-Term Memory
				Frequently asks for repetitions of instructions
				Lacks rehearsal strategies while listening/studying

# Independent ----- Dependent

AREA	4	3	2	1	SCORE
<b>ACADEMICS</b>					
<b>Academic Support</b>	Minimal - has inclusion or pull-out services for one or two classes/content areas	Attends most non-academics independently (lunch, electives, halls, restrooms, transitions)	Needs adult support to make academic progress, but can be unsupervised at times	Additional adult supervision necessary at all times	
<b>Academic Modifications</b>	Regular curriculum. Accommodations done by general ed.	Special Education modifies academic work, participates in activities independently.	Off-grade level or functional academics, adult support to complete modified work	Access skills only. Curriculum completely modified - minimal focus on academics	
<b>Attention to Classroom Tasks</b>	Works independently in general ed class, follows workplace cues.	Needs occasional verbal/physical prompts, usually with new tasks	Needs frequent verbal/physical prompts, even with familiar tasks/structure	Needs hand over hand assistance. OR Poor impulse control. OR Extreme distractibility.	
<b>COMMUNICATION</b>					
<b>Speech/Language</b>	Verbal - Makes needs known to a variety of listeners	Articulation and intelligibility concerns, speaks in phrases, incorrect grammar, expresses key component of message	Uses an alternate system fairly independently - sign language, PECS, augmentative device	Non-verbal or non-functional (echolalic) speech. Dependent on adults to interpret needs. Still developing a communication system	
<b>Bilingual</b>	No needs	Able to function in routine settings without support	Support is needed in instructional setting	Unable to function without bilingual support	
<b>Social</b>	Interacts appropriately with peers	Needs a Circle of Friends or infrequent support around interactions	Needs daily support around social interactions and generalizing skills taught in small group	Limited social response to others. Needs direct intervention on social interactions.	
<b>FUNCTIONAL SKILLS</b>					
<b>Money/Budgeting</b>	Shops for value, makes purchase and determines if correct change was given.	Can give money to store but is not sure how much change should be received.	Understand money is necessary to exchange for goods.	Unable to make purchases independently.	
<b>Time Management</b>	Independently schedules his/her own events and manages own calendar.	Able to keep a schedule if someone else develops the schedule.	Needs reminding to function on a schedule. OR Needs a visual schedule.	Dependent on adults to function on a schedule.	
<b>Financial Management</b>	Earns his/her own money, budgets, covers expenses, and makes money last.	Earns own money but requires support to budget.	Requires adults to give budgeted dollars at allotted times to make money last.	Dependent on adults to manage finances.	

## BEHAVIOR

<b>Behavior</b>	Appropriate response in a variety of situations	Verbal escalation, usually resolved in the classroom	Physical escalation requiring intervention from 1 person, disruptive usually requiring change in environment	Physical aggression to self, peers or staff. Team required for Non-violent Crisis Intervention. Frequent removal from environment.
<b>Self-regulation/ Self-monitoring</b>	Resolves conflicts, handles frustration	Occasional specific re-teaching of skills as need arises	Regular small group, direct intervention for behavior issues, visual schedule	Frequent, individual direct intervention required.
<b>Rules/Expectations</b>	Follow rules and routines of class independently.	Occasional prompts or reminders of rules	Requires a contract, token economy or other specific reinforcement/monitoring system	Requires a Behavior Support Plan with a Functional Behavior Analysis

## JOB SKILLS

<b>Ability to follow directions</b>	Follows multi-step directions without prompting	Able to follow 2 step directions with out prompts. Needs some prompting for multi-step directions.	Able to follow one step directions without prompting.	Requires prompts to follow one step directions
<b>Job Seeking</b>	Independently accesses a variety of businesses in the community and follows the steps necessary to finding paid employment.	Will approach business about a job with prompting. Carries information necessary to fill out job application. May need support available.	Requires support to seek businesses which may be hiring. Requires support to fill out job applications.	Is unaware of the process for seeking a paid job. OR Is unable to follow the process for seeking a paid job.
<b>Perform activities on schedule</b>	Can independently complete task(s) within given time frame.	Requires 2 - 3 prompts to complete task in given time frame.	Requires frequent prompting to complete tasks. May or may not be completed in given time frame.	Is unable to complete a task in a given time frame regardless of prompting.
<b>Work Ethics</b>	Consistently demonstrates 9 or 10 job skills	Demonstrates 7 or 8 of 10 job readiness skills	Demonstrates 5 or 6 job readiness skills	Demonstrates 4 or fewer job readiness skills.
<b>Work tolerance</b>	Maintains a steady work pace without prompting for 2-3 hours	Can work for 1.5 to 2 hours. Needs occasional prompting to stay on task.	Can work for 45min to 1 hour at a time but requires some prompting.	Requires frequent prompting to continue working on a task for 15 minutes.
<b>Self-Determination/ Self-Advocacy</b>	Explains disability and requests appropriate accommodations in the classroom or work place	Aware of disability status but has difficulty explaining it. Asks for help if he/she is familiar with adult.	Reluctant to acknowledge disability. Occasionally asks for help/accommodations.	Unable to communicate needs and wants. OR Does not identify self as disabled and does not/will not request accommodations.



## TRANSPORTATION & COMMUNITY

<b>Community Access</b>	Accesses a variety of community sites independently	Needs to be shown RTD route up to several times prior to independent use	Needs repeated trips and/or visual aids with support to learn RTD routes	Unable to learn to safely use RTD independently. Uses Access-A-Ride	
<b>Safety in the Community</b>	Appropriate skills for age Identifies available resources.	Sometimes goes into community alone but with cell phone and checks in. Needs occasional reminders about danger.	Needs frequent reminders about stranger danger. May be able to go to familiar places nearby alone.	Very susceptible to going off with strangers. Cannot go into community alone.	
<b>Accessing Community Resources</b>	Independently identifies needs and seeks resources to meet them.	Has had facilitated connection to appropriate resources	Is aware of some available resources and the need to connect to them.	Has no awareness of resources outside of high school.	

## PHYSICAL/CARE

<b>Medical Needs</b>	Identifies, advocates for, and takes care of own medical issues	Needs prompting or inquiries regarding medical needs. Needs prompting to take medicine regularly.	Requires adult supervision when taking meds. Unable to identify medical needs.	Dependent on others for medical issues/needs	
<b>Feeding</b>	Appropriate skills for age	Food must be prepared for student. Student can eat on his/her own.	Cutting of food, assistance with eating some foods	Dependent on adults for feeding.	
<b>Toileting</b>	Appropriate skills for age	Needs reminders to prevent accidents	Needs prompting throughout the day to use toilet or a toileting schedule. May need direct supervision.	Dependent on adults for all toileting needs	
<b>Hygiene</b>	Performs routine hygiene activities independently on a regular basis (daily)	Performs routine hygiene activities with prompts or visual schedule/reminder	Multiple cues or partial assistance needed to perform routine hygiene activities	Dependent on others to take care of hygiene needs	
<b>Dressing</b>	Independently chooses appropriate clothing for weather and occasion.	Student needs assistance with appropriate clothing choices. Able to dress themselves.	Clothing must be chosen for student. Student needs help with dressing.	Dependent on others to take care of dressing needs	
<b>Recreation/Leisure</b>	Regularly engages in rec/leisure independently. Is aware of resources and opportunities.	Will engage in rec/leisure when prompted. Asks to participate in preferred activities.	If offered choice of activities, will choose one over the other. Requires support to participate in activities.	Unable to identify activities he/she enjoys.	

# DOMESTIC

Household Chores (Per Parent report)	Makes own bed, does own laundry, can cook own meals, cleans own room.	Capable of making bed, doing laundry, cooking and cleaning but needs prompting to do these tasks.	Requires support and direction to make bed, do laundry, cooking and clean.	Dependent on adults for all domestic needs.	
	Direct Hours of Service/ Support weekly on IEP				
	0-5 hours	5-10 hours	10-20 hours	20-35 hours	

## IEP Accommodations Checklist

Student \_\_\_\_\_ ID# \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_

**Accommodations** should only give the student an even chance to participate, not reduce the content or difficulty of the material the student is learning.

**Modifications** may change the course requirements for the student and are listed on a separate checklist.

This document is part of the student's \_\_\_\_\_ IEP plan \_\_\_\_\_ 504 Plan

### Environment

- \_\_\_ Specific daily objective communicated to student
- \_\_\_ Established routine
- \_\_\_ Limited distractions
- \_\_\_ Consistent expectations and consequences
- \_\_\_ Regular feedback and progress checks
- \_\_\_ Preferential seating \_\_\_\_\_
- \_\_\_ Planned seating: bus, classroom, lunch
- \_\_\_ Room arrangement requests: \_\_\_\_\_
- \_\_\_ Provide neutral area for work completion
- \_\_\_ Minimize distractions: visual, spatial, auditory, movement
- \_\_\_ Other \_\_\_\_\_

### Pacing

- \_\_\_ Extend time requirements
- \_\_\_ Vary activity often
- \_\_\_ Allow breaks
- \_\_\_ Provide outline/notes for copying tasks.
- \_\_\_ Other \_\_\_\_\_

### Presentation of content

- \_\_\_ Teach to student's learning style: visual, auditory, tactile, multi-modal
- \_\_\_ Model/demonstrate expectations
- \_\_\_ Give directions one or two steps at a time
- \_\_\_ Give directions orally and in writing
- \_\_\_ Repeat directions/explanations
- \_\_\_ Provide practice opportunities
- \_\_\_ Increase wait time for student response
- \_\_\_ Individual/small group instruction
- \_\_\_ Allow student to tape oral lessons/lectures
- \_\_\_ Provide supplemental visual materials
- \_\_\_ Provide notes/outlines/graphic organizers/advance organizers
- \_\_\_ Minimize memory demands, provide aides
- \_\_\_ Use manipulatives
- \_\_\_ Emphasize critical information
- \_\_\_ Provide vocabulary prior to/with the lesson
- \_\_\_ Pre-teach vocabulary (build background)
- \_\_\_ Break long term assignments into small/short ones
- \_\_\_ Provide group activities
- \_\_\_ Other \_\_\_\_\_

### Materials

- \_\_\_ Allow graph paper for spacing and alignment
- \_\_\_ Provide notes/outlines/graphic organizers/advance organizers
- \_\_\_ Allow use of taped tests
- \_\_\_ Allow use of highlighted texts
- \_\_\_ Provide study guides
- \_\_\_ Provide large print documents
- \_\_\_ Provide additional visual material
- \_\_\_ Allow use of calculator
- \_\_\_ Use color coding for subjects/organization
- \_\_\_ Allow use of special equipment

Fraziergroup/adapted from unknown author

\_\_\_ Other \_\_\_\_\_

### Mathematics

- \_\_\_ Extended time to complete assignments
- \_\_\_ Allow use of calculator when appropriate
- \_\_\_ Read directions for assignments/tests to student
- \_\_\_ Use age appropriate manipulatives
- \_\_\_ Allow use of graph paper for alignment
- \_\_\_ Use lined paper vertically for alignment
- \_\_\_ Allow use of graph paper for problem solving
- \_\_\_ Allow use of multiplication chart
- \_\_\_ Use color coding
- \_\_\_ Provide real-life examples/applications
- \_\_\_ Provide modeling/demonstrations
- \_\_\_ Other \_\_\_\_\_

### Reading

- \_\_\_ Extended time to complete assignments and tests
- \_\_\_ Provide large print
- \_\_\_ Provide materials so the student can highlight important ideas and concepts
- \_\_\_ Read directions for assignments and tests
- \_\_\_ Allow/provide a "buddy" to read with
- \_\_\_ Other \_\_\_\_\_

### Written Work

- \_\_\_ Give student weekly grades on long term assignments
- \_\_\_ Extended time to complete assignments and essays
- \_\_\_ Allow use of a scribe to write oral responses
- \_\_\_ Let student borrow notes to copy
- \_\_\_ Provide student with notes
- \_\_\_ Provide a graphic organizer framework
- \_\_\_ Encourage use of tape recorder to brainstorm and remember ideas for written assignments
- \_\_\_ Provide models of summarizing concepts
- \_\_\_ Evaluate individually on grammar, spelling, and punctuation errors
- \_\_\_ Spell words for student, unless spelling is graded, or allow a spell checker
- \_\_\_ Other \_\_\_\_\_

### Assignments

- \_\_\_ Give directions in small, distinct steps
- \_\_\_ Give students weekly grades on long term assignments
- \_\_\_ Use written backup for oral directions
- \_\_\_ Read or tape record directions to student
- \_\_\_ Allow student to record or type assignment
- \_\_\_ Give extra clues or prompts
- \_\_\_ Avoid penalizing for spelling
- \_\_\_ Avoid penalizing for penmanship
- \_\_\_ Other \_\_\_\_\_

## Testing

- ☐ Allow extended time
- ☐ Read test to student
- ☐ Test administered by resource person
- ☐ Divide test into smaller sections
- ☐ Test alone, not in large group
- ☐ Allow student to use their notes (not teacher's notes)
- ☐ Clarify directions
- ☐ Other \_\_\_\_\_

## Motivation/Reinforcement

- ☐ Verbal cues/reminders
- ☐ Non-verbal cues/reminders
- ☐ Offer choices
- ☐ Benefits from talking out problems
- ☐ Use a warning system
- ☐ Use time outs
- ☐ Use student strengths: \_\_\_\_\_
- ☐ Use student interests: \_\_\_\_\_
- ☐ Concrete reinforcements \_\_\_\_\_
- ☐ Reinforcement initiation \_\_\_\_\_
- ☐ Reinforce participation
- ☐ Behavior contract/plan
- ☐ Systematic exclusion contact with student

## Self-Management

- ☐ Visual daily schedule
- ☐ Calendar/agenda for planning
- ☐ Color code subject notebooks/folders
- ☐ Provide self select time outs
- ☐ Check often for understanding /review
- ☐ Request parent reinforcement
- ☐ Have student repeat directions
- ☐ Teach specific study skills
- ☐ Use outlines, advanced organizers
- ☐ Use study sheets to organize material
- ☐ Use timeline for long term assignments
- ☐ Plan for and teach generalization
- ☐ Apply skills to several settings
- ☐ Other \_\_\_\_\_

**Additional notes to help in working with this student:**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

# **Appendix C**

## **Testing Accommodations Guidance**

## Testing Accommodations Guidance

A major goal of educational policy makers is to ensure educational opportunities for all students. It is equally important to measure the real progress of all students in attaining academic standards. Therefore, the participation of students with disabilities and students who are Limited English Proficient in ISTEP+ assessments and the inclusion of their scores in related reports are important. While participation of these students with disabilities in ISTEP+ assessments will vary for individual students, all students who expect to receive a high school diploma—including students with disabilities—are subject to the graduation examination requirements.

One significant issue to be addressed by educators as they attempt to increase overall participation in state and local assessment reports is the individualized determination of necessary accommodations and the effects of those on test results. The effect of assessment accommodations may have a different impact upon the general validity of assessment depending, along with other things, upon whether the test is referenced to national norms or to specific educational criteria.

Since the purpose of accommodation is to achieve parity and not to provide an unfair advantage or disadvantage to a particular student, the Indiana Department of Education is studying the impact of accommodations on test results in order to minimize any unintended effects.

The following guidance regarding testing accommodations for students with disabilities and Limited English Proficient students is available for Indiana school corporations.

### **What is an accommodation?**

An accommodation is a change in testing materials or procedures (i.e., timing or scheduling, response format, setting or environment, and presentation format) that enables students to participate in assessment in a way that measures their abilities rather than their disabilities or language deficiencies. The purpose of testing accommodations is to “level the playing field” or to achieve parity with non-disabled, non-language deficient peers in the test-taking situation.

### **Which students will require accommodations?**

Students in special education, students with acute or chronic physical disabilities (as documented in a Section 504 Plan), and students who are Limited English Proficient (LEP) may be entitled to the assessment accommodations specified in their Individualized Education Programs (IEPs), Section 504 plans, or Individualized Learning Plans (ILPs). However, it is important to realize that ISTEP+/GQE assessments use different criteria for determining eligibility for accommodations for students with disabilities and students who are Limited English Proficient, in accordance with state and federal laws. Consult the charts in this section and collaborate with students, teachers, parents, and test coordinators to determine which, if any, accommodations are appropriate for individual students.

### **How will schools document accommodations used during ISTEP+?**

Accommodated conditions will be documented in the ISTEP+ test booklet on the *Student Information Questionnaire*. Charts 1-5 at the end of this document offer specific guidance.

### **Will the results of tests taken by accommodated students with disabilities and students who are Limited English Proficient be included in aggregate ISTEP+ results?**

The results of ISTEP+ are reported according to the following categories:

1. All students who tested.
2. General education 504 students who tested with accommodations.

3. General education students who tested without accommodations.
4. Special education students who tested with accommodations.
5. Special education students who tested without accommodations.
6. Limited English Proficient students who tested with accommodations.
7. Limited English Proficient students who tested without accommodations.
8. Non-Limited English Proficient Students who tested with accommodations.
9. Non-Limited English Proficient Students who tested without accommodations.

**What about standards and assessments for students enrolled in special education who are not expected to earn a high school diploma?**

The case conference committee must identify the student as needing to meet alternate achievement standards and that ISTAR is the appropriate assessment for meeting those standards, and this needs to be listed in the student's assessments as a part of developing the student's Individualized Education Program.

**Proposed Federal guidelines are as follows:**

A student with a disability, whose intellectual functioning and adaptive behavior are three or more standard deviations below the mean, will generally be eligible to participate in Indiana's alternate assessment, the Indiana Standard Tool for Alternate Reporting (ISTAR). Proposed federal regulations for the NCLB limit alternate assessment participation to one percent of the students in the grade levels tested. These students will generally be eligible to receive a Certificate of Completion upon completion of their public school program. The Certificate of Completion is not an academic credential as is a diploma. Students receiving a Certificate of Completion may pursue a GED or continue to work toward a diploma. The State Board of Education does not recognize any differentiated diploma other than the Academic Honors diploma.

**Which accommodations will be allowed during the ISTEP+ assessment? Are any accommodations prohibited? Are there any testing accommodations that do not have to be documented during ISTEP+ testing?**

Generally, an accommodation is acceptable on ISTEP+, including the Graduation Qualifying Examination, if a student with disabilities or a Limited English Proficient (LEP) student uses the accommodation in testing situations that occur throughout the student's educational program; however, the test may not be modified. *Students are not to receive shortened tests, are not allowed to choose from a reduced number of possible answers, are not to have the reading comprehension portions read to them, and cannot receive simplified instructions.* Charts 1-5 at the end of this document offer specific guidance.

**How may scribes be used?**

Scribing is an accommodation for students unable to fill in and/or write answers directly in the test book. When a student's IEP or 504 Plan indicates that a response is to be **scribed**, the scribe must ensure that the administration is one-on-one so as not to interfere with the standardized testing of other students. Ideally the scribe will be someone who has been working with the student for at least three school months. Since ISTEP+ is administered in the fall, and this may not be possible, the scribe should attempt, before testing, to gather information regarding the student's level of vocabulary and spelling abilities from those who are familiar with the student's academic background.

