Office of Charter Schools

REQUEST FOR PROPOSAL

For

Springville Community Academy

Opening in the 2022 School Year
This Request for Proposals for Ball State University was developed in collaboration with the National Association of Charter School Authorizers (NACSA).

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Attachment 3 – Curriculum Development Plan
Attachment 4 – Learning and Exit Standards
Attachment 5 – School Calendar and Schedule
Attachment 6 – Admissions Policy
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Attachment 9 – School Principal
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Attachment 18 – Employee Manual
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Attachment 21 – Facility Drawing
Attachment 22 – Start-up Plan
Attachment 23 – Insurance Estimate
Attachment 24 – Budget Worksheets
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PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

**Primary Contact.** Identify the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact should be the user of the team’s CSAPPHIRE account to ensure that your team receives all general communications promptly.

*Note:* As with all aspects of your application, names and contact information of the Primary Contact will become public information.

**Primary contact person:** Albert Cross

**Mailing address:** 2164 Spencer Pike
Springville, IN 47462

**Phone:** (day) (812) 545-2688 (evening) (812) 279-1377

**Email address:** albert.cross@gm.com Fax: n/a

**Primary contact for facilities planning:** Gerald Hill

**Phone Number:** (812) 508-1568 **e-mail:** hill_gerald@att.net

**Name of team or entity applying:** Springville Community Academy

**Names, roles, and current employment of all persons on applicant team (you may add lines as needed):**

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Current Job Title and Employer</th>
<th>Position with Proposed School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert William Cross</td>
<td>Millwright-Welder, GM Bedford Castings</td>
<td>President, Board of Trustees</td>
</tr>
<tr>
<td>Brandt Andrew Kimmel</td>
<td>Team Leader, Electro-Optics, Naval Surface Warfare Center, Crane, IN</td>
<td>Vice-President, Board of Trustees</td>
</tr>
<tr>
<td>Gerald Kenneth Hill</td>
<td>Retired</td>
<td>Treasurer, Board of Trustees</td>
</tr>
<tr>
<td>Beth Feldman</td>
<td>CFO, Bloomington Shuttle Service</td>
<td>Secretary, Board of Trustees</td>
</tr>
<tr>
<td>Jayme Lynn Davis</td>
<td>Elementary School Instructor, Eastern Green School District</td>
<td>Trustee</td>
</tr>
<tr>
<td>Justin Neil Spoonmore</td>
<td>Division Director, Naval Facilities Engineering Command, Crane, IN</td>
<td>Trustee</td>
</tr>
</tbody>
</table>
Gary D. Conner
Former North Lawrence
Community School Corp
Superintendent
Member of SCA Curriculum
Advisory Committee

*Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☑ No
If yes, complete the table below, adding lines as needed.

<table>
<thead>
<tr>
<th>State</th>
<th>Authorizer</th>
<th>Proposed School Name</th>
<th>Application Due Date</th>
<th>Decision Date</th>
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</tbody>
</table>

Will an application for the same charter school be submitted to another authorizer in the near future? ☐ Yes ☑ No
If yes, identify the authorizer(s): ________________________________

Planned submission date(s): ________________________________

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

Authorizer(s): Not applicable
Submission date(s): ________________________________

Provide the intended opening year for the proposed school.

<table>
<thead>
<tr>
<th>Opening Year</th>
<th>*Geographic Community</th>
<th>Opening Grades</th>
<th>Grade Levels at Full Enrollment</th>
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<tbody>
<tr>
<td>2022</td>
<td>Lawrence County, Perry Township, Springville, Indiana</td>
<td>K-9</td>
<td>K-12</td>
</tr>
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</table>

*Identification of Geographic Community may be as specific as a neighborhood or as general as the school district targeted for school location.

Model or Focus of Proposed School (e.g., Arts, College Prep, Dual-Language, etc.), if any:

College preparatory, consisting of a classical, place-based, outdoor activity curriculum for grades K-12.