During administration, the student must read the test directions, questions, and response options himself/herself unless the student is also receiving the oral presentation accommodation (please note that the oral presentation accommodation is never an appropriate accommodation for the reading comprehension sections). The following directions describe the procedures for marking or writing answers in the test booklet by item type.

- For multiple choice or gridded items, the student must point to or otherwise indicate the response option he or she has chosen. The scribe will then darken the bubble(s) corresponding to that response option.
- For constructed response items, the student must dictate his or her response to the scribe, the scribe should then ask the student to spell aloud any word he or she thinks is not within the range of the student's vocabulary or spelling abilities. The scribe may not coach a student on the meaning or spelling of a word or read any portion of the reading comprehension passages. The scribe should write down exactly what the student dictates, without capitalization or punctuation inserted. Every time the student pauses, the scribe should begin writing on a new line. No presumption is made about whether a pause is indicative of the use of a comma, period, or other punctuation. When the student has finished dictating, the written text is presented for the student to indicate capitalization and punctuation. The student may then also choose to instruct the scribe to make any other changes the student feels necessary. The scribe must record responses in the student's test book. Each scribed response should begin with the word "scribe" in the response field. The final document is then sent in for scoring as described in the *Fall 2006 Test Coordinator's Manual*.

### **How does transcribing differ from scribing?**

Unlike scribing, transcribing occurs after the administration of a test when either the student provided answers to multiple choice items in the large print test books, or the original test booklet of a student is unreadable (e.g., pages are severely torn). In an unused test booklet, the transcriber must copy the student's marks or responses to constructed response items exactly, including all errors in grammar, mechanics, and spelling. In these instances, transcribing is NOT considered an accommodation. Transcriptions must take place in a secure environment and, whenever possible, under the direction of the School Testing Coordinator. Please note that all test materials, including the damaged test booklet, and large print test booklets must be returned to the Corporation Testing Coordinator for return to CTB/McGraw Hill. See the Test Coordinator's Manual for specific directions on how to handle, transcribe, and return damaged and large print books.

### **How and where should the use of accommodations be documented?**

As noted above, accommodations are limited to those documented in the student's Individualized Education Program (IEP), Section 504, or Individual Learning Plan (ILP). In addition, those accommodations listed in Charts 2 and 4 as "permitted and documented" **must** be indicated on the *Student Information Questionnaire* found on the ISTEP+ answer document.

Limited English Proficient students are only permitted to use a limited number of the accommodations listed below.



**Chart 1: Accommodations for Students with Disabilities or Section 504 Plans**  
(Permitted but not documented on the ISTEP+ *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> <li>• Time of day for administration is altered.</li> <li>• Student provided additional breaks as necessary.</li> <li>• Test administered in several sessions.</li> <li>• Additional breaks between tests, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is allowed to circle the answers to questions rather than "bubble" them; answers are then bubbled in by another.</li> <li>• Student uses an answer sheet which has been enlarged (no extra time).</li> <li>• Student uses word processor/electronic Braille writer (without access to spell check or grammar check).</li> </ul>	<ul style="list-style-type: none"> <li>• Student is provided special lighting conditions.</li> <li>• Student is provided preferential seating.</li> <li>• Student is given access to special furniture.</li> <li>• Student is tested in small group setting.</li> <li>• Student is tested individually.</li> <li>• Student is allowed to use a slant board to hold testing materials at correct angle.</li> <li>• Student is provided pencil grip or specialized writing instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is given access to a visual magnification device.</li> <li>• Student is provided auditory amplification device and/or noise buffers.</li> <li>• Student uses a large print version of the assessment.</li> <li>• Student has directions read to him or her.</li> <li>• Student has test administered by a familiar test administrator.</li> </ul>

**Chart 2: Accommodations for Students with Disabilities or Section 504 Plans**  
(Permitted and documented on the ISTEP+ *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> <li>• Student provided extended testing time for each test session (e.g., 50% more time, double time).</li> </ul>	<ul style="list-style-type: none"> <li>• Student responds orally; answer sheet filled in by another person.</li> <li>• Student signs responses to an interpreter.</li> <li>• Student has access to a scribe to write out response for essay questions.</li> <li>• Student has access to a calculator but still must show his or her work for a given problem.</li> <li>• Student uses a talk assistive technology device.</li> </ul>		<ul style="list-style-type: none"> <li>• Student uses a Braille version of the assessment.</li> <li>• Questions are signed to the student by an interpreter.</li> <li>• Questions are read to the student (except those that measure Reading Comprehension).</li> <li>• Student uses a talk assistive technology device.</li> <li>• Student is provided with additional examination examples.</li> </ul>

**Chart 3: Accommodations for Limited English Proficient Students (Levels 1-4\*).**  
(Permitted but not documented on the ISTEP+ *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> <li>• Student provided additional breaks as necessary.</li> <li>• Test administered in several sessions.</li> <li>• Additional breaks between tests, if necessary.</li> </ul>		<ul style="list-style-type: none"> <li>• Student is tested in a small group setting.</li> <li>• Student is tested individually.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has directions read to him or her.</li> <li>• Student has test administered by a familiar test administrator.</li> </ul>

**Chart 4: Accommodations for Limited English Proficient Students (Levels 1-4\*)**  
(Permitted and documented on the ISTEP+ *Student Information Questionnaire*)

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> <li>• Student is provided extended testing time for each test session. (A timeframe, such as 50% more time or double time, should be set. Do not let the assessment go on indefinitely if the student is not making progress.) <i>Note: This accommodation is available for ALL LEP students.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Student uses an approved bilingual word-to-word dictionary. (A list of approved bilingual dictionaries can be found in Appendix J of this manual.) <i>Note: The student's Individual Learning Plan must document use of a bilingual word-to-word dictionary in class.</i></li> </ul>		<ul style="list-style-type: none"> <li>• All test questions are read to the student (except those that measure Reading Comprehension).</li> <li>• Math and Science test items and answer options are read verbatim (in English) to student.</li> </ul>

\*Note: English proficiency levels are determined on the state-approved LAS Links English Proficiency Assessment. Students scoring at an "Overall" level of 5 (fluent) are not eligible for any accommodations on ISTEP+. For students who do not have a proficiency score, administer the LAS Links Placement Test to determine the student's level of proficiency. Only LEP students who place as "Not Proficient" or "Approaching Proficient" on the Placement Test may be considered for the accommodations approved for Proficiency Levels 1-4. If you have any questions about identifying a student's level of English proficiency, please contact the Division of Language Minority and Migrant Programs at 317-232-0555 or 800-382-9962.

**Chart 5: Accommodations Prohibited During the ISTEP+ Assessment for All Students**

Timing and Scheduling	Response Format	Setting and Environment	Presentation Format
<ul style="list-style-type: none"> <li>• Student is provided unlimited time for each test section.</li> </ul>	<ul style="list-style-type: none"> <li>• Student responds in a language other than English, response is then transcribed into English for scoring purposes.</li> </ul>		<ul style="list-style-type: none"> <li>• Language in the directions is reduced in complexity.</li> <li>• Word problems in the mathematical assessment use language which is reduced in complexity.</li> <li>• Student is provided color-coded prompts for mathematical problems.</li> <li>• Assessment is provided in a language other than English.</li> </ul>



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

## MEMORANDUM

**TO:** Special Education Directors  
Corporation Test Coordinators

**CC:** Superintendents

**FROM:** Michele Walker, Director  
Office of Student Assessment

**SUBJECT:** Availability of Alternate Assessment Based on Modified Achievement Standards  
(a.k.a. "The 2% Test")

**DATE:** February 9, 2010

As you may know, the Indiana Department of Education has been working diligently for nearly three years to create a version of the 2% assessment (Alternate Assessment of Modified Achievement Standards, or AA-MAS) for students with disabilities who meet eligibility criteria. We are pleased to report that the 2% assessment (now known as **IMAST – Indiana Modified Achievement Standards Test**) will be available this spring in Grades 3-8 **for students who have been identified through the IEP Case Conference Committee process as meeting eligibility criteria** (see page 4 of this memorandum) **for one or more content areas** (including English/language arts, mathematics, science, and social studies).

The IMAST assessment is comprised of *multiple-choice items only* and will be administered during the April 26 – May 5 ISTEP+ Multiple-Choice Assessment testing window. Students who participate in IMAST for a particular content area(s) **will not participate** in either the ISTEP+ Applied Skills Assessment or the ISTEP+ Multiple Choice Assessment for that content area(s).

With the ISTEP+ Applied Skills Assessment testing window right around the corner, we realize we will need to work quickly! We apologize for the extremely tight turnaround; however, now that IMAST has been developed, we want to make the test available for Spring 2010 so that we can conduct standard setting this summer.

If you have students who were identified through the IEP Case Conference Committee process as meeting eligibility criteria **on or before February 12, 2010**, they may be able to participate in IMAST. We anticipate the process of enrolling students in IMAST to encompass two interrelated phases:

- The first phase consists of a count: the number of students who are eligible to participate in IMAST for one or more content areas.
- The second phase includes information regarding the students (Corp #, School #, Grade, STN, Birth date, and the area(s) of IMAST in which the students will be participating).

Question #1: How do corporations provide the IDOE with information for the first phase?

Answer: **Complete and send this page** (one page per corporation) via facsimile to the Indiana Department of Education **by 4:00 p.m. Eastern on Wednesday, February 17:**

Fax number: 317-233-2196

Attention: Sharon Watts

<b>How many students (based on Case Conference Committee decisions) are eligible to participate in IMAST for one or more content areas this spring?</b>	
<b>Grade Level</b>	<b>Number of Students</b>
3	
4	
5	
6	
7	
8	

Corporation Name: \_\_\_\_\_

Corporation Number: \_\_\_\_\_

Sent by:

Name \_\_\_\_\_

Title \_\_\_\_\_

Telephone (      ) \_\_\_\_\_ - \_\_\_\_\_ Ext. \_\_\_\_\_

Email \_\_\_\_\_

Question #2: What information is needed for the second phase?

Answer: **Corporation Test Coordinators (CTCs)** complete and submit the Excel spreadsheet, which is provided via the ISTEP+ ListServ (one spreadsheet per corporation). This spreadsheet contains separate tabs by grade level and must be submitted **by 4:00 p.m. Eastern on Friday, February 19** to:

Sharon Watts  
[swatts@doe.in.gov](mailto:swatts@doe.in.gov)

Email subject line to read: IMAST – Corp xxxx

Question #3: How will corporations know which students are provided the opportunity to participate in IMAST this spring?

Answer: The IDOE will contact Corporation Test Coordinators (CTCs) and Special Education Directors **by 4:00 p.m. Eastern on Friday, February 26**, indicating any students for whom we are able to provide the IMAST assessment opportunity this spring.

Question #4: What evidence must be provided to verify the students were identified through the IEP Case Conference Committee process as meeting the eligibility criteria **on or before February 12, 2010**?

Answer: The IDOE will conduct an audit to confirm Case Conference Committee documentation.

## Criteria for Determining Participation in the Alternate Assessment Based on Modified Academic Achievement Standards in lieu of the general education assessment

*When modified academic achievement assessments are provided by a state, the SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to use in determining which students are eligible to be assessed based on modified academic achievement standards. 34 CFR 200.1(a)(2).*

The case conference committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with a disability will be assessed on academic achievement standards, on modified academic achievement standards or on alternate academic achievement standards. If the CCC determines that a student will be assessed on modified achievement standards, the CCC report must describe the reasons it is not appropriate for the student to take ISTEP+ and include information in support of each of the criteria below.

The committee must be informed that the decision to participate in an alternate assessment does not preclude a student from attempting to complete the graduation requirements. However, demonstrating proficiency on the modified assessment alone is insufficient evidence for graduation.

**CRITERIA** (All three criteria must be satisfied for a student to be eligible to be assessed on modified academic achievement standards in either mathematics or English/language arts. In addition, the decision cannot be based on the exclusions provided below.)

1. **Presence of a Disability:** The student receives special education services due to the presence of a disability. There must be evidence that the disability has prevented the student from achieving proficiency as measured by previous ISTEP+ attempts or through other assessments that validly document grade-level academic achievement.

2. **Intensity of Instruction:** The student is able to meaningfully access curriculum for the grade in which the student is enrolled. However, the student's case conference committee agrees that, even with appropriate instruction and services designed to meet the students' individual needs, the student is not likely to achieve grade-level proficiency within the same time frame as other students.

3. **Curricular Outcomes:** The student is expected to earn a high school diploma prior to exiting high school, either by eventually demonstrating proficiency on the GQE or through the appeals process. Therefore the goals listed in the student's case conference committee report include content standards for the grade in which the student is enrolled.

### EXCLUSIONS

The CCC's determination that the student will be assessed on modified achievement standards cannot be based on factors such as:

- a. Excessive or extensive absences.
- b. Social, cultural or economic differences.
- c. The mere identification of a disability.
- d. A specific special education placement or service.
- e. Concern for AYP calculations.

The Indiana Department of Education will utilize these criteria when reviewing or monitoring student education records for the purpose of determining eligibility to be assessed on modified achievement standards and including modified assessment data in federal and state accountability determinations.

[IDOE Home](#) > [Exceptional Learners](#) > [Special Education](#) > Student Assessment/Alternate Assessment/Student Performance

## **Student Assessment, Alternate Assessment, & Student Performance**

### **ISTAR Assessment Resources for Early Childhood and School Age Special Educators**

- [Early Childhood ISTAR-KR Assessment Handbook](#)
- [Early Childhood ISTAR Handbook Appendices](#)

### **ISTAR Alternate Assessment Approved Cut Scores 2010**

- [Memo - ISTAR Cut Scores](#)
- [ISTAR Approved Cut Scores](#)
- [ISTAR Math Performance Level Descriptors](#)
- [ISTAR ELA Performance Level Descriptors](#)
- [ISTAR Science Performance Level Descriptors](#)
- [ISTAR Social Studies Performance Level Descriptors](#)

Early Childhood Assessment Timeline  
[MEMO ISTAR KR 020909](#)

### **Criteria for Participation in Alternate Assessments**

- [Criteria for Participation in Alternate Assessments](#)
- [Side By Side Comparison of Criteria](#)
- [Criteria for Participation in ISTAR](#)
  - [Criteria for Participation in ISTAR Alternate Assessment of Academic Competence](#)
  - [Criteria for Participation in ISTAR Alternate Assessment for Independent Functioning](#)

### **Criteria for Participation in Indiana Modified Achievement Standards Test (IMAST)**

- [Criteria for Participation in IMAST](#)

### **[Indiana's Academic Standards](#)**

[The Foundations for Young Children to the Indiana Academic Standards](#)

Skills and activities to prepare children, ages three to five, to meet the Indiana Academic Standards

### **[Indiana Standards Tool for Alternate Reporting \(ISTAR\)](#)**

Commonly known as ISTAR, this is an alternate assessment component of Indiana's assessment system for students who perform significantly above or below grade-level. In addition, ISTAR can be used as a supplementary assessment for students who also participate in ISTEP+.

[ISTEP+ Program Manual](#)

Appendix C Testing Accommodations Guidance on page 48 in the ISTEP+ Program Manual

SCRIBING for ISTEP

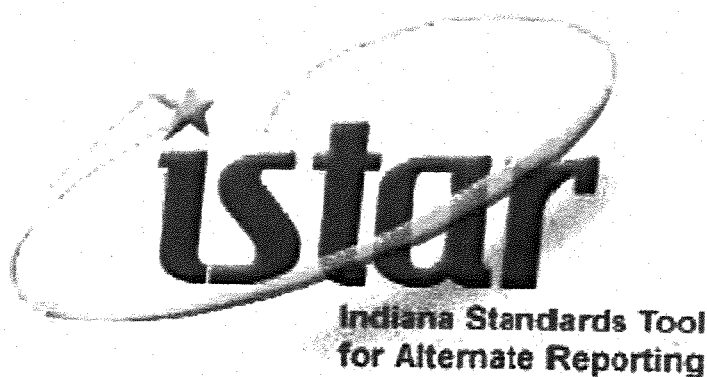
Pegie,

I have attached the document that discusses how to document that you are using a scribe and essentially *how* to use that scribe as well. Because it did not have any qualifications per se, I called 1-888-54-ISTEP on 2/11/11 and I spoke with a woman (I should have taken down her name but didn't) who told me that there are no specific guidelines that needed to be adhered to to give a kid that accommodation but that it was an IEP/CC decision.

Hope this helps. I will do a little more research and if I find anything else out I will let you know!

Good to visit with you this morning and hope the rest of your trip in the Midwest goes well!





# **Handbook on Alternate Assessment based on Alternate Achievement Standard**

**Updated February 2010**

For future updates and additional materials, visit:

**[www.ican.doe.state.in.us](http://www.ican.doe.state.in.us)**



Staff Relations

**Communicate, communicate, communicate.....sincerely.**

**COMMUNICATE, COMMUNICATE,  
COMMUNICATE....  
SINCERELY.**

**COMMUNICATE, COMMUNICATE, COMMUNICATE....SINCERELY.**

***COMMUNICATE, COMMUNICATE, COMMUNICATE....SINCERELY.***

Documentation of the following is required:

1. The names of the students who receive your services, including:
  - a. Resource
  - b. Inclusion in the general education classroom
  - c. Consultation (indirect)
2. The date that service was provided
3. The lesson/goal that was addressed
4. Documentation that you are providing services 5 days per week
5. Documentation that you start providing services day 1 of the school year

*This documentation should be recorded daily. At the end of each month, file and archive service documentation with your lessons plans for auditing purposes.*

**Documentation of the above requirements may be recorded via:**

- Combination of IC attendance and lesson plan book
- Combination of provided service log and lesson plan book
- Lesson plan book only (if you document individual student attendance and participation)

**This means:**

- Your documentation of services by date **MUST** align with dates, lessons, and goals identified in your plan book.
- Service delivery (time, frequency, and intensity) and lesson objectives **MUST** match the IEP.



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

***Response to Instruction (RtI)  
Guidance Document, (2010)***

## **Attachment 43 – Parental Access to Educational Records**

Southside Charter School

Administrative Policy

### **Overview**

During a student's school career, the school is required by law to collect and record data concerning the student. The school recognizes that the collection, maintenance, and limited dissemination of such data is essential for accomplishing student purposes. However, the school system desires to preserve to the extent possible the rights of privacy to the students and parents and to afford students and their parents the right to correct inaccurate information contained in the records. Therefore, this policy is designed to protect the students and their parents and the school and also to comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (known as "FERPA") and the Individuals with Disabilities Education Act (known as "IDEA"). Both FERPA and IDEA apply to charter schools and district public schools as well. FERPA covers all education records of students enrolled in a charter school; the confidentiality provisions of IDEA mainly concern a subset of education records of students with disabilities.

### **Custodian of Records and Standard Procedures**

The principal (or designee) is designated the Custodian of Records to oversee compliance with FERPA and the confidentiality provisions of the IDEA and granted exclusive authority to handle requests and to consult as needed with the school's attorney. Access to student records will be controlled by requiring a written request to review records by everyone (Parent, Student, Staff Member, third parties). The written requests are not meant to hinder the timely review of documents, but act as an accounting mechanism for tracking access. Parental review may be immediate but must occur within 45 days or in time for a due process hearing whichever is shorter. The Custodian of Records must check that individuals who identify themselves as parents or guardians in fact carry such status by verifying current enrollment data. Indiana Code IC 20-33-7 provides that custodial and noncustodial parents have equal access to a child's educational records unless a court has issued an order that limits the noncustodial parent's access to the child's education records; and the school has received a copy of the court order or has actual knowledge of the court order.

### **Review by Parents and Eligible Students**

Parents and eligible students (18 years of age) may review their present and past school records. Upon request to the principal, arrangements will be made for parents or eligible students to review and discuss their educational records. The principal (or designee) will be present during the review to answer questions and interpret data. If a parent or eligible student questions the validity of any educational record, the person may ask for a meeting with the principal (or designee) to discuss the correction. If the conference with the principal (or designee) does not

meet with the satisfaction of the parent or eligible student, the person may request a further hearing into the matter.

### **Review by Staff**

In the course of conducting school business, certain school employees may need to review confidential records. All staff members who may review such records must first sign a confidentiality agreement and log their written request to review records with the school's Custodian of Records.

### **Review by others**

In some cases, individuals who are not parents, students or staff members may request access to a student's records. In most cases, these are representatives hired by the parents for a specific purpose. Prior to granting access to the records, the Custodian of Records will require parental consent to release records to the individual. Indiana Code IC 20-33-7 also provides exceptions to this consent rule by certain members of the juvenile justice system but requests under this code will still be in writing as well as controlled and logged by the Custodian of Records.

# FORM 1

## REQUEST TO REVIEW RECORDS

Please note that unless otherwise provided by law, access to student education records will only be granted upon receipt of the written permission of a student's parent or legal guardian.

### To be completed by requestor

Date of request: \_\_\_\_\_

Name of student and/or ID number: \_\_\_\_\_

Name of requestor: \_\_\_\_\_

Requestor's affiliation or relationship to student: \_\_\_\_\_

Reason for request: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Description of records requested to be reviewed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I hereby agree to keep the information disclosed to me confidential according to all applicable laws and regulations.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

### To be completed by school personnel

Status of request: Approved Denied

Reason for approval or denial: \_\_\_\_\_

\_\_\_\_\_

School official approving/denying request: \_\_\_\_\_ (Print Name)

\_\_\_\_\_ (Signature)

\_\_\_\_\_ (Date)

Materials reviewed: \_\_\_\_\_

\_\_\_\_\_

Were copies of materials provided? Yes No

Is this a request by a parent/legal guardian? Yes No

If yes, records must be provided within 45 days of the request.

Are these records being requested by a parent/legal guardian or authorized representative in connection with a pending Committee on Special Education meeting or Due Process Hearing?

Yes No

If yes, please indicate the date of the meeting/hearing [\_\_\_\_\_] and note that the records must be provided prior to the meeting/hearing.



## **FORM 2**

### **CONFIDENTIALITY POLICY FOR SCHOOL EMPLOYEES**

School Employees are required to preserve the confidentiality of any and all records containing personally identifiable information. Student (and Staff) records may be confidential by virtue of the Family Educational Rights and Privacy Act, the Individuals with Disabilities in Education Act, state privacy laws and other laws and regulations. School Employees may not disclose personally identifiable information about school students or employees unless they are certain that such disclosure is permitted by law.

If in doubt about either the confidentiality of any record or the legality of disclosing information (including to other personnel within the school), School Employees should consult with their supervisor (who in turn may consult with the school's counsel) before disclosing any student or employee information.

I HAVE RECEIVED AND READ A COPY OF THE ABOVE POLICY

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

# FORM 3

*[School Letterhead]*

*[Date]*

*Inside Address*

Re: Consent For Release of Student Information

Dear *[Name]*:

*Pursuant to the Family Educational Rights and Privacy Act, a school cannot release the education records of a student without the prior written consent of the adult student or the minor student's parent/legal guardian (except in certain very specific circumstances not applicable here).*

*We are therefore writing to let you know that a request was made by [name of requestor] on [date request was made] to view the following records of [name of student]: [List of records requested]. The [name of requestor] has stated that the reason for this request is [reason for request to review records].*

*If you consent to the release of these records, please so indicate by filling out the permission slip below and returning it to the school. Please note that you are under no obligation to provide your permission. If you have any questions about this matter, please contact [name of contact person] at [phone number of school].*

*Thank you for your attention to this matter.*

*Sincerely,*

**[Name and title of school official]**

I hereby grant permission for the release of the records indicated above to the person/ organization indicated above.

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

\_\_\_\_\_ I request copies of the released records also be sent to me.

# FORM 4

*[School Letterhead]*

**TO:** Parents/Guardians of children enrolled in *[name of charter school]*

**FROM:** *[Staff member in charge of student records]*

**DATE:** *[Date of Memo]*

**RE:** Notice of Intent to Disclose Student Directory Information

---

Pursuant to the Family Educational Rights and Privacy Act and/or Part B of the Individuals with Disabilities Education Act, adult students and the parents/legal guardians of minor students may request that a school refrain from publishing directory information regarding the student. Directory information, includes but is not limited to name, class, date of birth and home address. If a school provides notice that it intends to publish directory information, it may do so if no written objection is filed with the school after a reasonable period of time after notice is provided.

You are hereby notified that the school intends to publish the directory information indicated on the attached form. If you object to the publication of some or all of this information, please use the attached form to indicate your objection. For those items that you object to being published, please put a checkmark in the space to the right of those items and then return the form to the school office no later than *[date on which form is due]*. Please also be sure to fill out the information at the bottom of the attached form (student's name, your name, the date and your signature). Please note that if you do not return the attached form to the school by *[date on which form is due]*, we will assume that you have no objection to the publication of this information.

Thank you for your attention to this matter. If you have any questions, please contact *[name of designated staff member]* at *[school's phone number]*. Directory information to be published by *[name of school]\*[school year]*

Name \_\_\_\_\_  
Date of Birth/Age \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone Number \_\_\_\_\_  
E-Mail Address \_\_\_\_\_  
Photograph \_\_\_\_\_  
Grade \_\_\_\_\_  
Height and/or Weight: \_\_\_\_\_  
Academic Honors \_\_\_\_\_  
Participation in Extra-Curricular Activities \_\_\_\_\_  
Previous school attended \_\_\_\_\_  
Dates of attendance \_\_\_\_\_  
Student's Name: \_\_\_\_\_  
Print Your Name: \_\_\_\_\_  
Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

\* If you have no objection to the publication of the below information regarding your child, you need not complete this form. 1 This information will be published for members of athletic teams only.

## FORM 5

# Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.] *This page last modified April 14, 2000 by [sf](#)*

## Office Where Record Is Maintained:

[illegible]

**Distribution of Assets on Dissolution**

**(Article IV, SCS Articles of Incorporation)**

In the event of the complete liquidation or dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation as follows:

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

Second, all remaining assets should be distributed to the Supported Organization for nonprofit educational purposes, so long as the Supported Organization is in existence and is an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws;

Third, in the event that the Supported Organization is not as described in the previous sentence, then all remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall determine; and

Fourth, any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

## **Attachment 45 – Policy Patriotic Commemorative Observances**

Pursuant to IC 20-30-3, the school shall appropriately observe the commemorations designated in IC 1-1-9 through IC 1-1-11 which include:

- New Year's Day, January 1.
- Martin Luther King, Jr.'s Birthday, the third Monday in January.
- Abraham Lincoln's Birthday, February 12.
- George Washington's Birthday, the third Monday in February.
- Good Friday, a movable feast day.
- Primary Election Day, the first Tuesday following the first Monday in May
- Memorial Day, the last Monday in May.
- Flag Day, June 14
- Independence Day, July 4.
- Labor Day, the first Monday in September.
- Columbus Day, the second Monday in October.
- General Election Day, the first Tuesday following the first Monday in November.
- Veterans Day, November 11.
- Thanksgiving Day, the fourth Thursday in November.
- Indiana Day, December 11
- Christmas Day, December 25.

## **Attachment 46 – Policy Personal Financial Responsibility Instruction**

Personal financial literacy instruction for grades 6-12 is imbedded within the mathematics, social studies, and literacy curriculum and instruction at Southside Charter School. In each of these subject areas students participate in activities and discussion lending itself to student mastery of Indiana's academic standards for financial literacy education. Activities and discussions are organized around the six areas of study outlined in the Financial Literacy Education Standards Framework (<http://www.doe.in.gov/octe/facs/IndianaFinLitEd-Framework.html>).

In addition to these imbedded learning opportunities, Southside Charter School utilizes curriculum from Dave Ramsey's "Foundations in Personal Finance" for high school. This curriculum is taught to all 11<sup>th</sup> and 12<sup>th</sup> grade students, and is a turn-key curriculum designed to provide students with sound financial principles that will guide them into adulthood. This course meets benchmarks and standards in all 50 states, as well as the national standards suggested by the Jump\$tart Coalition for Personal Financial Literacy.



# EMERGENCY GUIDELINES

CALL THESE NUMBERS IN CASE OF AN EMERGENCY

Police/Fire: 911

School Administrator's Mobile: 317-319-0994

## Southside Charter School

1615 South Barth Avenue  
Indianapolis, Indiana 46203

Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

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Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

Our school is dedicated to safe, orderly learning environments in our school. This set of guidelines is meant to be a practical guide that provides general procedures to follow in case of various emergencies. Staff is expected to know these procedures and know the specific plans and procedures that are created for the specific work area for which they are responsible.

If an emergency arises:

- Be sure the school office or your supervisor is notified and help is summoned.
- Follow the guidelines outlines in this booklet
- Reassure your students; your calm approach will help students follow instructions that could save lives during an emergency
- Be prepared to react to instructions from law enforcement or school administration; keep your phone line CLEAR.

Working together, all of us will help make the Southside Charter School, Indianapolis a very safe place to work and learn,

**CALL THESE NUMBERS IN CASE OF AN EMERGENCY**

Police/Fire: 911  
School Administrator's Mobile: 317-319-0994 GEO  
Offices: 317-624-0900

**CALL THIS NUMBER FOR A NON-EMERGENCY**

Indianapolis Police Department (non-emergency dispatch): (317) 327-3811

## FIRE DRILL, TORNADO DRILL AND EARTHQUAKE DRILL

### FIRE DRILL GUIDELINES

1. School's alarm sounds
2. Take your student roster and something to write with (Take this book)
3. Close classroom windows and door
4. Lead the class and follow the evacuation route for your room/area
5. NO TALKING: Silence will allow everyone to hear emergency instructions
6. After exiting-
  - \* Walk well clear of the building
  - Keep the class/group together
  - Take attendance; report any missing student to school administrator
0. Wait for "all clear signal" to re-enter, or wait for further instructions
1. If necessary, follow the "Fire Aftermath" guidelines shown later in this booklet

### TORNADO DRILL GUIDELINES

1. School's alarm sounds
2. Take your student roster and something to write with
3. Close classroom windows and door
4. Lead students to pre-designated Tornado Safety area
5. Ensure that all students take the proper safety position (backs facing wall)
6. Wait for instructions; keep students quiet
7. If necessary, follow the "Tornado Aftermath" guidelines shown later in this booklet

### EARTHQUAKE DRILL GUIDELINES

1. NO ALARM WILL SOUND; earthquakes do not give warnings
2. Tell your students: "Earthquake, take cover."
3. Everyone should duck and cover up under the nearest desk or table
4. Once the ground and building stop shaking, use the fire drill procedure and exit route
5. Take your class and your student roster to the school's designated Safety Zone
6. Follow "Earthquake Aftermath" guidelines

## ENVIRONMENTAL DISASTERS

NOTE: These guidelines should be followed in case of contamination of air or water supplies

A) In case of contamination of water supply, a PA announcement will be made to alert everyone to this specific problem. Once this announcement is made, **NO WATER SHOULD BE CONSUMED FOR ANY REASON FROM THE BUILDING'S WATER SUPPLY.**

B) In case of contamination of the air supply, the following "next steps" are possible:

1. If the air supply is contaminated **INSIDE** the building, the a Fire Drill procedure will be initiated
2. If the air supply is contaminated **OUTSIDE** the building, the school administrator will initiate air system shutdown and instructions will be given over the PA

C) Communication:

1. Once water or air contamination is detected, the school administrator will ensure that the following are contacted immediately by phone:
  - 1.1 "911"
  - 1.2 D-11 GEO Offices

D) Evacuation

1. If the water supply cannot be restored, the evacuation plan will be initiated and carried out.
2. If the air supply **INSIDE** the building is contaminated, students will be gathered in the school's outdoor "Safety Zone" and evacuated by bus from that point
3. If the air supply **OUTSIDE** the building is contaminated, students and staff will remain inside until a "window of opportunity" exists for safe evacuation by bus.

Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

NUCLEAR OR CHEMICAL CONTAMINATION DISASTER

NOTE: These guidelines should be followed in case of contamination resulting from a spill of nuclear or chemical substances or from a terrorist nuclear incident.

A) Once nuclear/chemical contamination is detected' or reported to the school, the TORNADO DRILL PROCEDURE should be initiated,

B) At the same time that the drill begins, if the disaster is chemical contamination, the school's air handling equipment should be monitored and shut off by the school administrator, if warranted.

C) Communication:

Once the school begins this set of procedures, the school administrator will ensure that the following are contacted immediately by phone:

1.1 911

1.2 D-11 Charter School Office: 481-2510

1.3 D-11 Security: 520-2287

D) Evacuation:

School personnel will have to stay alert to the options for evacuation. In some cases, almost immediate evacuation may be necessary; however, depending on the circumstances, there may be a long wait before evacuation can occur.

E) In all cases, following instructions and directives of rescue and police personnel will be critical during such an emergency.

Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

DISASTER AFTERMATH — FIRE OR ENVIRONMENTAL

A) Move all students to designated "Safety Zone,"

PLACE: Empty lot of *WEST* side of South Barth.: Ave. (Play field south of Horizon Central)

If this location has been rendered unusable, go to a gathering place designated by authorities,

B) Report all injuries once your class reaches the Safety Zone.

Keep your class together in the Safety Zone.

C) Keep track of your students.

1. List students who are injured
2. List students who are removed from your group for treatments of injuries
3. If parents/guardians arrive to take students home, list student who leave and **WITH WHOM** they leave.

D) If evacuation from the Safety Zone is to occur:

1. Await evacuation by designated vehicles
2. Let students know that the evacuation is planned and that you will be traveling by vehicle to another location

Do everything you can to calm and reassure students

E) At the Evacuation Site: Follow instructions, stay with your class, and continue to keep track of your students,

F) At the Evacuation Site: Use the school's "Check Out" system to release students to parents/guardians.

- If it is too hectic to use the formal "Check Out" system, continue to maintain the list of students who have left and with whom they have left.

G) Await further instructions and information with your class at the Evacuation Site.

## DISASTER AFTERMATH— TORNADO

1. Move students and staff out of any damaged portion of the building to undamaged portion of the structure. If weather permits, the "Safety Zone" can be used.
2. GO TO the "Safety Zone" if the school is damaged severely. Keep your class together at all times.
3. In case of injuries:
  - Assess the extent of the injury: restore breathing and stop serious bleeding as a FIRST" PRIORITY.
  - GET. HELP if first priority injuries occur- alert the office, or if you're in the Safety Zone, report the nature of the problem to the administrators and/or rescue officials.
  - Make all other injured persons as comfortable as possible; keep injured persons warm.
  - Be sure that authorities know if you have injured individuals with you.
0. Enlist the support of your students, where possible, to calm fellow students and to help you.

### 1. EVACUATION

- If necessary and if transportation can gain access to the site, evacuation may be ordered by authorities.
  - Keep students together and follow instructions in the event of evacuation from the school or Safety Zone.
  - Your school will evacuate, in most cases, to the designated Evacuation Site. (See list in this booklet)
6. If no structural damage has occurred, but if a tornado has caused extensive damage in our area:
- It may be necessary to remain at school for some time.
  - Reassure students; encourage them to talk, or write, about their concerns. {•
- Let students know that when information is available, it will be shared.
- Establish a system for bathroom breaks.
  - Listen for instructions and a possible order to evacuate the building.
  - If students are called from the room by office or other authorities, make a list of students who leave and why.



## DISASTER AFTERMATH — EARTHQUAKE

- A) FOLLOW FIRE DRILL EVACUATION ROUTE, once shaking has stopped.
- B) GO TO "SAFETY ZONE"
- C) IF INJURY OCCURS AND THE PERSON CANNOT BE MOVED, alert the Office. Stay with the injured person but get a colleague from a nearby room to take your class with theirs to the Safety Zone.
- D) BE ALERT TO OBSTACLES. It may not be possible to follow the precise Fire Evacuation Route because of damage to the building. Forge an alternate route when necessary.
- E) AT THE "SAFETY ZONE"
1. Take attendance; keep your class with you.
  2. Report injuries to administrators or rescue authorities
  3. Reassure students that the Safety Zone has been selected as the best place for them in the circumstances.
- F) BE ALERT TO AFTER-SHOCKS.
- G) KEEP A LIST of students who have to leave your group for ANY reason. This includes students who may be picked up by parents/guardians.
- H) AWAIT INSTRUCTIONS; ANTICIPATE EVACUATION.

## LOCKDOWN PROCEDURES

- A) LOCK DOWN is given to begin Lockdown.
- B) CLEAR COMMON AREAS of all students. (Note: Bring any students in common areas into classrooms)
- C) Close double doors to atrium and check to be sure they are locked
- D) Secure students in locked areas if possible.
- E) Inform students that a "lockdown" is underway. (Note: Students will need reassurance that things are under control. Keep students away from the door and off the phone. Answer questions and let students know that their cooperation and patience will make a positive difference in the situation,).
- F) NO ONE LEAVES the locked safe areas. (Note: Depending on the nature of the emergency, law enforcement personnel MAY come to the safe area and evacuate the staff and students. If this occurs, follow the instructions given by the Officer. Take your class roster if your class is evacuated.)
- G) NO ONE ENTERS into the safety area except law enforcement or administrative personnel.
- H) Lockdown concludes only with notification from administration or law enforcement.

Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

LOCKDOWN EVACUATION PROCEDURES

- A) LOCK DOWN is given to begin Lockdown; LOCKDOWN OCCURS.
- B) DURING SOME LOCKDOWNS, AN EVACUATION MAY BE NECESSARY.
- C) A law enforcement official will come to the safe area to initiate the evacuation.
- D) Evacuate only if you are instructed to do so by a law enforcement official. (Note: The law enforcement official will provide specific instructions to conduct the evacuation. Follow all of these instructions carefully. Assist the official with communications with your class and with ensuring that students understand the instructions that are given.)
- E) Follow the evacuation route establish by the law enforcement official. This may or may not be the Fire Drill evacuation route for your class.
- F) Take your student roster. When you arrive at the post-evacuation assembly point, keep your class together.
- G) Further instructions will be given as soon as possible. Wait and reassure students. REMEMBER that law enforcement officials are dealing with a very volatile situation and may have to ask questions or, in some cases, double-check to ensure that no perpetrator is within your group masquerading as a student/teacher in order to attempt an escape.
- H) Departure from the school site MAY be necessary. If this is to occur, school vehicles and the Evacuation Site for you school will be used whenever possible.
- I) DO NOT DISMISS ANY STUDENTS UNTIL THE OFFICIAL WORD IS GIVEN TO DO SO. KEEP A LIST of the students who have to leave your group for any reason. This includes students who may be picked up by parents/guardians.

## GUN OR WEAPON IN SCHOOL OR CLASSROOM

### Gun or weapon SUSPECTED in classroom

- . Do NOT leave the room,
- . Ask a nearby teacher to assist you.
- . CONFIDENTIALLY tell the colleague that you should suspect a student has a gun/weapon in class. Give the name I seat location of the student who is suspected.
- . Tell the colleague to inform the office immediately.
- . Continue class and procedure. Administration and law enforcement will arrive promptly.

### Gun PULLED or DISPLAYED

- . If a student I intruder pulls a gun in class, DO NOT try to disarm the individual.
- . Remain calm. Tell the rest of the class to remain seated and to stay calm.
- . STAY AWAY from the student with the gun. Talk to the student in a controlled manner.
- Ask the student to put the gun down and move away from it.
- e Do what you can to get the attention of another colleague and the office so help can be summoned.

### Gun in a LOCKER I Gun on a student in the COMMONS

- If you see a gun on a student in the commons area, follow that student. DO NOT LET THE STUDENT OUT OF YOUR SIGHT. Do what you can to get the attention of another colleague and the office so help can be summoned.
- If the gun is in a cubbie or locker, DO NOT LEAVE THAT LOCATION. Contact an administrator or another colleague to make contact with authorities. WAIT for assistance. DO NOT LEAVE THE STUDENT, CUBBIE, OR LOCKER.

### General Guidelines for ANY Gun Crisis

- ,• Tell an administrator ANY TIME you hear that a gun or weapon may be present in the school.
- `• DO NOT send a student to report the presence of a gun/weapon if it can be avoided. Enlist the help of an adult if at all possible.
- TAKE ALL TALK OF GUNS OR IMPENDING USE OF GUNS OR WEAPONS IN SCHOOL OR SCHOOL EVENTS SERIOUSLY: Report all concerns or suspicions to the office or administration.

### SCHOOL ACTIONS

- Conduct an IMMEDIATE LOCKDOWN •
- Contact 911
- ,• Respond to the classroom/location

## HOSTAGES TAKEN IN CLASSTOOM OR AT SCHOOL

If you OBSERVE a hostage crisis under way:

- DO NOT intervene.
- Quietly remove yourself from the setting.
- Alert school administrators immediately.
- If you do not have a class or other obligation with students, remain out of sight but stay in proximity of the hostage area so you can prevent others from wandering into the situation.
- When the LOCKDOWN Code is given, remove yourself from the area and participate in the Lockdown.

If a hostage situation occurs in your classroom or supervision area:

Remain calm. Avoid quick movements.

- FOLLOW THE INSTRUCTIONS OF THE HOSTAGE TAKER.
- Tell your students to follow these instructions.
- DO NOT try to disarm the hostage taker.
- DO NOT bargain or negotiate with the hostage taker,
- If you need to speak to the hostage taker, as permission to do so. (Note: Face the hostage taker when speaking. Do not crowd his/her space. Be respectful. NEVER criticize the hostage taker. DO NOT argue.)
- Make a mental list of:
  - o The students absent from class that day
  - o A chronology of what happens during the crisis situation
- Law enforcement negotiators will make contact! TRUST THEM COMPLETELY and follow their instructions to the letter.
- STAY ALERT. Attempt to evacuate students/ escape ONLY if the hostage taker falls asleep.

SCHOOL ACTIONS:

Conduct an immediate LOCKDOWN

- Contact 911

REMEMBER- HELP IS ON THE WAY!

Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

**BOMB THREAT I SUSPICIOUS VEHICLE**

A) An employee who answers a school phone call where the caller threatens that a bomb is in the building should:

1. Listen carefully to
  - a. Caller's voice
  - b. Any background noises
2. WRITE down exactly what is said.
3. If possible, ask questions (Try to be conversational and matter of fact.)
  - a. When is the bomb set to explode?
  - b. What does the bomb look like?
  - c. Where is the bomb?
  - d. Why was the bomb placed?
  - e. Who placed the bomb?

B) Once the phone call ends, TELL THE SCHOOL ADMINISTRATOR IMMEDIATELY. Fill out a "Bomb Threat Report."

C) School Administration will begin a preliminary search and phone 911.

D) DO NOT pull the fire alarm since the electronics of this system MAY set off an explosive devise. (All radios/walkie-talkies should not be on or used during search. Wireless computer systems needs to be deactivated.)

E) The school administrator will determine appropriate next steps in consultation with law enforcement.

NOTE: Never touch any package or item that appears suspicious during search.

**SUSPICIOUS 'VEHICLE**

If a suspicious vehicle is observed on school property OR on streets adjacent to the school:

- 1) Alert the school office immediately; be as specific as possible concerning the LOCATION and DESCRIPTION of the vehicle. A suspicious vehicle is one that has been parked in one location for a lengthy period of time without being moved, one that appears to be abandoned, or one that has been occupied for a period of time without any apparent school-related purpose.
- 2) If the vehicle is park or standing still, do NOT approach the vehicle.
- 3) If the care is one the move, get a description of the driver and the license plate number.
- 4) Write down what you observed and share this information with law enforcement.

Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

**BOMB THREAT REPORT**

(Circle all that apply)

Calm	Laughing	Adult	Child
Angry	Crying	Raspy	Lisp
Excited	Normal	Deep	Slow
Distinct	Ragged	Rapid	Slurred
Clearing Throat	Soft	Nasal	Accent
Deep Breathing	Loud	Stutter	Cracking
Distinguished	Familiar		

**BACKGROUND NOISES**

Street	Motor	PA System	Music
Machinery	Animal	Phone Booth	Static
Local Call	Cell phone	House noises	Talking
Office	Basement	Train	

**LANGUAGE**

Irrational	Foul	Incoherent	Well spoken
Reading from a	Slang		

School Name: Southside Charter School, Indianapolis

Time of Call: \_\_\_\_\_ Date of Call: \_\_\_\_\_

Person Completing Report: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_

Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

**SCHOOL EVACUATION SITE:**

The School Evacuation Site for the main building is Horizon Central. The location is directly west of the school across Barth Avenue north of the Safety Zone (play field). The address is 1001 E. Palmer Street, Indianapolis, IN 46203. The telephone number is Office: (317) 917-0450.

The evacuation route is directly west across Barth Avenue.



## FIELD TRIP EMERGENCY OR CRISIS

### Accident While on a Field Trip

- Work with the bus driver to evacuate the bus if necessary. IF evacuation is NOT required, wait with students on the bus until emergency workers arrive,
- If there is a danger of fire or explosion, evacuate the bus immediately.
- Work with the bus driver to communicate with 911
  - 1) Request emergency assistance,
  - 2) Report location.
  - 3) Report injuries; if possible, indicate names of students.
  - 4) Ask for law enforcement to contact our school.
- Keep lists:
  - 1) Injured students; be sure you record the hospital to which the students are taken if this is required.
  - 2) Note a chronology of what happened; record the sequence of events that occur.
- Let law enforcement and other emergency workers deal with the driver and the other vehicle.
- DO NOT comment to media representatives; refer inquiries to the school administrator.
- Prepare to write up a narrative of what happened and submit to the school administrator.
- Do not talk to the other driver, insurance representative (except ours), or the public.

### Hostage Situation

- Follow the instruction of the hostage taker.
- Do not try to disarm or negotiate with the hostage taker.
- Do not offer yourself as a hostage.
- Focus your attention on what is happening and make mental lists of events and a description of the perpetrator (s),
- j• If students are taken away, make sure you know who they are and remember what the hostage taker SAYS at this specific moment in the incident.
- When law enforcement arrives, TRUST THEM AND FOLLOW THEIR INSTRUCTIONS TO THE LETTER!
- When it is feasible, contact the school for help.

EMERGENCY GUIDELINES  
GUN I WEAPON ON SCHOOL BUS

(Bus Drivers Instructions)

- A) Calmly transmit your specific location to the school. Instruct the person answering the phone to contact the school administrator and give them the CODE: "Submarine"
- B) Do not attempt to disarm the person with the weapon; if the person with the weapon is NOT threatening anyone or disrupting normal travel, continue driving BUT do not continue your route. Instead, drive toward the nearest police or fire station while telling students you are going to the garage to have a mechanical problem tended to.
- C) If the person with the weapon is threatening or disrupting, pull the bus over. Do NOT attempt to disarm the person with the weapon. Keep the school receptionist informed or what occurs over the radio.
- D) Follow instructions that the school administrator or law enforcement provide over the radio.
- E) Once law enforcement arrives at your bus, pull over and be prepared to: Tell law enforcement official exactly which student has the weapon. Relay instructions from law enforcement to students on your bus. Evacuate your bus IF told to do so by law enforcement.
- F) Keep track of what happens as best as you can. You will need to report events to law enforcement and write a report when the incident is over.
- G) IF A GUN/WEAPON IS SEEN AT OR NEAR A BUS STOP, calmly radio the school and tell them the exact location of the problem.
- H) Do NOT stop. Distance yourself and the bus from the weapon if the outside the bus. Keep informing the school of your location and any details about the person with the weapon that you can relay.
- I) IF SHOTS ARE FIRED AT YOUR BUS, do everything you can to keep driving and pull over only when you believe you are safe. Immediately contact the school and inform them. Wait for help to arrive. Tend to any students who need first aid. Let the school know if anyone is hurt.

EMERGENCY GUIDELINES

GUIDELINES: STAFF RESPONSIBILITIES DURING EMERGENCIES

Introduction: In general, the first obligation of all staff is the safety of our children; therefore, these guidelines are meant to provide suggestions for "how to proceed" before and/or during very difficult emergency circumstances which demand a high degree of attention to safety. During a disaster, crisis, or other emergency, it is possible that circumstances will dictate additional or different unforeseen responsibilities for staff. Staff should take whatever action is necessary, given these circumstances, to meet our first obligation.

The dedicated, professional behavior of all staff in the Southside Charter School, Indianapolis is the bedrock of these guidelines. This professionalism is deeply appreciated. Should any of the circumstances described in this Emergency Folder ever arise, our professionalism will allow us to provide what is best for our children despite very difficult and trying developments.

BUILDING ADMINISTRATION

1. PLANNING IN ADVANCE

- Establish a "Safety Zone" outside the building where students/staff can gather during evacuations.
- Ensure that all staff are briefed about Emergencies / Disasters / Drills with the start of each new school year; review the specific Emergency Guidelines in this guide
- Ensure that all staff understand their responsibilities during any emergency; special attention should be given to the administrative team, secretary, custodians, and nurses.
- Set up appropriate plans and unique emergency procedures as needed to accommodate students with disabilities or other special needs in the school. These plans should be submitted to the Director of Special Education and to the school administrator with the start of each school year.
- Set up a "check out" system and designated location for students in the AFTERMATH of any disaster.
- Be sure that proper supplies / safety equipment are available in the aftermath of any emergency; set up a "Treatment Center" in the school and in a safe area outside of the school.
- Establish a room or location where media representatives are to be placed in the event of an emergency and establish a building "rep" that maintains this space when needed.
- Work closely with law enforcement and fire officials to carry out various drills and to make plans for drills and emergencies. Please remember that during practice for a LOCKDOWN of Safety Drill it is vital that the building practice calling the school administrator and all other emergency numbers to inform them that a practice lockdown or drill is being conducted.

Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

Provide the following information to law enforcement, the school administrator and the  
D11 Security office:

- o Location of your school's Safety Zone
- o Locations of your schools Treatment Center (inside location and outside location)
- o Location of your school's "Check Out" location for arriving parents
- o Location of the media room where reps from TV, radio, and news organizations are sent.
- o A MAP of your building with the name of the teacher (where appropriate) included for each room
- Provide written copies of all emergency plans and maps to the school administrator, teachers and staff, Indianapolis Police Department, Indianapolis Fire Department, and the Mayor's Charter School Office.

## 2. DURING A DISASTER/EMERGENCY

- 1) Implement the Emergency Guidelines depending on the disaster or emergency that arises.
- 2) Maintain thorough communication links within the school and with outside agencies and personnel.
  - CALL 911
  - CALL THE SCHOOL ADMINISTRATOR  
CALL THE D-11 CHARTER SCHOOL OFFICE
  - CALL THE D-11 SECURITY OFFICE
  - PLEASE NOTE- You must talk personally to a person at the above locations. Do not leave a voice mail message.
- 0) Oversee evacuation (if necessary) and ensure that injured students/staff are being tended to.
  - 1) Oversee Safety Zone (if evacuation occurs); ensure

## SECRETARIAL TEAM MEMBERS

As directed by administration, take an active role in:

- Communications; maintain radio/walkie-talkie and or phone contact. Alert appropriate agencies and school personnel.
- Information; provide information to staff as directed; ensure that enrollment/medical emergency cards are available to proper school officials or rescue personnel.
- Assistance; help school nurse, teachers, or other colleagues as directed.
- Check-out 1 "Safety Zone" Office establish and implement a procedure for checking-out students to parents / guardians / adults who come to school to take students home; also set up an "office" in a safety Zone if this area is activated.

Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

CUSTODIANS (if available)

1. Shut down gas, electricity. And/or water IF NEEDED depending on damage to building; otherwise, maintain utilities and building systems under the direction of the school administrator.
2. Be sure the entire property management team has assignments spelled out in advance for all emergencies.
3. Maintain communication; be sure that radio/walkie-talkie communication is open throughout the emergency situation.
4. Provide support; be alert to needs of staff and students.
5. Cooperate with law enforcement & other rescue officials; provide information and advise, assistance and active support.
6. Recommend a plan /process for resuming normal school operations; work with emergency personnel and the school administrator to return school operations to normal as soon as possible.

NURSE (if available)

1. Plan a "Treatment Center" to handle injuries; work in advance to be sure there is a process to provide care for injured students 1 staff during any emergency. Collaborate with the school administrator to create this plan and ensure that adults help is available, as part of this plan, should the need arise. Remember that this center MAY have to be located in the "Safety Zone" or at an Evacuation Site away from the normal supplies and Clinic 1 Wellness Center at school.
2. Maintain adequate supplies for emergencies. Part of this need will include creating "Disaster First Aid Packs" or "Emergency Carts" that can be taken to the far corners of the building should the need arise.
3. Review the Emergency Plan for your school prior to each school year with the school administrator.
4. Provide collaborative support and assistance for emergency personnel.
5. Carry out first aid in the Safety Zone and / or at the evacuation site as needed.

FOOD SERVICE TEAM LEADER

1. Prepare a plan for food preparation 1 distribution according to each possible emergency where food service might be needed over a longer term.
2. Include in the food preparation I distribution plan the possibility that the school MAY be used as an Evacuation Site and that this will mean additional students /,staff to feed beyond the normal number at your school.
3. Communicate fully with the school administrator to put into motion food service if needed.
4. If food service is NOT needed. Establish a way by which members of the building

Food Service Team can assist other colleagues (secretaries, nurse, teachers, etc).

Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

5. If there is damage to equipment or kitchen / dining room / freezer-refrigerator / food storage, assess damage or loss and report status of your operation to the school administrator,

EDUCATIONAL SERVICES CENTER STAFF

1. The school administrator will maintain contact with the school when affected by an emergency. When notified of an emergency, the administration office will ensure that Police & Emergency Agencies have been notified as a first priority. Then the school administrator's office will alert the Mayor's Charter School Office.
2. To deal with media representatives, the school administrator will serve as the spokesperson to help building staff work through the incident with the media.
3. If an evacuation is ordered, central office personnel will report to the "Evacuation Area" to help assist with the arrival of students from the school.
4. Central office personnel along with Southeast Neighborhood School of Excellence colleagues will assist in every way possible during all emergencies.

SPECIAL EDUCATION DIRECTOR AND STAFF

1. In Case of an emergency in a building where evacuation or a long-term stay on-site is required, the director of Special Education and designated staff will respond to the receiving school or the "Safety Zone" to assist with special education students and the colleagues who serve them.
2. If coordinated services are required from outside agencies that specialize in dealing with students with disabilities, the Director of Special Education will act to facilitate the use of such groups.
3. Designated Special Education Staff will provide assistance where needed.

DIRECTOR OF FACILITIES (or School Administrator)

The director of facilities (or school administrator) will mobilize personnel to assist (where appropriate) at the school during emergencies. If electrical, HVAC, plumbing, and other building concerns need to be addressed because of the emergency, the director of facilities (or School administrator) will coordinate the delivery of these services.

1. The building manager and staff will be prepared to share blueprints for any and all parts of the building to police and other emergency officials whenever needed.
2. The building manager will set up:
  - A system for sharing blueprints if needed during an emergency
  - A system for alerting staff to assignments either during or after any emergency. This would include possible cleanup duties after an emergency.
  - A procedure for the assignment and use of rolling stock (trucks, heavy equipment) from the city to assist as part of any emergency.
  - Cellphone communications with the school and law enforcement so that maintenance efforts are efficiently and safely conducted.

Southside Charter School, Indianapolis  
EMERGENCY GUIDELINES

DIRECTOR OF TRANSPORTATION (Or school Administrator)

1. The Director of Transportation (or school administrator) will establish plans for evacuation of the building. Part of this plan will be means by which drivers can be "called back" to perform this service.
2. The Director of Transportation will work with the Principal of each building to make arrangements for:
  - a. Pick-up students at the school's "Safety Zone."
  - b. Delivery of students at each school's designated evacuation site.
  - c. Create maps or folders, which will show the Safety Zone for each school.
3. Bus drivers and transportation will function together with the school secretary dispatcher and Principal as the centralized communication during any emergency..
4. The Director of Transportation and law enforcement may declare at any time during an emergency a signal ("Rest Quiet" = code word) which means ALL radio traffic not related to the emergency MUST CEASE, Only AFTER-the Director or law enforcement stop the Signal ("Resume Noise") will normal traffic resume.