*Does the school expect to contract or partner with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization) or other organization for school management/operation? ☐ Yes ☑ No
If yes, identify the ESP or other partner organization: ________________________________
*If the applicant intends to partner with an ESP or partner that has previous experience in operating a school, the applicant MUST use the RFP for Experienced Operators rather than this RFP version.*

**Proposed Principal/Head of School Information, if known:**

Name of proposed Principal Candidate: To Be Determined (TBD)

Current employment: ___________________________________________________________

Daytime phone: ___________________________  Cell phone: ___________________________

Email: _______________________________________________________________________

### School Enrollment Projection

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Planned Number of Students</th>
<th>Maximum Number of Students</th>
<th>Grade Levels Served</th>
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<tbody>
<tr>
<td>Year 1 (2022-2023)</td>
<td>218</td>
<td>375</td>
<td>K-9</td>
</tr>
<tr>
<td>Year 2 (2023-2024)</td>
<td>260</td>
<td>375</td>
<td>K-10</td>
</tr>
<tr>
<td>Year 3 (2024-2025)</td>
<td>299</td>
<td>375</td>
<td>K-11</td>
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<td>Year 4 (2025-2026)</td>
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<td>375</td>
<td>K-12</td>
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<tr>
<td>Year 5 (2026-2027)</td>
<td>375</td>
<td>375</td>
<td>K-12</td>
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<tr>
<td>At Capacity (2026-2027)</td>
<td>375</td>
<td>375</td>
<td>K-12</td>
</tr>
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SCHOOL NARRATIVE

Respond to the following questions, limiting your narrative response to all sections to 60 pages total, excluding attachments.

School Overview

1975-2019: The North Lawrence Community Schools (NLCS) covers the north half of Lawrence County. NLCS geographically embraces the city of Bedford and six rural, unincorporated communities in outlying townships. The rural communities are fiercely dedicated to their children, their respective community’s elementary school and their way of life. At one time, each of these townships had their own K-12 school system and NLCS came about because of the consolidation of those systems in 1975. That consolidation established a single high school but retained five rural K-6 elementary schools. The residents in the six surrounding rural areas of the county are very proud of their respective communities. Many residents within their respective communities are very community-oriented, and they are actively engaged in service projects and other volunteer work. Because of the small, rural community feel and the availability and closeness of community schools, many people purchased houses in the rural setting to raise their children in a serene rural community environment.

2019-20: NLCS conducted a study to plan for the future educational requirements and the anticipated school population. Based upon the NLCS School Board’s planned intentions and actions, the residents in the three rural areas where elementary schools were designated to be closed, along with other residents of the community, rallied to appeal to the NLCS School Board to leave the schools open. Hundreds of community members attended NLCS School Board meetings. A large portion of the community demonstrated to the NLCS School Board that they were not supportive of the Board’s plan. Even though there was significant community turmoil with the NLCS School Board’s intentions, the NLCS School Board voted on January 6, 2020 to close the three rural school buildings at the end of the 2019-2020 school year with the motion passing by a 4 to 3 vote.

The three rural school buildings being closed, Fayetteville, Heltonville, and Springville, were the newest school buildings within the school corporation, having been constructed or extensively remodeled in 2006. A group of citizens from the Fayetteville and Springville communities joined to create a new nonprofit 501c3 which would support a single public charter school using the two school buildings. The Heltonville community could not organize enough interest to participate.

The Lawrence County Independent Schools (LCIS) was established March 3, 2020 and received IRS 501(c)(3) approval August 7, 2020. During the period after incorporation LCIS pursued three different Charter Authorizer organizations but was hindered by the COVID impact that caused many authorizers to shut down their process for new charter requests. Eventually Education One agreed to accept an application for a 2021 opening and that
request was approved in December 2020. Although there were legal grounds for NLCS to offer to return the two buildings to the Township where they were located the NLCS leadership obstructed and delayed until LCIS started a court action. That resulted in NLCS to agree to start the process for offering the schools to the two townships, Perry for Springville, and Indian Creek for Fayetteville. NLCS delayed the process with the obvious goal of delaying the opening of a charter school in August 2021.