**DRESS CODE: UNIFORM POLICY**

The dress code policy at Southside Charter School has been designed to provide a uniform atmosphere that encourages learning by removing unnecessary distractions. **Each family that accepts enrollment in the school also accepts the dress code as mandatory.** If there is a change in dress code for a field trip or special event, parents will be notified of the change prior to the day of the event. Otherwise, the dress code must be followed at all times.

We rely on our parents to help reinforce these expectations. It is the parents' responsibility to guide their child towards cleanliness, neatness and modesty. It is expected that students will come to school with clean garments that are in good repair. Holes are not allowed. To prevent any misunderstanding and ensure continuity, the following guidelines must be followed. Items may be purchased from any vendor as long as they meet the specific guidelines below.

Uniform shirts will consist of the school logo and must be purchased through **SchoolZone**. Any shirts that **SchoolZone** makes available (long sleeve polos, sweatshirts with logo) are permitted. They have been approved by the principal and have our logo. All shirts worn to school must have a school logo. You may, however, purchase other clothing items such as pants, belts, socks, etc. from other stores such as Target, Wal-Mart, Old Navy or others.

- Elementary grades (K-5): HUNTER GREEN shirts
- Middle School (6-8): KHAKI shirts
- High School (9-12): RED shirts
- Males: pants or dress shorts will be BLACK
- Females: pants, skirts, skorts, dress shorts, dress capris, jumpers will be BLACK
- Students who obtain Track Bucks can purchase additional color shirts and spirit wear through the office. Samples of these items will be available.
- Ivy Tech Students are expected to wear uniform attire to their college courses
- **NO** embellishments of any kind on pants for skirts.
- Shoes and socks should be solid colors either: WHITE OR BLACK
- Students may wear long sleeve shirts under polo shirts but they must be WHITE
- Jackets MAY NOT be worn during class. School logo sweatshirts are available at School Zone.
- Jewelry must be kept to a minimum and only gold or silver, earrings a quarter or smaller.
- Pants, shorts, skirts, and capris with belt loops must be accompanied with a **black** belt that must be buckled. Belts must be a traditional belt without a buckle that is in the form of jewelry (example: name with rhinestones).
- 

Tattoos (including temporary) and body piercings other than earrings should not be visible. Boys and girls are allowed one post or clip earring per ear. For safety reasons, hoop-style earrings larger than a quarter are prohibited.

When on school property including after school activities, it is expected that the above guidelines for dress code be followed unless otherwise indicated.

*Sample*  
**Southside  
Charter  
School**

*Where all roads lead to college*

**2011 - 2012**

**Student/Family Handbook**

*Including School Policies*

# Fall Creek Academy



## **Student/Family Handbook 2011-2012**

### **Nondiscrimination Policy**

No school owned or operated by GEO Foundation, Inc. shall discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, and disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

## **School Quick Facts**

**School Phone:** 317-536-1026

**School Fax:** 317-921-9453

**School Address:**  
2540 North Capital  
Indianapolis, IN 46208

**School Website:** <http://www.fallcreekacademy.org>

**Principal:** Richard Hunt (phone ext. 3009) – [rhunt@geoacademies.org](mailto:rhunt@geoacademies.org)

**Principal Fellow:** Michael Bryant (phone ext. 3034) – [mbryant@geoacademies.org](mailto:mbryant@geoacademies.org)

**Office Manager:** Jacqueline Benford (phone ext. 3032) – [jbenford@geoacademies.org](mailto:jbenford@geoacademies.org)

**Administrative Assistant:** Jenny Pettway (phone ext. 3000) – [jpettway@geoacademies.org](mailto:jpettway@geoacademies.org)

### **Fall Creek Academy Mission:**

Fall Creek Academy will make “no excuses” for its student population and will dedicate itself to ensure that ALL students show growth in character, academics, life skills, the arts, and wellness using teaching skills tailored to meet the needs of each student.

**Mascot:** Engineers



**2011-2012 Motto:** On track for a successful future!

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<u>This Form MUST be completed for all students</u>	

## **ATTENDANCE POLICY**

A student's attendance is essential to learning, and every student and parent has the responsibility to ensure that the student is attending class regularly to take full advantage of the educational opportunities offered by Fall Creek Academy. To support that academic growth, the school has put in place the following attendance policies and procedures:

**A. Excused Absences** – a student is considered to have an excused absence under the following conditions:

- The parent must call the school before 9:00 a.m. on the day of the absence.
- An excused absence may be granted for the following reasons:
  - Death in the immediate family
  - Medical, dental, court, and other required appointments. (Statement from the doctor, dentist, etc., required upon return to school.)
  - Personal illness or injury
  - Serving as a Page in the Indiana General Assembly
  - College visit (2 permitted per year, juniors and seniors only)
- After three days of consecutive absence, a doctor's statement or other verification will be required before the student can return to school.
- After 5 days and every day thereafter, parents/ guardians will receive a letter of concern regarding student's absences from school.
- After 7 days of excused or unexcused absences (consecutive or cumulative), a conference between the student, the parent, and the principal will be required to assess the impact the absences are having on the student's academic work, including if student reaches 10 days they may be recommended for expulsion from Fall Creek Academy.
- A student is expected to make up work within the same amount of time for which they were absent. Example: A student was absent for one day – a student has one day to make up work. If a student is absent two days, the student has two days to make up work, etc. **The student is responsible for asking for his or her make-up work. Tests or quizzes are expected to be taken upon return if the student only misses one day.**

**B. Early Release** – a student will only be released early for a documented medical, dental, or other required appointment. A parent or guardian must pick the student up and report to the office to sign the student out. Any early release for any other reason must be approved by the principal, or the student will be considered an unexcused absence for the entire day.

**C. College Visits** – Juniors and Seniors are permitted to take two (2) college visits per year. Students are required to make arrangements for any missed work. College visits may not be taken during testing including End of Course Assessments or Final Exams. College visits must be pre-arranged through the office and a college visit form must be submitted and approved by the principal at least one week prior to the visit. This form allows time for the school to create a file for the family to take to the university to share with the admission officer so that discussion can take place about the student interested in the university.

**D. Tardiness** – School begins at 7:30. A student may be late for school only for a documented medical, dental, or other required appointments, otherwise the student will be considered to have an unexcused tardy.

- Any student who is late to school for any reason must report to the receptionist for a tardy pass.

- After 3 days of tardiness, the student will be assigned to a mandatory Saturday tutoring session or after school tutoring session.
- After 5 days of tardiness (consecutive or cumulative), a conference between the student, the parent, and the principal will be required to assess the impact the absences are having on the student's academic work.
- After 10 days of tardiness (consecutive or cumulative), the student may be recommended for expulsion from Fall Creek Academy.

**E. Truancy** – Any unexcused absence is considered truancy. If a student is truant more than (5) times during the year, he/she will be considered “habitually truant” under Indiana law and school policy.

- Habitual truants and their parents/guardians will be reported to the Marion County Prosecutor's Office.
- After 5 days and every day thereafter, parents/ guardians will receive a letter of concern regarding student's absences from school.
- Habitual truants may be recommended for expulsion.

#### **BEFORE-SCHOOL CARE / AFTER-SCHOOL CARE**

Students may arrive at 7:00 a.m. and must be picked up no later than 2:50 p.m. unless he/she is participating in our 21<sup>st</sup> Century / AYS after school program. If your child has not been picked up by 2:50 p.m., your child may be placed in the YMCA after-school care program. The YMCA will charge parents for child care. Payment is due when the child is picked up. Arrangements can be made for after school care with the YMCA. Information is available at the school office.

#### **DROP OFF AND DISMISSAL PROCEDURES**

Students must follow their normal dismissal procedures as directed by parents. **Any change in dismissal must be put in writing to the school.** In case of emergency, a phone call will be accepted. If a person that we have not met previously is picking up your child, we may ask for a picture ID to ensure the safety of your student. Fall Creek Academy will never change your child's dismissal procedure (ex. going home with another family) without your prior approval.

#### **Bus Riders:**

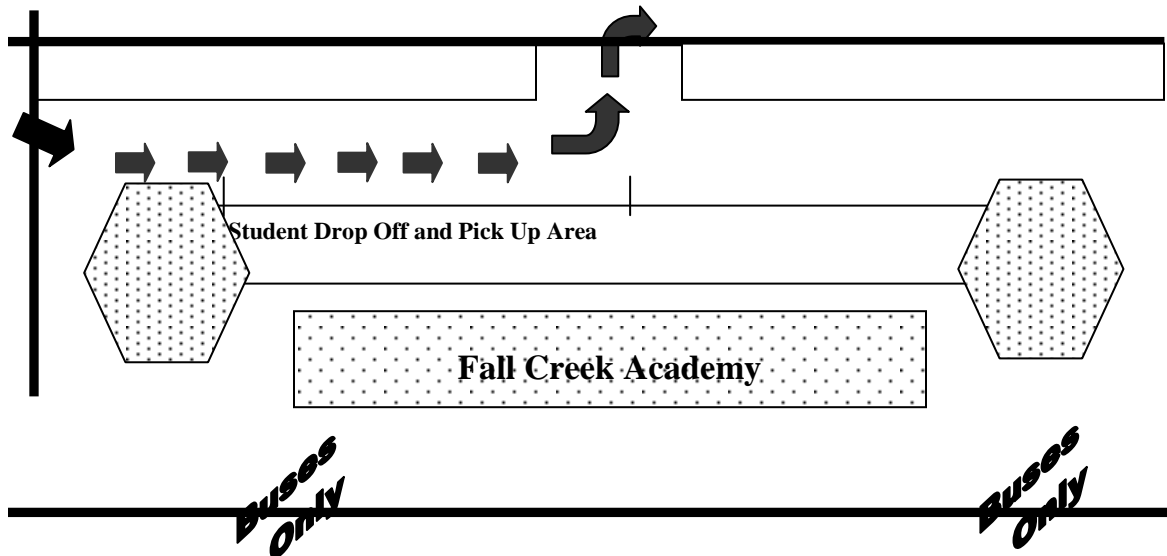
Students who ride the bus will walk in a single file line led by a teacher to the bus as they load the busses. Busses will load in the rear of the building. Bus loading begins at 2:25.

#### **CAR RIDERS:**

Fall Creek Academy uses an organized carpool procedure to ensure the safety of our students. Staff members will guide students to cars for pick-up beginning at 2:30. We request that parents stay in their cars and allow our staff to come to your car to bring your child to you. **Please turn off your cars while waiting in the carpool line. This prevents accidents from taking place.** We load our busses first and then dismiss our car riders. Please remember that if somebody else besides the people on your pick up list is picking up your child, Fall Creek Academy requires written notification. We may also ask the driver for a picture ID. This is to protect our children. **We will not put a child in a car with an adult we do not know if a parent has not called.** If you would like to meet with a teacher, please wait until after 2:40. Our staff is always willing to meet with you to discuss your child's progress.

#### **DROP-OFF/PICK-UP PLAN FOR CAR RIDERS**

**North Capital**



- Students are not to arrive before 7:00 a.m.
- All cars should enter on 26<sup>th</sup> street and exit out of our middle drive. (Please see map above.)
- Always follow the directions of school personnel. Stay within the drop off lane (marked with cones).
- All students traveling by car will be released/admitted by school personnel from the middle front door on a first-come, first-served basis. Once a student is safely on the sidewalk, please exit according to the map.
- **STUDENTS MUST BE DROPPED OFF AT THE CURB.** Do not park and walk a student to the door, even if the parent is coming in with the student. The parent should drop off the student, and then park and enter the building.
- Do not park and leave your car at the curb—remain with your car at all times as the cars will keep advancing forward.
- Do not pull in front of waiting cars. This poses a danger to our students!
- DO NOT PASS!!!!!! You will be asked to pull out of the lot and reenter following the correct procedure.
- Do not park on the street and send student across traffic.
- If you need to accompany your child into the school, please drop off your child, park in the lot and go directly to the office to sign in as a guest in the building and receive a guest badge.

#### Walkers:

Students who walk home will be dismissed after determining that car traffic on the school property no longer poses a threat to their safety. In case of severe weather conditions students may be asked to call parents for alternate plans.

#### Drivers:



Students who drive to school must complete a DRIVER REGISTRATION FORM with the front office and place a Fall Creek Driver Permit in the upper left hand corner of their vehicle. The student must have a copy of their license, registration and insurance on file with their registration form. Any student not following Indiana Driver's Law or Fall Creek Academy Driver's Policy will lose the privilege of driving to school. Students may not drive other students without the permission of the other student's parents.

#### **PICK-UP AND DROP-OFF AT ANY OTHER TIME**

**WHEN A STUDENT COMES TO SCHOOL AT NON PICK-UP OR DROP-OFF TIMES, THE STUDENT MUST BE BROUGHT/ PICKED UP AT THE OFFICE BY AN ADULT AND SIGNED IN/ OUT.**

#### **High School Student Early Release**

Parents of high school students will be required to complete an **early dismissal permission form** to allow students to be dismissed from school premises without a parent being physically present. Parents may contact the school by phone and request to have their student dismissed early. If our office staff does not recognize the voice of the person requesting early dismissal, they may ask pertinent information that only a parent would know. This is to protect the safety of our children.

#### **EARLY AND EMERGENCY CLOSINGS**

##### **SEVERE WINTER WEATHER / WINTER STORM**

It may be necessary for the school to close or delay opening upon occasion because of weather conditions. We will make our decision based on the Indianapolis Public School (IPS) system. Whenever possible, a phone message will be sent through our Connect Ed System by 6:15am. Parents may also watch one of the following television stations for this information or check their websites.

WRTV Channel 6      Fox 59      CBS Channel 8      NBC Channel 13

Fall Creek Academy schedules 180 school days per year as required by Indiana law. Therefore, if schools are closed for an entire day for any reason, the missed days must by law be made up. Make-up days are added at the end of the school year.

#### **CAFETERIA**

*Aramark* will provide quality breakfast and lunch for our students. The menus will be posted on our website monthly. Students may bring their lunch to school if they choose to do so.

##### **PRICES:**

Lunch - \$2.60

Breakfast - \$1.65

Reduced Lunch - \$.40

Reduced Breakfast - \$.30

Students will pay for lunch using their meal account. Families will need to establish and maintain a positive account balance which can be paid through the on-line program found on our homepage on our school's website. If you do not have a computer, you are welcome to

come to the school and use ours. Children enrolled in the Federal Free Lunch Program will pay in the same manner. \*

\*Procedures for payment, which are subject to change, will be discussed separately from this handbook.

## **CURRICULUM**

**A FULL LIST OF STATE STANDARDS CAN BE FOUND AT [WWW.DOE.IN.GOV](http://WWW.DOE.IN.GOV)**

The goal of Fall Creek Academy is to equip students with two kinds of literacy necessary in the 21st century - the ability to read, write, speak, and calculate with clarity and precision and the ability to participate passionately and responsibly in the life of the community. The goal is to enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral expectations. Our students will learn to work in collaborative relationships, both within and outside the school site/calendar, and perform service to the greater community.

The Indiana standards are the core of all instruction in all academic components. Each student will be expected to master the standards in all content areas. Constant emphasis on basic standards will be interwoven throughout the components of instruction. The standards descriptions will be used as lesson plan guides. Each teacher completes a standards calendar for the entire year prior to the start of the school year. Fall Creek Academy uses a variety of resources including traditional textbooks, project based learning activities, computer-based curriculum that are aligned with the standards which may be accessed from home, and for our upper classman a strong partnership with Ivy Tech Community College in order to provide college courses. The goal for our school is to provide a strong K-14 curriculum. It is the expectation that our teachers will begin preparing our students for success in Kindergarten and continue this growth all the way through the academic years into their beginning of their college courses. Daily progress will be monitored and available to parents through on-line methods, bi-weekly progress reports and parent conferences.

Students will advance on a continuous progress and mastery-learning basis. **A student will be considered as having completed a traditional grade level when the Indiana standards have reached mastery for 80% of the skills in math, language, science, and social studies.** Since skills are spiral in nature and are repeated throughout the grade levels in different intensity, complete mastery will continue to be the goal and the previous year's standards will be re-approached until mastered.

Teachers will use additional materials to provide teacher directed lessons. A balanced literacy approach will be used to assure that children experience various types of literature and are reading at their instructional level. (Special education student goals will be based on abilities but with high expectations with grade level standards.)

The School will work with the students to use the grade level expectations as the bar for each year's progress. However, *exceeding the standards is always the goal*. The mastery level will be determined through multiple assessments, including the ISTEP and Diagnostic and Predictive Acuity, DIBELS (K-2), End of Course Assessments (High School) and teacher created assessments. Elementary will include Reading Records and Middle/High school will

include Final Exams. Special education students will be expected to reach for grade level mastery at a level determined by case conference and individual considerations.

#### Core Academic Skills:

- **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects, which the staff and School governing board deem appropriate.
- **English Language Arts:** Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages.
- **Science:** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.
- **History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
- **World Language:** Students will gain knowledge in speaking, reading, writing, and listening comprehension. Students will understand key aspects of the culture, both past and present, of the second language.
- Underlying and utilized throughout each of the above subject areas will be other core skills such as: **critical thinking skills** (e.g., problem-solving, analyzing, and applying knowledge) and the ability to effectively apply to real world experiences.
- Creative expression through various forms of the **arts** (e.g., music, visual/studio arts, drama, and dance).
- Knowledge of pertinent issues of **health** and the development of **physical fitness**.

#### Social / Interpersonal Skills:

Students will demonstrate:

- Ability to engage in responsible, compassionate peer relationships, by participating in **conflict resolution** training;
- Ability to collaborate and work effectively with others in **cooperative groups**;
- Strong **citizenship** and **leadership** skills by planning and implementing a project in **service** to the School and greater community.

#### Life Skills:

Students will develop skills necessary for a healthy adult life, including:

- **Job readiness and career development** skills (e.g., developing resumes, job internship skills);
- **Higher education continuance** skills (e.g., college applications, financial aid forms, Armed Service process) ;

- Personal **financial management** skills (e.g., budget development, balancing check books).
- **Productive Citizens** (e.g. create a job, get a job, prepared for higher education (college/military) and life- long learner.

### **GRADING SCALE**

**The following is the accepted grading at Fall Creek Academy for grades K-8.** The grading supports our 80% mastery expectation:

97-100	A+
94-96	A
90 – 93	A –
87 – 89	B+
84 – 86	B
80 – 83	B –
0 – 79	No credit/Incomplete : Staff will work with students and parents to address areas in need of improvement.

**The following is the accepted grading scale for grades 9-12.**

97-100	A+
94-96	A
90 – 93	A –
87 – 89	B+
84 – 86	B
80 – 83	B –
70-79	I (incomplete) **
69 and below	F

\*\* Per our board policy if a student receives an “I” or incomplete:

*“Students will have the opportunity to complete the course by next semester if semester 1 or by summer if received in semester 2. This “make up” session will be structured by the classroom teacher utilizing his/her discretion after school tutoring, Saturday tutoring, and/or independent study. Students are also eligible to purchase night school courses using their own funds at the discretion of the School Principal.”*

*“If students fail to complete their within the allotted time frame, their incomplete grade will become a grade of an “F” and remain on their permanent transcript”.*

*“Students will be informed that their reenrollment at GEO Academies will be in jeopardy if they do not show mastery in academic achievement.*

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

## **EXTRA-CURRICULAR PROGRAMS**

There will be opportunities during and after school for a variety of programs including sports, music lessons, instrumental instruction, dance, and visual art. The fitness program will stress lifelong health and fitness through the enjoyment of fun exercise and personal challenge. Fall Creek Academy is an IHSAA school and participates in High School Athletic Competitions and requires our athletes to follow IHSAA eligibility. We strive to ensure that our athletes have average the highest GPAs of all athletes in Indiana.

## **FIELD TRIPS**

Students will go on many field experiences within and outside the city limits of Indianapolis as a general part of their education. Details concerning field trips will be shared with parents/guardians as the trips are planned. Permission slips will be issued for field trips away from the school each time bus transportation is used.

## **HOMEWORK POLICY**

We believe that most work can be completed at school. However, there will be times that work will need to be completed at home. Most homework will be in the form of practicing reading skills, math facts and working on projects. Homework is expected to be completed in the time communicated by the teacher.

## **PROMOTION-RETENTION-ASSIGNMENT**

It shall be the goal of the school to help students grow at their fastest rate to achieve the highest level of learning and adjustment possible. Teachers will accept students assigned to them at their stage of development and help them progress according to their capabilities. Students will have learning plans that place them in the learning levels for which they are best adjusted academically, socially, and emotionally and where they can work and learn most effectively.

Students will progress at their own rate, which is determined by parents, teachers, students, and testing. **A student will not progress to the next grade level until a minimum of 80% of the skills are learned in their core subject areas.** *Progress to grade levels is not determined by the calendar but is based on student progress and work with mastering skills.* For example, a student could complete two years of math in 16 months. No calendar of grade level roadblocks will exist. A student that needs more time to progress will be given that time. We accept “no excuses” for failure. Every child can and will learn. The grade level that a child is in for any subject will be called the IGL (Indiana Grade Level). No child should ever feel ashamed in school because they don’t know something and no child should ever have to wait to learn the next thing they do not know. No child should ever be bored.

## **SUMMER SCHOOL**

Students who fail one or both parts of ISTEP+ or ECAs will be required to attend summer school (June & July)

## DISCIPLINE AND SCHOOL BEHAVIOR

The primary objective of requiring appropriate student behavior is to produce a safe learning atmosphere in which there will be no interruption of the teaching-learning environment. All students will assume personal responsibility for their behavior and actions, develop appropriate self-control, exhibit self-discipline, and accept the responsibility, and consequences of any inappropriate behavior. To accomplish this objective requires a cooperative effort from students, staff, and parents.

Fall Creek Academy uses the Positive Behavior Supports (Our TRACKS program) plan to encourage all students to follow our school procedures. This plan provides a sequence of interactions that allow staff to guide students in making good choices and consequences for making poor choices.

At Fall Creek Academy Elementary all students shall...

- T - be a **team** player by honoring the rights of other students and displaying a good attitude.
- R - **respect** school-wide and classroom procedures, school staff, and other students.
- A - be **accountable** by maintaining satisfactory attendance, accepting responsibility for one's actions, and giving best effort on all assigned work.
- C - have the **courage** stand up for what is right, and lead by a positive example.
- K - show **kindness** to others
- S - ensure a **safe** and orderly educational environment through the use of appropriate language, appropriate physical behavior, and by helping maintain a learning environment free of intimidation or harassment.

The entire foundation and success of public school education depends upon the theme of the Golden Rule: "Do unto others as you would have them do unto you." It includes the basic concepts of self-discipline – a self-discipline that will allow all individuals to exist in a world of change and with the individual rights afforded them by our federal and state constitutions. Certain standards of student conduct are necessary to assure that students seeking to express their own individual rights do not infringe upon the rights of others. The responsibility for the development and maintenance of self-discipline falls to the cooperative efforts of students, parents, teachers, administrators, and the community.

Discipline is one of the most important lessons of education. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people

An environment that provides equal opportunity for all and permits the teaching-learning process to proceed in an orderly manner is the objective of all school personnel. School staff members will make every effort, individually and cooperatively, with appropriate available community resources, to help each student gain acceptable self-discipline standards.

## **DISCIPLINE PLAN / FALL CREEK ACADEMY PROCEDURES**

Children come to school to learn and no child has the right to infringe upon any other student's right to learn. To promote a learning atmosphere, we will expect the children to observe the following guidelines:

### **The Rotundas and Hallways:**

- Out of respect for other learners, rotundas and hallways are always a: **Quiet Zone**
- No talking unless responding to an adult
- Always walk
- Keep hands, feet and objects to yourself.
- Students are asked to walk, "Eyes front, hands to your side, no talking."

### **Restroom:**

- Enter quietly
- Talking is not permitted unless someone needs help.
- Do not use more than one paper towel and always throw it in the trashcan (not in the toilet).
- Leave the restroom clean by throwing all paper towels and any other trash in the trashcan.
- Do not use restroom area as a play area. This could result in someone getting hurt.
- Take turns respectfully.
- Always flush toilets.
- Wash hands before leaving restrooms.

### **Monday Morning Community Meeting:**

- All students will sit on the bleachers in the gym in their assigned area.
- When the community meeting begins at 7:15, all talking stops
- All students will stand for the Pledge of Allegiance and Moment of Silence
- Announcements and other information will be shared by school staff
- Students will then exit by grade to their appropriate rotunda

### **School Assemblies:**

- Be on time for school-wide assemblies.
- Enter gymnasium quietly and follow the directions of the adults.
- Sit on the floor or bleachers (on pockets) with hands in laps. Students may not sit up on knees since this will block the view of students in rows further back.
- When the person in charge of the assembly gives the "five" signal, all voices will be quiet and active listening will begin.
- No talking during performances.
- No screaming or yelling is allowed (unless it is a part of the program) and polite applause is expected at appropriate times.
- Follow directions of adults when being dismissed.

### **Dismissal:**

- Actively listen for any afternoon announcements.
- Leave the building in a quiet line directed by your teacher.
- Leave with all of the things you need to take home, including your homework.
- Walk directly to your bus or parent pick-up door.

**Clinic/Office Area:**

- Students must have a clinic pass before coming to the clinic.
- Upon entering the clinic (unless it is an emergency) find a seat and sit quietly until the nurse can give you attention.
- Students coming to the clinic for daily medication should wait quietly by the sink until the nurse/office personnel can attend to them.
- Students are prohibited from “adult only” areas (staff dining area, staff meetings, staff workroom, and all custodial/storage areas)

**Active Listening:**

- Get quiet immediately when the teacher says, “Give me five.”
- Return the Five Sign by raising your hand indicating that you are ready to listen.
- Show courteous and respectful behavior by giving eye contact to the speaker, sitting calmly, and not talking.
- Listen for information and details.
- Raise your hand for recognition when it is time to give a response.

**Recess:**

- Students will go out to recess unless they have a note from home. Extended periods of non-participation require a medical excuse from a doctor. Students will go outside unless it is raining or the temperature (wind chill) is below 20 degrees
- Teachers will escort children to recess. Once students reach the playground area, they may not return to the building without permission.
- Adults will circulate the playground area during recess and one person will always have a radio. Students are expected to listen and follow the directions of the adult on duty.
- No tackle games, tag, chasing games or “piling on” games are allowed.
- “Play-fighting” or martial arts moves are not allowed. Inappropriate physical gestures (ie hand gestures or inappropriate dancing) are not allowed.
- Fighting, throwing objects, snowballing or any rough play will result in a loss of recess privileges. (ie stand on fence, walk the square, recess detention)
- Solve conflicts positively or ask for the help of an adult on the playground.
- Jump ropes are to be used for jumping only.
- Balls that go into the parking lot may not be retrieved by a student without adult supervision.
- Non-participants should not run through games being played by other students. When deciding to play a game with others, rules should be clear before playing. Arguing will result in a player or players being required to leave the game.
- Students should not touch or move towards animals that appear on the playground. An adult will use a radio to call for assistance.
- Upon hearing the whistle or observing the given signal, students are to quit playing and line up for an orderly return to class.

**Cafeteria:**

- Students should enter the cafeteria quietly and in a single file line.
- Follow all adult directions quickly and respectfully.
- Listen to café workers and quickly give lunch choices.
- Students should “Eat first and talk last.”
- When finished eating, students may talk quietly using “Restaurant voices”. QUIETLY talk only to those students on either side of you. Always use polite, appropriate language.
- Do not leave seat without adult permission.



- Observe the “Give me five” signal when given, and obey the “No talking” rule when in effect.
- Dismissal from the café will be a “No talking” time.
- Students must ensure tables and floors are clean and trays are ready to go. Pick up anything dropped on the floor. Tables will only be “Excused to line up” when they are quiet, their area is clean, and their trays are ready to go.
- Students may not “charge” a lunch. They must have funds on account or in hand to pay for lunch.

### **Bus Conduct Procedures**

#### **YOUR CHILD AND EVERY CHILD DESERVES A SAFE, PLEASANT RIDE TO SCHOOL!**

Please go over these rules with your children and stress the importance of obeying the rules.

- The bus driver has the same relationship to the child, as does the school teacher. It is his/her duty to maintain order on the bus at all times.
- Obey the driver promptly and respectfully. He/She is working for your safety; realize that he/she has a big responsibility and that it is your job to help him/her.
- Be careful in approaching bus stops; walk on left facing oncoming traffic where there are no sidewalks.
- Do not stand or play on the road while waiting for the bus.
- Do not destroy or damage surrounding property in any way while waiting for the bus.
- Help keep the bus on schedule—**BE ON TIME!** (5 min. before scheduled pick-up time)
- No student will enter or leave the bus until it has come to a full stop and the driver has opened the door.
- Take your turn and avoid pushing when entering or leaving the bus.
- Be seated promptly and be careful not to block the aisle.
- No one is permitted to leave his/her seat while the bus is in motion.
- Pupils shall not be allowed to tease or scuffle with each other. Treat others with respect and keep hands to yourself.
- Use no loud or profane language.
- No windows or doors will be opened or closed except by permission of the driver.
- **REMEMBER:** Loud talking, laughing, or unnecessary confusion diverts the driver’s attention and may result in a serious accident. Classroom conduct is expected except for conversation in normal tones. Improper or abusive language will not be allowed.
- Help keep the bus clean, sanitary, and orderly. Deposit trash in the container at the front of the bus. No food shall be eaten on the bus.
- Treat bus equipment with care. Replacements are expensive to parents.
- Failure to comply with the bus rules or failure to follow instructions of the bus driver may result in the loss of the bus riding privilege.
- For the safety of your child, please make sure that any papers, envelopes, or loose items are brought to school in a book bag. When children drop items or have papers fly away, they may run in front of the bus or approaching cars to retrieve the lost item.

If a student is misusing his/her privilege to ride the bus, he/she may have a phone call home, a written notice home, or a suspension from the bus. Extreme situations will be dealt with by the Administrative Assistant and/or the Principal.

## **CONSEQUENCES FOR NONCOMPLIANCE**

Consequences for noncompliance of the procedures and expectations stated above shall include, but not be limited to the list below.

- Warning
- Assignment of "Think About It" sheet
- Removal to another classroom
- Loss of recess or lunch detention
- Denial of school privileges or participation in school activities
- In-school office timeout
- Intervention by professional school staff
- Parent contact or conference
- Referral to the school office

The severity or repetitive nature of a student's behavior will be given consideration when determining appropriate consequences. The following behaviors will be considered unacceptable at Fall Creek Academy and can result in suspension/expulsion. The behaviors listed below apply to actions on school property, including bus stops, and at school-sponsored activities.

- Any purposeful action that results in great bodily harm to another human being.
- Use, possession, or unreported knowledge of a weapon, explosive, look-alike weapon, or anything that is used as a weapon. (Possession means on self, given to another individual, in personal belongings, or on school property)
- Use, possession, or unreported knowledge of any drugs or look-alike drugs (including alcohol and tobacco).
- Acts of lying, cheating or stealing.
- Acts of vandalism or arson.
- Acts of harassment or bullying (repeated behaviors, physical or verbal, toward another individual that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, or generally unsafe.)
- Disruption of the orderly educational process.

## **DISCIPLINE: DUE PROCESS AND SUSPENSION / EXPULSION PROCEDURES**

When a student has committed a disciplinary infraction, the school official will conduct a due process investigation. Guidelines for due process are as follows: A student will be given: a. an oral or written statement of the charges, b. if charges are denied, an oral summary of the evidence, c. an opportunity to explain his/her conduct.

**School personnel have the right to exercise the disciplinary options. Authorized disciplinary actions may include detention, in-school detention, Saturday school, out-of-school suspension, expulsion, and/or parent/guardian shadowing.**

The Indiana General Assembly guarantees due process for pupils suspended or expelled from classes for more than (10) days and outlines in detail the procedures to be followed when a student is disciplined by suspension or expulsion. In cases of suspension for more than five

days the President of the Board of Directors appoints a hearing officer. The hearing officer will notify the student of “due process.”

The types of disciplinary action taken by the school administration may include but will not be limited to the following:

- Conferences
- Detention / Saturday School / In-School Timeout
- Suspension
- Expulsion
- Other Courses of Action

Parents/Guardians will be notified by mail, phone, or in person if their child is violating school expectations and negatively impacting the learning environment for all students. A meeting will be scheduled between parents/guardians and a school administrator to review the student's choices and develop a contract between the school, parent, and student that specifically addresses misbehavior. If a student chooses to not follow the contract, then that student will be expelled from Fall Creek Academy at Fall Creek in accordance with state-mandated hearing guidelines.

**Conferences** – May include counseling with a teacher, social worker or administrator concerning the behavioral problem and recommendation for improvement. Parents may be asked to participate in the conference.

**Detention / Saturday School / In-School Timeout**– A student may be assigned to an in-school timeout separate from the general classroom, but provided work and assistance for academics. Further a student may be assigned additional time at school, either before or after regular school hours, during lunch (student will receive lunch), or on Saturday. Students who have detention time to serve are responsible for arranging their own transportation. The detention will be served on the day or days assigned by the Principal or his designee.

**Parent Shadowing**- The parent will need to come in to the school for an entire day and attend classes with their child.

**Suspension** – Disciplinary action whereby a student is separated from school attendance for a period of ten (10) days or less and which does not constitute an expulsion. When expulsion is recommended, the student may be suspended by the school until the date of the expulsion or exclusion hearing.

The Principal may suspend students for no more than ten (10) school days for conduct that constitutes grounds for expulsion or suspension. Suspension shall be made only after the Principal has made investigation thereof and has determined that such suspension is necessary to help any student or to prevent interferences with an educational function or school purpose.

No suspension may be made without affording the student an opportunity for an informal hearing. At the informal hearing the student is entitled to:

1. A written or oral statement of the charges against him;
2. And, if he denies the charges, a summary of the evidence against him; and

3. An opportunity to explain his conduct; with a parent(s) or guardian(s) present unless waived.

Notice of the informal hearing shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such a situation, the notice and informal hearing shall follow as soon as reasonably possible after the suspension.

Within 24 hours or such additional time as is reasonably necessary, following suspension, the Principal Teacher shall send a written statement to the student's parents describing the student's misconduct. The Principal Teacher shall make a reasonable effort to hold a conference with the parent, before or at the time the student returns to school.

Special education students may be suspended using the same procedure with Article 7 compliance.

**Expulsion** – Disciplinary action whereby a student:

1. Is separated from school attendance for a period in excess of ten (10) days;
2. Is separated from school attendance for the balance of the current semester year unless a student is permitted to complete required examinations in order to receive credit for the courses taken in the then current semester or current year; or
3. Suffers a penalty that automatically prevents his completing within normal time his overall course study in the School.

When a request for expulsion or exclusion of a student is filed with the Superintendent, the student may be suspended by the Principal Teacher for no more than five (10) days, in accordance with IC 20-8.1-5-6. However, the student may be suspended by the hearing officer appointed by the Superintendent while he or she makes the report and recommendation of his finding to the Superintendent. The hearing officer may find that the student must be suspended immediately to prevent or substantially reduce the risk of:

1. Interference with an educational function or school purposes; or
2. A physical injury or illness to himself, other students, school employees, or visitors to the school.

When the expulsion proceedings are initiated, the student and his parents will be sent forms which state the charges of misconduct, explain the procedure for requesting a hearing, and describe the hearing procedures.

Special education students may be expelled or excluded from school in accordance with Article 7 Requirements.

Violations for which a student may be suspended or recommended for expulsion from school include (but are not limited to):

**A. Suspension**

1. Insubordination (failure to follow teacher instructions, defiant attitude, disrupting class, misbehavior, not reporting to office)
2. Using tobacco on school grounds at any time; includes school activities and functions
3. Possession of smoking materials
4. Fighting, threat, general harassment, sexual harassment
5. Obscenity, profanity
6. Leaving the building without permission
7. Cafeteria disruption
8. Cutting classes
9. Reckless driving

10. Other violations which are detrimental to school purposes. (See separate technology section.)

**B. Expulsion**

1. Any violation listed under suspension which is violated excessively or more severely.
2. Possession of a weapon
3. Use of a weapon or threat with a weapon
4. Firecrackers and other explosives
5. Throwing water balloons, snowballs or other missiles while in the school building or on a bus
6. Vandalism
7. Physical attack on staff member
8. Theft
9. Knowingly possessing, using or transmitting alcohol, drugs, or look-a-like drugs while at school or while attending a school activity
10. Attending school or a school activity while knowingly under the influence of drugs or alcohol
11. Possession of drug paraphernalia
12. Other violations that are detrimental to school purposes.

**Other Courses of Action** – The Principal, Principal Fellow, any teacher or staff member, bus driver or any other person authorized to take such action in connection with student behavior as is reasonably desirable or necessary. Such action shall be taken to help any student, to further school purposes or to prevent an interference therewith, including, but not limited to counseling, parent conferences, assignment of additional work, arrangement of class schedules, requiring the student to remain in school after regular school hours, or restriction of extra-curricular activity.