2021: From January 2021 lawyer to lawyer discussions continued with various delays and obstacles but LCIS persevered. Both Springville and Fayetteville community residents continued to support LCIS at public meetings and with incredible early enrollment success. Finally in April 2021 NLCS offered to accelerate the transfer of the Fayetteville School to LCIS if the LCIS School Board would agree to give up all plans to acquire and operate a charter school in the Springville School. Before a LCIS vote on the offer could be taken two Board members resigned with the intent that they would be legally separated from the LCIS decision and thereby preserve their rights to organize a new nonprofit group to pursue the Springville School.

A new nonprofit, Springville Community and Rural Foundation, Inc.(SCARF) was approved by the State of Indiana effective June 8, 2021. SCARF, doing business as Springville Community Academy (SCA) submitted a Statement of Interest to Ball State in July which was accepted by Ball State and SCARF/SCA was invited to submit a full application for a Charter to open in August 2022.

The Springville School was finally transferred from NLCS to the Perry Township by quit claim deed which was accepted on July 23, 2021. That deed included specific restrictions that the LCIS will not be allowed to “...own, lease, occupy or otherwise use in any manner...” the Springville School. That action was followed by transfer from Perry Township to the Springville Community Association, Inc. by quit claim deed “...in consideration of One Dollar ($1.00)...” on or about August 2, 2021. Copies of both deeds are included as part of Attachment 22 “Start-Up Plan”.

LCIS took physical control of the Fayetteville School building in early May 2021 and proceeded to take amazing actions to perform major repairs and renovations which allowed them to open in early August 2021 with over 300 K-8 students present on the first day of school. That number is at or near the school capacity and appears to by a record that no other Indiana Charter School has ever met in the first year of operation.

1. Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of Indiana Charter Schools Law and Ball State University
charter school program.

**Mission**

To instill education in an innovative manner, honor rural opportunities and responsibilities, serve as a model for others, and develop servant leaders with a passion for life-long learning.

**Vision**

Create and maintain small, vibrant schools in our communities which serve as hubs for community activities in addition to providing a rural, place based, world class education.

2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, including geographic preferences (if applicable); students' anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection.

Given the current demographic data the organizing board does not feel that the student profile of SCA will change considerably after it becomes a charter school. It is the desire of the community to preserve and enrich the quality rural education that was previously offered at Springville Elementary School prior to NLCS closing the school. Another viable option to increase enrollment is from schools in neighboring communities. The founding board of SCA has been contacted by many parents who are dissatisfied with their children being displaced to more crowded schools in NLCS.

This part of the state is devoid of charter school options until this past year with the successful launch of LCIS - Fayetteville. The SCA team has been educating the community through public meetings and social media regarding the first real “choice” for the education of their children. As a better understanding of school choice emerges, more and more parents are seeking information and knowledge. This is an exciting and new movement in south-central Indiana.

3. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

To achieve our mission, Springville Community Academy will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle school, which will include: the Core Knowledge Sequence — a specific, grade-by-grade core curriculum of common learning; Riggs Institute’s The Writing & Spelling Road to Reading & Thinking. The mission of
Springville Community Academy is to instill education in an innovative manner to train the minds and improve the hearts of young people through a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. Phonics, reading, and language arts; and Singapore Math — a conceptual approach to mathematical skill building and problem solving. Educators will train students at all levels to encourage intelligent, logical, and independent thinking. SCA’s curriculum with the supplemental programs has proven to be successful for all students, including special needs students and English Language Learners (ELL). SCA is an innovative school in Lawrence County. First, students will study Latin beginning in the elementary grades. They will learn Latin roots, which improves reading comprehension and vocabulary. In addition, students will also study history mainly through primary source documents to promote analytical skills and essential insight into their culture and heritage. Another unique aspect of SCA is the community culture of the House System. The House System is a unique and creative cross-age group approach to building a community that will strengthen the social and academic lives of students. Traditionally, schools are split up into grades and students never interact with older or younger peers. In a House, students can interact with peers from other grade levels. With this, the older students become support systems to younger ones who are struggling or need advice — and they in turn grow as leaders themselves when they can pour into the younger ones in this way. And this mentoring community extends to the educators and staff as well. Every adult in the school should be encouraged to participate in the House System because it instantly gives them an opportunity to form strong bonds with a smaller group of students in their House. Additionally, it enables a playful sense of competition with students of other Houses. This type of role modeling and mentorship, provided on a consistent basis to students as they go through each grade of the school, can be exponentially valuable to their growth!