### **DISCIPLINE STEPS AND PROCEDURES**

Routine discipline infractions will be followed by a series of steps to produce more appropriate behavior. Fall Creek Academy believes that consistency is important for students to understand that there are consequences for their actions. The Discipline Steps are utilized by administration in order to support our discipline policy in a fair and consistent manner:

<b>VIOLATION</b>	<b>PROCEDURE FOR CORRECTION</b>
Dress Code violation: Not in complete uniform for school/classes	1) Student is sent to the Principal Fellow 2) Student calls home 3) Parent must bring appropriate clothing for student in order for student to return to class * 5 dress code violations (and each occurrence thereafter) will result in suspension from school <i>If parent cannot bring clothing, then student remains in ISS with the Principal Fellow</i>
Insubordination: Failure to follow directives from staff members causing a major disruption of the orderly educational process.	1) Assign to ISS. If warranted, suspension could be for 1 <sup>st</sup> offense 2) Suspension- 1-3 days 3) Continued failure to comply, additional suspension up to 10 days- possible recommendation for expulsion
Habitual classroom disruption:	1) Assign to ISS for the day 2) Suspension- 1-3 days 3) Continued failure to comply, additional suspension up to 10 days- possible recommendation for expulsion
Vandalism: Damage of school property	1) Suspension, possible recommendation for expulsion 2) Reimbursement or repair of damages
Technology misuse: Tampering with servers, files, pornography, adult sites)	1) Suspension, possible recommendation for expulsion 2) Reimbursement or repair of damages
Electronic devices during school hours: (including, but not limited to: cell phones, mp3 players, game systems, etc)	1) The parent must collect from the Principal on behalf of the student
Skiping class: Not in class and accounted for when class time begins	1) 1x Referral to Principal Fellow and parent is called to discuss the matter 2) 2x Student will be placed in one day ISS 3) 3x Suspension from school 4) 4x Attendance contract, pending possible expulsion

Cafeteria disruption: Causing a disturbance in the cafeteria and not following the directives of staff members	1) 1x Contact is made to parents 2) 2x Loss of privilege to eat in the cafeteria and will eat with Principal Fellow 3) 3x Parent must eat lunch with student from 1-5 days
Obscenity/ profanity: Using language that is offensive and profane in conversation	1) 1x Referral to Principal Fellow and parent is notified 2) 2x Assigned ISS 3) 3x Suspension from 1-5 days
Fighting: Any confrontation in which both parties have contributed in a conflict by words, actions, or deeds	1) 1x Suspension 1-5 days, possible recommendation for expulsion 2) 2x Suspension 1-10 days, pending expulsion <i>Each incident could result in a possible arrest</i>
Leaving school grounds, without permission	1) 1x Contact is made to parents 2) 2x Assigned Saturday School 3) 3x Suspension from 1-5 days
Horseplaying: Running, hitting another student, "playing" outside of recess time	1) 1x Referral to Principal Fellow 2) 2x Assigned Saturday School 3) 3x Suspended for 1-5 days
<b>SEVERE VIOLATIONS, not limited to</b>	<b>DISCIPLINARY ACTIONS TO BE FOLLOWED</b>
Use of or threat with a weapon, or any item that can be construed as a weapon: An act or action where the use of a weapon is implied or the verbal threat of the use of a weapon	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Using tobacco on school grounds at anytime; including school activities/functions	Possible suspension/expulsion after the completion of the investigation
Gambling or possessing/using gambling paraphernalia	Possible suspension/expulsion after the completion of the investigation
Possession of smoking materials	Possible suspension/expulsion after the completion of the investigation
Sexual harassment: Unwelcome sexual advances, requests for sexual favors and/or inappropriate verbal/non verbal conduct of a sexual nature	Possible suspension/expulsion after the completion of the investigation
Firecrackers and other explosives devices	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest

Possessing, using or transmitting alcohol, drugs, look-a-like drugs while on school property or attending a school function	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Attending a school function while under the influence of a controlled substance, drugs or alcohol	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Possession of drug paraphernalia	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Physical attack of a staff member	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Bomb Threats	Possible suspension/expulsion after completion of the investigation Possible arrest
Guns on school property	Expulsion/arrest
<b>BUS CONDUCT</b>	<b>DISCIPLINARY ACTIONS TO BE FOLLOWED</b>
Violations of bus conduct procedures (outlined above)  When a student causes severe disruption or creates a situation in which he/she puts him/herself or other students in danger, bus riding privileges may be immediately suspended circumventing the actions outlined to the right.	1) 1x Referral to Principal Fellow and parent is called to discuss the matter 2) 2x Student will be suspended from riding the bus for 1 day. 3) 3x Student will be suspended from riding the bus for up to 5 days. 4) 4x Student will be suspended from riding the bus for the remainder of the semester/school year.

In addition (IC 20-33-8-15), a student may be suspended or expelled in unlawful activity on or off school grounds if:

- (1) the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
- (2) the student's removal is necessary to restore order or protect persons on school property; including unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

\* The Principal and/or Principal Fellow reserve the right to adjust the consequences on a case by case basis depending on the severity to which actions were committed.

\*\* If a student has been suspended from school at least ten (10) days, the student and parent will participate in an expulsion meeting and could lead to expulsion through due process.



\*\* Any student suspended from school is not allowed on school property until their suspension period is over. Any violation could lead to arrest for trespassing on school property.

### **TRACKS SYSTEM / SCHOOL-WIDE POSITIVE BEHAVIORAL EXPECTATIONS**



At Fall Creek Academy we will strive to support positive student behavior. We will do this through School-Wide Positive Behavior Support. School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving
- Increasing positive interactions between staff and students

#### **Features of School-Wide Positive Behavior Support**

- Establish regular, predictable, positive learning & teaching environments.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.

- Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

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

### **School Goal:**

Students at Fall Creek Academy Elementary will demonstrate TRACKS traits throughout the school day by following the four behavioral expectations.

### **Fall Creek Academy Behavioral Expectations:**

<b>T</b>	<b>Teamwork</b>
<b>R</b>	<b>Respect</b>
<b>A</b>	<b>Accountability</b>
<b>C</b>	<b>Courage</b>
<b>K</b>	<b>Kindness</b>
<b>S</b>	<b>Safety</b>

### **Teacher & Staff Responsibilities:**

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

### **Acknowledgment System**

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

#### **Specific verbal feedback**

- When you observe students practicing, safety, accountability, teamwork, and/or respect, acknowledge them by giving specific positive verbal feedback such as:
  - “You were a team player in the way you held the door open for your classmates.”
  - “Thank you for being safe by following rotunda procedures.”
  - “I saw you being courageous today when you stopped a student from bullying another.”

#### **“TRACKS Buck”**

- Each student has the ability to earn a TRACKS Buck daily. If a student displays appropriate behavior in conjunction with the teachers classroom management plan.

- Students can earn additional TRACKS Bucks by displaying TRACKS behaviors. Students can be acknowledged by all any adult staff members. (Teachers, Instructional Assistants, Secretaries, Custodians, Bus Drivers, Administrators etc...)

#### **TRACKS Reward System / Prizes**

- A TRACKS “shop” will be set up for students to purchase prizes with their TRACKS Bucks. Students will have time to purchase prizes during various time throughout the year.
- Spirit wear – Students may purchase spirit wear coupons with TRACKS Bucks.
- Grade levels may opt to organize their own monthly celebration to recognize “On Track” students.

#### **Monthly “On Track Students”**

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

#### **Quarterly Celebrations**

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

### **CHILD ABUSE PROTOCOL / SEXUAL ABUSE / HARASSMENT POLICY**

Indiana requires a person to immediately report suspected and reported child abuse to the authorities and, in organizations such as Fall Creek Academy, to the appropriate individual in charge. A person who fails to do so can be prosecuted for a Class B misdemeanor or, in extreme circumstances, may be subject to civil liability for money damages. All employees and volunteers at Fall Creek Academy must adhere to the following procedures:

1. In the event of suspected, reported or discovered child abuse or violation of the Child Protection Guidelines of Fall Creek Academy, the employee or volunteer shall immediately notify the principal or in the absence of the principal, a person designated by the Principal and Dana Johnson, Vice President and attorney for GEO. In the event of suspected, reported or discovered child abuse or neglect, an employee or volunteer will also immediately make a report to the local child protection service or law enforcement agency.  
 Primary Contact: Mr. Rick Hunt, Principal 317-536-1026 ext.3009  
 Indianapolis Metropolitan Police Department: IMPD South 317-327-6300  
 Child Protection Services (www.211.org) 317-926-4357
2. At the beginning of each school administrative year, all employees and volunteers working will receive instruction regarding reporting procedures for any and all suspected child abuse.

#### FALL CREEK ACADEMY CHILD PROTECTION GUIDELINES:

1. All adults and youth, employed and volunteer, must pass a criminal background check prior to beginning work.
2. Adults who have been convicted of either sexual or physical abuse of children/youth or those who have a history of inappropriate conduct with children will not be employed and shall not volunteer service in any activity or program for minors.
3. Employees and volunteers who work with children and youth shall observe the "two-person rule" or the "open door policy" at ALL times. A situation where one person is alone with a child or youth should be avoided. This policy is mandatory for employees and volunteers working with Kindergarten age children.
4. All employees and volunteers working with children and youth are required to be members or active constituents of Fall Creek Academy. An active constituent is a person who volunteers, substitute teaches, or visits Fall Creek Academy on at least a monthly basis. Those who have relocated into the community may become employees and volunteers if they have been active over the last 12 months in a school or church and have a current background criminal check form on file less than one year old.
5. When Fall Creek Academy building and or facilities are being used with permission by another group or organization that works with children under the age of 18, the leaders of that group or organization must have a "primary screening form" on file in the school office. The leaders will be expected to comply with the child protection guidelines of Fall Creek Academy.
6. Reporting Incidents: Reports shall be documented in writing with the date of the report, the time of the report, the telephone number and name of the recipient to whom the report was made, name of person making the report, and a brief synopsis of the report. If at all possible, oral reporting will be recorded in the presence of a witness.
7. All employee hired after July 1, 2009 must undergo a National Background Check as well as a undergo a search through the National Sexual Misconduct Registry. Fall Creek Academy has accepted the responsibility of all employees, regardless of hire date, to undergo the same background check.

#### DRESS CODE: UNIFORM POLICY

The dress code policy at Fall Creek Academy has been designed to provide a uniform atmosphere that encourages learning by removing unnecessary distractions. **Each family that accepts enrollment in the school also accepts the dress code as mandatory.** If there is a change in dress code for a field trip or special event, parents will be notified of the change prior to the day of the event. Otherwise, the dress code must be followed at all times.

We rely on our parents to help reinforce these expectations. It is the parents' responsibility to guide their child towards cleanliness, neatness and modesty. It is expected that students will come to school with clean garments that are in good repair. Holes are not allowed. To prevent any misunderstanding and ensure continuity, the following guidelines must be followed. Items may be purchased from any vendor as long as they meet the specific guidelines below.

Uniform shirts will consist of the school logo and must be purchased through **SchoolZone**. Any shirts that **SchoolZone** makes available (long sleeve polos, sweatshirts with logo) are permitted. They have been approved by the principal and have our logo. All shirts worn to school must have a Fall Creek logo. You may, however, purchase other clothing items such as pants, belts, socks, etc. from other stores such as Target, Wal-Mart, Old Navy or others.

- Elementary grades (K-5): HUNTER GREEN shirts
- Middle School (6-8): KHAKI shirts

- High School (9-12): RED shirts
- Males: pants or dress shorts will be BLACK
- Females: pants, skirts, skorts, dress shorts, dress capris, jumpers will be BLACK
- Students who obtain Track Bucks can purchase additional color shirts and spirit wear through the office. Samples of these items will be available.
- Ivy Tech Students are expected to wear uniform attire to their college courses
- **NO** embellishments of any kind on pants for skirts.
- Shoes and socks should be solid colors either: WHITE OR BLACK
- Students may wear long sleeve shirts under polo shirts but they must be WHITE
- Jackets MAY NOT be worn during class. Fall Creek Academy logo sweatshirts are available at School Zone.
- Jewelry must be kept to a minimum and only gold or silver, earrings a quarter or smaller.
- Pants, shorts, skirts, and capris with belt loops must be accompanied with a **black** belt that must be buckled. Belts must be a traditional belt without a buckle that is in the form of jewelry (example: name with rhinestones).

Tattoos (including temporary) and body piercings other than earrings should not be visible. Boys and girls are allowed one post or clip earring per ear. For safety reasons, hoop-style earrings larger than a quarter are prohibited.

When on school property including after school activities, it is expected that the above guidelines for dress code be followed unless otherwise indicated.

### **EMERGENCY / DISASTER PLAN**

The school has a detailed plan for facing a crisis situation. The plan is practiced, developed with the emergency agencies in the area.

*The following emergency/disaster situations are addressed in the safety plan:*

Serious accident, injury or illness	Hazardous Material Spill
Fire	Bomb Threat
Tornado	Earthquake
Severe winter weather / winter storm	Flood
Intruders with intent to harm	Terrorist Attacks
Nuclear contamination	Bio-hazard or bio-terrorism

### **ENROLLMENT POLICY**

#### **Enrollment Process**

The charter school enrollment guidelines prohibit discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. As it is anticipated that the enrollment interest will exceed the enrollment capacity, Fall Creek Academy has adopted a non-discriminatory enrollment policy. (Please see the title page for the statement.) School enrollment will be solicited by advertisement and publicity and through informational meetings during January and February of each year. Applications will be accepted beginning February 1 through March 15. Students currently on the waiting list will maintain their position in grades 1 or age 6 and above with new applicants placed in order of application at the end of the waiting list. A student orientation process will be implemented to ensure that both the parents and students understand the school mission and culture.

### Enrollment Assurances

Fall Creek Academy will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to ensure a racial and ethnic balance among students reflective of the community:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the community;
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations;
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the community;
- Outreach meetings throughout the community to reach prospective students and parents.

### **HEALTH AND NURSING SERVICES**

A nurse or nurse- delegate will be available for assessing the health needs of our children. There will be first aid certified and CPR trained staff on site at all times. Normal first aid will be taken care of by school staff.

### Medication Policy

When it is necessary for a child to take medication during the school day, Indiana State Code must be followed. Both prescription and non-prescription medication must be brought to the school clinic and kept there for the nurse or nurse- delegate to dispense.

Medication may be given or dispensed only by a school administrator, school nurse, teacher, or other school employee designated by the school administrator. All administration of medicine shall be documented in writing. Any designated employee, who is responsible for administering injectable insulin or a blood glucose test by finger prick, shall receive proper training from the school nurse and such training shall be documented in writing by the school nurse and kept in the employee's file.

### Prescription Medication

1. The school must have written permission from both the doctor and parent or legal guardian. The consent of the parent shall be valid only for the period specified on the consent form and in no case longer than the current school year. (The parent note should include the time schedule for administration of medication.)

If the medication is to be terminated prior to the date on the prescription, the written consent of the parent is required. The written consent of the parent and the written order of the physician shall be kept on file.

2. Medication must be in the original pharmacy container with the pharmacy label bearing:
  - Date
  - Student's name
  - Name of medication and strength

- Directions for administering (frequency, amount, route)
3. In NO INSTANCE may the physician's ordered medication dosage or frequency of administration for prescription medication be altered.
  4. In NO INSTANCE may the student carry inhaler(s) on him/herself without a "A Student Asthma Action Card" filed in the clinic and signed by parent and physician, giving permission for student to carry inhaler on person.

#### Non-prescription medication

1. Must have written permission from parent and doctor, including
  - Date
  - Student's name
  - Name of medication
  - Amount to be given
  - Frequency of administration and time schedule
  - Date to discontinue
2. Must be in original container bearing:
  - Name of medication
  - Directions for use
  - Recommended dosage
  - Manufacturer's expiration date (if appropriate)
3. Medication container must be labeled with student's name (use permanent ink).
4. In NO INSTANCE may the manufacturer's recommended dosage or frequency of administration for non-prescription medications be exceeded, unless a written note from the physician, stating that the medication may be given, is presented with the medication.

#### Health, Injury, and Illness Reporting Procedures

1. When a student becomes ill or injured at school he/she is to report to the teacher. The teacher will initiate a "Nurse Referral".
2. It is school policy to send a child home with a temperature of 100° degrees or higher. The child should remain at home until his/her temperature has been below 100° for 24 hours without fever reducing medications. If it is determined that the student should not be in school due to illness or injury, the school nurse or administrative office staff will call the student's parent/guardian.
3. The parent/guardian is responsible for transporting the student home or for making arrangements for transportation. If the student is to be released to someone other than the parent/guardian the school must be notified by the parent/guardian. Another student may not transport a student who is ill or injured. The school nurse may not transport ill or injured students.
4. If the parent/guardian cannot be reached, persons who are listed on the enrollment/emergency card as "will assume care for my child if I cannot be reached" will be contacted in the order given (#1, first and #2, if necessary). Parent/guardian permission to release the student to anyone other than the parent/guardian must be on file or verbally obtained.
5. In the event that the parent/guardian or the designated temporary caretakers cannot be reached the student will remain in the clinic. At the end of the school day, if attempts to contact the parent/guardian or the temporary caretaker are unsuccessful, and in the best

judgment of the school nurse or the designee, the student's condition is not deemed to be serious, he/she will be transported home by the usual means.

6. If the student's condition appears to be or appears to become such that immediate medical attention is required, Emergency Medical Services will be requested, and their recommendations will be followed.
7. Fall Creek Academy does not assume financial responsibility for Emergency Medical Services, emergency transportation, or medical services rendered.

### Immunizations

Indiana Code requires that the school corporation maintain a file of immunization history for each child. When a child enrolls for the first time or any subsequent time and at any level, his parents must show either that he has been immunized or that a current religious or medical objection is on file. The law further states *that no child may remain in school beyond the date of his enrollment without minimum required immunizations.*

#### **MINIMUM IMMUNIZATION REQUIREMENTS FOR ALL CHILDREN NEWLY ENROLLED IN KINDERGARTEN AND GRADE ONE AND LESS THAN 7 YEARS OF AGE:**

- **5 doses of diphtheria-tetanus-acellular pertussis (DTaP), diphtheria-tetanus-pertussis (DTP), or pediatric diphtheria-tetanus vaccine (DT) or 4 doses are acceptable if the fourth dose was administered on or after the fourth birthday;**
- 4 doses of either oral polio vaccine (OPV) or inactivated polio vaccine (IPV), in any combination or **3 doses of all OPV or all IPV are acceptable if the third dose was administered on or after the fourth birthday;**
- 2 doses of measles (rubeola) vaccine, on or after the first birthday;
- 1 dose of rubella (German measles) vaccine, on or after the first birthday;
- 1 dose of mumps vaccine, on or after the first birthday;
- **3 doses of hepatitis B vaccine.**

#### **MINIMUM IMMUNIZATION REQUIREMENTS FOR ALL CHILDREN ENROLLED IN GRADE TWO OR ABOVE OR 7 YEARS OF AGE AND OLDER:**

- 3 doses of diphtheria-tetanus-acellular-pertussis (DTaP), or tetanus-diphtheria-pertussis (DTP), or tetanus-diphtheria (Td) vaccine, or pediatric diphtheria-tetanus (DT) vaccine;
- 3 doses of either all oral polio vaccine (OPV) or all inactivated polio vaccine (IPV). If a combination of OPV and IPV is used, 4 doses are required.
- 1 dose of measles (rubeola) vaccine, on or after the first birthday;
- 1 dose of rubella (German measles) vaccine, on or after the first birthday;
- 1 dose of mumps vaccine, on or after the first birthday;
- 2 doses of measles-containing vaccine are required for children in grades six to twelve and students in ungraded classrooms who are 11 to 12 years of age or older by August 1, 1999.