At SCA, high academic achievement, personal discipline, ethics, and personal responsibility will consistently be reinforced through the study of subjects in the classical tradition. In order to determine academic levels, Educators at SCA will use assessments provided by Riggs and Singapore Math as well as NWEA to appropriately place students in the correct literacy and mathematics ability group. Classical education upholds a standard of excellence and has proven itself over the course of time. We believe SCA’s high standards and research-based curriculum will provide students a rigorous and robust education that will challenge them to excel not only in academics but in character development. Students will graduate from SCA as highly literate, knowledgeable, and ethical citizens who are well prepared to be responsible members of their families and communities.

Families are eager to have a choice for K-12 instruction in this area. The choice of a smaller school with classical values fits the expectations of the SCA rural community. Building character is inherent to SCA’s mission and vision.

4. **Community Engagement**. Describe the relationships, if any, that you have already established to generate community engagement in and support for the proposed school. If you have assessed demand and/or solicited support for the school, briefly describe these activities and summarize their results.
Perry Township has held various public meetings seeking input from the community regarding transfer and use of the school from NLCS. The positive community response has been overwhelming, and unanimous.

5. **Leadership and Governance.** List the members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliation.

The Founding Board of Trustees is currently comprised of seven individuals who are respected in the community and have a close relationship with the target families in the geographic area we plan to primarily serve. Five of the Trustees actually attended the Springville School as youth. One of the Trustees served as a Springville educator for 10 years including the last year of operation (2019-20) as an NLCS school. They can be trusted to provide governance and oversight for SCA to ensure success. The Board will uphold the mission and vision of SCA to provide rigorous Math and English content knowledge through focused, place based instruction that will prepare K-12 students for either a vocational or a college education. The Board is committed to the academic success of all of our students with special focus on our Special Needs Population and At-Risk Students.
Provide, as Attachment 1, full resumes (including contact information) and professional biographies for the individuals listed above.

**Management Support Contractor(s) – Financial services, grant writing assistance, State Reporting, and other administrative services:** Once we have our charter authorization, we will actively solicit requests for proposals for services which are often referred to as "Back Room Services". The Contractor(s) will provide specialized personnel who are experts in meeting IDOE requirements and regulations, administrative consultation, data management and consulting, special education director services, grant manager, financial and accounting services, and PowerSchool support services. We would also expect this contractor to have extensive experience with Charter School support and capable of providing related training for Board Trustees, our Headmaster, and staff. This would relieve our Headmaster and Board Trustees of much of these duties, provide a natural oversight of our financial status and compliance, as well as reducing administrative costs of maintaining full or part time employees experienced in the compliance needs. Board Trustee members Albert Cross and Gerald Hill have had extensive experience evaluating, selecting, and working with such providers during their time as LCIS Board Trustees.

### 6. Age and Grade Range of Students to be Enrolled.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
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<td>22</td>
<td>22</td>
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<td><strong>2022-2023</strong></td>
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<td><strong>2025-2026</strong></td>
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<td><strong>2026-2027</strong></td>
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<tr>
<td><strong>At Capacity</strong></td>
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</table>
Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

The projections and conservative growth were chosen to maintain a manageable number of students in the expanded grades who have already been exposed to the innovative education and school culture offered by SCA in previous years of instruction to maintain the important academic and cultural goals of the school. These numbers are mandated to fit in the physical structure and layout of the facility and are large enough to give the school the necessary economies of scale to be sustainable, but yet small enough to effectively instill the important learning and cultural values of the school in each student. Beginning in Year 4 we project increasing our Kindergarten numbers to allow for two sections of that grade. We follow that up in Year 5 by also going to two sections of the First Grade. We feel that we are justified in doing this as we begin to plan for a building expansion enabling us to accommodate our very long term goal of having 54 students per grade level.

Section 1. Curriculum and Instructional Methods

Education Program

Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

The goal of SCA is to retain the concept of a place-based, somewhat classical curriculum with an emphasis on the outdoors as a learning lab. SCA plans to implement vertical integration by using a “house” system similar to the Ron Clark Academy and the Six Pillars of Character Building program. Formative assessment will be used three times per year to collect data and drive instruction. Educators will use a variety of instructional strategies to find the strengths of all students. Families are eager to have a choice for K-12 instruction in this area. The choice of a smaller school with classical values fits the expectations of the SCA rural community.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the expectations of the Indiana Academic Standards (described in IC § 20-31-3) and the Common Core State Standards (available at: http://www.doe.in.gov/achievement/curriculum/resources-implementing-common-core-state-standards).

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

SCA will provide a classroom-based learning environment. Educators will use the three tiers of instruction as a model for classroom structure. The Indiana State Standards will be taught through a variety of rigorous curriculum choices. Educators will keep track of the standards they are teaching with pre- and post-tests to ensure student growth in individual
skills. Class sizes should range from 20-25 students. K-2 students are learning phonics and decodable reading strategies. These class sizes should be kept at 19-23 students for best instruction. Teaching assistants can provide help to educators, but should not be counted as another educator to increase class sizes.

2. Provide an overview of the planned curriculum, including, as Attachment 2, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with the Indiana Academic Standards and Common Core State Standards.

SCA will adopt a Core Knowledge Sequence for the Language Arts Curriculum for K-8. Core Knowledge Curriculum provides background knowledge for students. In a rural community, educators have found that background knowledge is often an obstacle for students. Core Knowledge provides information about experiences for students who may not have a variety of life experiences to give them the background knowledge they need to be successful.

Core Knowledge Sequence examples of correlation to Indiana state standards follow:

**Kindergarten-8th:** The Common Core State Standards for English Language Arts emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the Core Knowledge Sequence into the language arts block. Note that in the Sequence, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

3. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

**Mathematics: Singapore Math**

The Singapore math approach is a highly effective teaching approach based on research of math mastery in Singapore, which consistently ranks at the top in international math testing. Singapore Math curriculums aim to raise U.S. student performance internationally and at home on standardized and state assessments. The intentional progression of concepts in the Singapore Math approach instills a deep understanding of mathematical thinking. Key features include:

**Mental Math:** Helps students develop number sense and flexibility in thinking about numbers. Textbook lessons build on prior knowledge and develop concepts in an approachable way. Textbooks A and B for each grade correspond to the two halves of the school year.

**CPA (Concrete Pictorial Abstract) Approach:** Introduces concepts in a tangible way and progresses to increasing levels of abstraction.
**Number Bonds:** Shows the part-whole relationship between numbers.

**Bar Modeling:** Helps students visualize a range of math concepts, such as fractions, ratios, and percentages. Allows students to determine the knowns and unknowns in a given situation.

**Language Arts: Riggs Reading and CKS**

**Riggs Reading:** Riggs is an explicit phonics approach as defined and recommended in a Federal Compilation of Reading Research: Becoming a Nation of Readers, 1985. Beyond phonics and for reading, students also learn syllabication, oral vocabulary, and comprehension. Riggs development is based on the final finding of Dr. Samuel Orton. The Writing and Spelling Road to Reading & Thinking Educator's Editions (Levels 1-3) are a researched-based method of teaching all students the phonemic awareness, phonics, spelling, vocabulary, fluency, comprehension, and composition skills they need to succeed in school. It uses appropriate sequencing, beginning at each student's speech and oral comprehension levels and allowing all students to build one skill upon another, always moving from the known to the unknown.