#### **REQUIREMENTS FOR DOCUMENTATION OF IMMUNIZATION HISTORY:**

- Month/Day/Year must be stated for each (dose) immunization.



- Measles (Rubeola) immunization must be live vaccine, given after the first birthday. Clinical infection (Measles disease) can serve as an alternative to immunization only if diagnosed by a physician.
- Mumps immunization must be a live vaccine, given after the first birthday. Clinical infection (Mumps disease) may serve as an alternative to immunization only if diagnosed by a physician.
- Rubella immunization must be live vaccine given after the first birthday. Clinical diagnosis of Rubella may serve as an alternative to immunization only if the diagnosis is the result of a serological test (blood test).

**BOTH THE MINIMUM REQUIRED IMMUNIZATIONS AND THE REQUIREMENTS FOR DOCUMENTATION OF IMMUNIZATION HISTORY MUST BE MET.**

### **LOST AND FOUND**

All lost articles are turned in at the office. Students who have lost items of clothing, books, money, etc., should inquire with the administrative assistant. Money that is not claimed within a week is returned to the finder. Unclaimed items will be given to charitable organizations at the end of the school year. Parents are strongly urged to label all items of clothing, boots, etc.

### **MONEY**

If you send money to school with your child, please place it in a sealed envelope with the child's name on it, along with the purpose for which it is sent. It is strongly suggested that students not be allowed to carry significant amounts of money to school unless there is a specific purpose for which it is to be used. Lunch accounts should be paid online. Students do not have any need for money at school except for field trips. Fall Creek Academy is NOT responsible for the loss of student money.

### **PARTY POLICIES**

#### *Home Parties / Invitations*

We discourage students inviting other students to home parties or events in a public way that will make other students feel hurt. Please help your child to use good judgment about such invitations and make them private or call friends at home to invite them to outside school events or occasions.

#### *School Parties*

Schools traditionally have many parties that are seasonal in nature. Our school is not a traditional school. While we will have celebrations and will honor certain occasions, please do not expect traditional seasonal parties on a regular basis.

### *Birthdays*

Birthday parties may not be held during school hours. If your child would like to share a simple treat with his classmates, please make arrangements with your child's teacher prior to bringing the treat to school. This is a classroom level decision. Treats need to be simple, individually wrapped, and not require plates, utensils, etc. **They must be store bought. Balloons and flowers should not be delivered to students at school.**

### **COMMUNICATING WITH THE SCHOOL**

We believe that parents should be actively involved in the school. It is our intention to provide timely information in the areas of program, curriculum, special events, procedures and policies, etc. A school newsletter and communications with individual teachers will be the primary sources of school news which will be provided by the student's teacher and/or advisor. You are encouraged to contact us by phone, email, or through notes. You can also find pertinent school information on our website at: [www.FallCreekAcademy.org](http://www.FallCreekAcademy.org). Fall Creek Academy has also recently adopted the ArkNet program. As the 2011-2012 academic year progresses, there will be ongoing parent training opportunities for our families to learn how to check their student's progress online at anytime through this program.

Easy contact may be made with the school by:

- Phone
- E-mails
- Written Notes

The following "notes from home" will be needed:

1. Illness or absence from school
2. After school for activities: one (1) note may be sent for the entire series of meetings and the teacher will keep it on file. (i.e. One note for Scouts, one for play practice, Young Astronauts, etc...)
3. If a student is going home in a different manner than usual.
4. Dispensing medicine.
6. To be excused for doctor or dentist's appointments.
7. When a student leaves school with anyone other than the parent or guardian.
8. When a child cannot have outside recess or physical education for a period of longer than three days, a doctor's excuse is needed to grant that permission.

### **CONNECT ED**

We believe that communicating with our families is one of the most essential pieces to a strong school. Fall Creek Academy has a phone service that allows us to create phone calls to reach our families concerning upcoming activities, announcements, emergencies, etc. We use this service often. Please take the opportunity to hear the messages when they are sent. Also note that if there is ever an immediate emergency, we can send a message from a remote site to every phone number you have provided. Please inform the school if a phone number changes so that we are always current for this important service.

## **PARENT RIGHTS**

Parents have the right to see all records that pertain to their individual child. If you desire to view your child's records, contact the school secretary or principal. Student records may not leave the office area. You will be given a private area to view the records. By law, student records must be kept confidential and viewed only by school personnel dealing with the child directly. No information can be shared publicly in any way without expressed written permission of the parent or guardian.

### **Non-custodial Parent Rights**

Unless a court order is on file preventing a parent from visiting or receiving information concerning a child, non-custodial parents have the right to visit children, view records, and take part in communications regarding the child. Please contact the school principal concerning any problems with custodial and non-custodial parents that would affect our school.

### **Special Education**

Parents of students identified with disabilities have certain legal rights. Please contact the office for a copy of those rights and safeguards.

## **PARENT – TEACHER CONFERENCES**

Achieving maximum progress for your child necessitates a close line of communication and understanding between teacher and parent. Parent-teacher conferences are the best means of accomplishing this. The teacher or the parent can initiate such a conference. It is best to make an appointment for a conference. This can be easily done by calling the school office or by sending a note to the teacher. The dates for regularly scheduled conferences are noted on the school calendar.

If, as a parent, you have a concern about something that has happened at school, or if you feel there is some kind of situation that is causing your child to perform below par, please contact the proper person at school. We follow line and staff procedure. Please contact the child's teacher first. If the problem is not resolved, contact the principal.

We welcome the opportunity to talk with you about any of your concerns. We are certain that our parents/guardians are interested and helpful in all phases of the school's program and policy and we sincerely desire to retain and improve upon this spirit of cooperation.

## **PTO – PARENT TEACHER ORGANIZATION**

Fall Creek Academy is very proud of our newly reorganized PTO. Our PTO meets the first Tuesday of every month. All parents and guardians are welcomed and encouraged to become active members of this very important part of our school. As a K-12 school, we know the importance of having a strong school community. The school regularly has family events on our calendar and our PTO is our true partner in creating an outstanding school for both academics and community.

### **ROOM PARENTS**

Grades K-6 are encouraged to have room parents to organize class activities. Grades 7-12 are encouraged to have class parents organized by advisory to help organize activities taking place on the secondary side of the school. Each grade has events and activity that are unique to their needs. Please help by getting involved! Room parents and class parents are strongly encouraged to attend our Parent Advisory Council to share activities taking place in grades as well as learning information that can be shared with fellow parents that are unable to attend. Our parents are a valuable part of our school community.

### **PARENT VISITATION AND PARTICIPATION**

You may visit the school at any time and help your child to learn by sitting with them and assisting them as they rotate through activities. Parents should be careful to work with teachers and not disrupt the flow of the learning. We do ask that parents refrain from visiting during testing time including Acuity, ISTEP, End of Course Assessment, and Final Exams. Fall Creek Academy encourages 10 hours of parental participation per year (volunteer work, visiting, making phone calls, helping create bulletin boards, etc.) by agreement signed at the time of enrollment. Please check in at the front office to be issued a visitor badge and to sign in.

We do understand that due to work schedules that it may be difficult to volunteer during the school day. However, many parents can help in the evening by cutting out items in the elementary rooms, sorting, measuring, or other things that can be done from home. We also have many evening activities. There is always a way to be an active member of our school community. We can always use your help. Just ask your favorite staff member how we can have you help us in the evenings.

### **VOLUNTEERS**

We ask that each parent support the school through a minimum of 10 hours per year. A volunteer training experience will be given periodically and a volunteer handbook will be provided. Families, community organizations, businesses, and other groups are encouraged to apply to volunteer at Fall Creek Academy. Background checks must be completed for any volunteer to work with children on an ongoing and continuous basis. The Indiana Code requires that a limited criminal history check be on file in the school office for each volunteer.

### **SCHOOL GOALS / REPORTING/ ACCOUNTABILITY**

In the interest of fulfilling assessment and accountability guidelines under Public Law 221, the following system will be used.

#### *Summary of Data*

We will construct or acquire detailed data recording software that will allow us to compare scores longitudinally for each student (for annual comparisons of growth and continuous graphing of each student's progress), collective data for all students in areas required by Public Law 221 according to the schedule published by the state, and disaggregated data comparisons based on age, free/reduced lunch status, gender, race, native language and any other classifications developed by the School Assessment Committee.

*School Improvement Committee*

The school will create a committee consisting of the Board of Directors members, Principal, teachers, community members, and parents to annually analyze all performance data for the school. The committee will examine the following:

1. Information about how the school's curriculum supports the achievement of Indiana state standards;
2. Information about how the school's instructional strategies support the achievement of Indiana academic standards;
3. Analysis of student achievement based on ISTEP and other assessments;
4. Parental participation levels and comparison to student/parent contracted participation described in admissions contract agreement;
5. Technology goals and use as an effective curriculum learning system;
6. Safety and disciplined learning environment goals and conditions and adherence to state laws;
7. Professional development report and effectiveness;
8. Attendance rate; and
9. Percentage of students meeting academic standards in all areas.

#### *Continuous Monitoring by Staff, Board, Parents, and Students for Improvement Needed Immediately*

Through portfolios, electronic grade books, and computer assessment, the school community will be ready to respond immediately to any need deemed as urgent. Parents will be able to make suggestions or bring matters to light. They are encouraged to participate. The following areas will be under surveillance at all times:

1. Academics;
2. Social and character issues;
3. Health, safety, and welfare issues;
4. School environment.

#### *Progress Reports to Parents and Students*

Bi-Weekly reporting will be created from the classroom teachers. Mastery level and quantity of skills mastered will be reported. A formal grade report will be issued quarterly.

#### *Corrective Action Plan*

Tracking and records, both written and technology-based, will be used to constantly measure progress for all students regarding stated goals. Students will be expected to master all skills.

### **SCHOOL BOARD**

School Board meetings will be announced and parents are encouraged to attend whenever possible.

### **COMPUTERS: DIRECTIONS FOR CARE**

All students in grades K-12 will use a computer. Students will receive instruction in the proper care of the computers. User agreements must be signed by the student and parent and returned to the school to be kept on file. This letter is in the back of the handbook.

STUDENTS, PARENTS, AND FAMILIES ARE EXPECTED TO FOLLOW THE TECHNOLOGY POLICY FOR THE SCHOOL. ANY ABUSE OF THE COMPUTERS COULD LEAD TO SUSPENSION AND EXPULSION FROM THE SCHOOL.

### **TECHNOLOGY USE POLICY**

Use of technology is essential to the curriculum and learning at Fall Creek Academics. Students will participate in a variety of lessons and activities using computers, printers, scanners, and other digital equipment. Students will receive training to use technology at school and home. Students are expected to follow and agree to the "Acceptable Use Policy" signed by all students and parents upon acceptance of enrollment. Appropriate use of technology is outlined below.

#### ***"Acceptable Use Policy"***

Regardless of the circumstance, each student is expected to be responsible and honest, use common sense, and practice proper etiquette at all times. Millions of dollars have been invested in hardware and software in schools to prepare students for today and tomorrow's world. It is important that students help protect the investment. In order to comply, the following rules are in effect:

1. It is a federal crime to unlawfully copy software; any student attempting to copy the school's software and / or multi-media materials will be referred to the school's administration and law enforcement for disciplinary consequences according to the student handbook for stealing.
2. Tampering with or vandalizing any part of the hardware or software will result in disciplinary consequences according to the student handbook for vandalism.
3. Using any commands on the computer that could alter the operations of any part of the computer system, including the default settings, will result in disciplinary consequences according to the student handbook for vandalism.
4. The downloading of programs from any source is strictly prohibited. Failure to comply will be treated as insubordination.
5. No diskettes or CD-ROMS other than those provided by the school are allowed. If a disk is taken home, it must be scanned before being used at school. Failure to comply will be treated as insubordination.
6. Technology is to be used for educational purposes only. Games or inappropriate files including pornography are never to be used in the School. Failure to comply will be treated as insubordination.
7. Use of computers outside of class period and after school is at the discretion of the teacher. No student is to use computers without an authorized staff member or parent at home present. Failure to comply will be treated as insubordination.
8. Students are not allowed to take computer books out of the school without teacher approval. Failure to comply will be treated as insubordination.
9. A student's user ID and password must be kept confidential at all times. A student may not change his or her password. A student may only log in using his or her own user ID and password and may only use his or her own directory. Any attempt to do otherwise will be treated as insubordination.

The consequences for misusing computers and technology at Fall Creek Academy are as follows:

1. First Offense: Changing computer configuration, deliberately accessing another student's account, deliberately harming any of the equipment, or surfing the web without an educational assignment will result in the parent being called and student losing all computer privileges for the remainder of the trimester outside of the usage necessary for the basic curriculum.
2. Repeat offenders and/or students who deliberately access pornographic materials from the Internet will lose all computer privileges and will be processed through expulsion procedures. Student will be immediately suspended out of school for any such infraction.

### **TELEPHONE USAGE POLICY**

Students may only use the telephone under very special circumstances and must receive permission from a teacher or staff member. This is not a privilege that should be abused.

Cell phone use is not permissible during school hours. Students using cell phones during school hours will be given a referral and the phone will be confiscated and released to a parent or guardian only. Please refer to the discipline steps to review the exact steps taken in reference to cell phones.

# FALL CREEK ACADEMY

## 2011-2012 School Calendar

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### August 2011

8: First Day of School

### September 2011

5: Labor Day, No School

21: Teacher Professional Day, No Students

### October 2011

19: Student Led Conferences, No School

20-21: Fall Break, No School

### November 2011

11: Teacher Professional Day, No School

23-25: Thanksgiving Break, No School

### December 2011

23-30: Winter Break, No School

### January 2012

2-6: Winter Break, No School

9: Students Return

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

### February 2012

10: Teacher Professional Day, No Students

20: President's Day, No School

### March 2012

23: Early Dismissal (12 PM), Science Fair

26-30: Spring Break, No School

### April 2012

20: Teacher Professional Day, No Students

### May 2012

25: Student's Last Day

28: Memorial Day, No School

29-30: Weather Make-Up Day

January 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



### Media Form

Throughout the school year, Fall Creek Academy participates in many activities throughout the school and in the community. We often take pictures that are used for our own yearbook, but there are times they are on our website. There are also times that the media visits our school. If you do not want your child's name or picture used in these areas, you must complete and return the form below.

I do not want \_\_\_\_\_ (student's name) picture in any media presentations.

\_\_\_\_\_  
Parent Signature Date

Student Name \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

Parent Phone \_\_\_\_\_

# Receipt and Acceptance of Student/Family Handbook

**All students and parents MUST complete the following indicating the receipt of the Student/Family Handbook.**

Student Name (printed) \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

I have reviewed the school policies with my child. My child and I understand the expectations of Fall Creek Academy. We understand by selecting to attend Fall Creek Academy that we also select to accept all of the school policies and follow them accordingly.

Violations of school policy will result in a meeting with the principal and possible dismissal from Fall Creek Academy.

Further, I understand that my student has the opportunity to work with technology on a daily basis. Technology should only be used for school purposes. Any misuse of technology may result in suspension or expulsion.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Attachment 50 – Transportation Plan and Policy

The Southside Charter School utilizes a variety of transportation methods to assist students in getting to our school building. In addition to bus service, we also assist families with carpooling, public transportation, and walking “teams”, where neighborhood students who walk to our school are encouraged to walk together.

Special education students are afforded the same access to transportation as their non-disabled peers, with additional specific accommodations made where appropriate in accordance with their IEP as established by their case conference committee.

## **Attachment 51 – Food Services Plan and Policy**

### **Southside Charter School**

Pursuant to IC 20-26-9-2, the Southside Charter School will be a "Qualifying school building" since 77% of the students who were enrolled at that school building during the prior school year qualified for free or reduced price lunches under guidelines established under 42 U.S.C. 1758(b); and lunches are served to students.

The school operates a breakfast and lunch program through an outsourced vendor (currently Aramark). The vendor is responsible for developing a nutritious menu that complies with Federal guidelines and maintaining health code compliance in the warming kitchen,

Students will pay for lunch using their meal account. Families will need to establish and maintain a positive account balance which can be paid through the on-line program found on our homepage on our school's website. If a family does not have a computer, they are welcome to come to the school and use ours. Children enrolled in the Federal Free Lunch Program will pay in the same manner. \*

The school's Wellness Committee is a subgroup of the School Improvement Team at Southside Charter School. This group of parents, teachers, community members, and administers work to:

- Develop school goals for nutrition education, physical activity, and other school based activities designed to promote student wellness
- Discuss nutrition guidelines for all foods available on campus during the school day with the objectives of promoting student health and reducing childhood obesity.
- Support the principal in operational responsibility for ensuring that the school meets its established wellness policy
- Involve parents, students, representatives of the school food service provider, the school board, school administrators, and other stakeholders in the development of the wellness policy.

\*Procedures for payment, which are subject to change, will be discussed separately from this handbook.

## 52. School Promotion Policy

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

[http://www.doe.in.gov/opd/languagearts/docs/3rd\\_grade\\_reading\\_plan\\_faq.pdf](http://www.doe.in.gov/opd/languagearts/docs/3rd_grade_reading_plan_faq.pdf)

### PROMOTION-RETENTION-ASSIGNMENT

It shall be the goal of the school to help students grow at their fastest rate to achieve the highest level of learning and adjustment possible. Teachers will accept students assigned to them at their stage of development and help them progress according to their capabilities. Students will have learning plans that place them in the learning levels for which they are best adjusted academically, socially, and emotionally and where they can work and learn most effectively. Students will progress at their own rate, which is determined by parents, teachers, students, and testing. A student will not progress to the next grade level until a minimum of 80% of the skills are learned in their core subject areas.

Progress to grade levels is not determined by the calendar but is based on student progress and work with mastering skills. For example, a student could complete two years of math in 16 months. No calendar of grade level roadblocks will exist. A student that needs more time to progress will be given that time. FCA accepts “no excuses” for failure. Every child can and will learn. The grade level that a child is in for any subject will be called the IGL (Indiana Grade Level). No child should ever feel ashamed in school because they don’t know something and no child should ever have to wait to learn the next thing they do not know. No child should ever be bored.

As a K-12 school, FCA focuses its attention on early-reading success, especially when it comes to the success of its 3rd grade readers. FCA understands and follows the IDOE’s guidance for 3rd grade promotion and retention laid out in the department’s *FAQ: IDOE Plan to Ensure Student Literacy by the End of 3rd Grade*.

#### Attachment 53 – Detailed School Start-up Plan

The Southside Charter School is an existing charter school that will not require a start-up plan beyond reorganizing, renaming and board approval of Ball State required policies prior to opening.