**CKS:** Core Knowledge is a curriculum, a systematic syllabus of topics to be studied by students in grades PreK-8. It includes topics and subtopics in language arts, world history, American history, geography, visual arts, music, mathematics, and science.

**Outdoor Lab:**

The Outdoor Adventures course is an 18-week or 36-week course with daily lesson plans. Outdoor Adventures (OA) is a fun and exciting co-ed physical education course, local elective or Ag. Science Wildlife Management class. Students learn life-long skills by using integrated curriculum of science, math, writing, critical thinking skills, and computer technology. The goal of OA education curriculum is to provide and expose students and their parents to a wide range of outdoor activities.

4. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

The curriculum choices from SCA are in the process of being developed.

5. Describe the primary instructional strategies that the school will expect educators to use and why they are well-suited for the anticipated student population. Describe the methods and systems educators will have for providing differentiated instruction to meet the needs of all students.

Educators at SCA will take a growth-mindset approach to instruction. Students with growth mindset believe that the ability can change as a result of effort, perseverance, and practice. When students are taught growth mindset, they view challenges as ways of progressing toward their desired outcomes. Students who believe they can develop their talents and abilities see roadblocks and critical feedback as methods to gather information they could
use to help themselves learn. Growth mindset is linked to many benefits including greater comfort with taking personal risks and striving for more stretching goals. This mindset is so important to the rural, low-income area of SCA.

Differentiated instruction is provided by sticking to the three tiers of instruction. Tier 1 is whole group instruction. High-ability students often grasp the skills in this tier and move on to independent practice. In Tier 2 students are practicing the skills taught, and students who did not grasp the skills are retaught. In Tier 3, students will either be work on enrichment, extended on-level learning, or intervention and reteaching. Tier 3 instruction is available when the adults in the building work together to provide small group, targeted instruction and practice.

Instructional Strategies (Project-Based Learning): This hands-on instructional approach is integrated with the science inquiry approach.

Instructional Strategies (Science Inquiry Approach): This instructional approach is integrated with the project-based learning approach.

Instructional Strategies (Engineering Design Process): Educators guide students through the five-step lesson to plan and construct their design models: Students read stories about real-world problems to engage them in the design process:

The engineering design process supports students as they create new technology that solves real world problems.

Science: Science is everywhere in today’s world. It is part of our daily lives from cooking and gardening to recycling. We embrace the significance of science in things we do every day.

Technology: Technology is transforming how we learn, work and play. We live in a digital word with a global economy, so we embrace our world today and future technologies.

Engineering: Engineering is the practical application of science, technology, and math, which emphasizes how to solve real world issues using hands-on learning by designing models and prototypes. It’s Fun and Engaging!

Art: Fine Arts develop the imagination, creativity, and critical thinking skills of students across content areas.

**Pupil Performance Standards**

Responses to the following items regarding the proposed school’s pupil performance standards must be consistent with the Indiana Academic Standards and Common Core State Standards.

1. Describe the pupil performance standards for the school as a whole.

   Suggest SCA educational program will integrate creative teaching methodologies consistent with the Indiana Academic Standards to provide a learning environment that assures each student meets or exceeds State standards for achievement. One of the primary goals of SCA is that all of its students score in the proficient or superior ranges on state exams. SCA educational approach will provide students with the necessary skills and tools to achieve high performance levels, and will promote cooperation and community based learning, inspire and provide the tools for complex thinking and problem solving, enhance effective
communication, and, perhaps most importantly, instill a lifelong love of learning and a sense of personal and community responsibility.

2. Provide, in Attachment 4, a complete set of the school’s proposed learning standards for one grade for each division the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to question 5 in this section will suffice.

3. If you plan to adopt or develop additional academic standards beyond the Indiana Academic Standards, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the Indiana Academic Standards.

Place-based activities will be tied to Indiana Academic Standards. Should the school, through its training with place-based activities, develop additional standards, these standards will be presented to the board for adoption prior to implementation.

SCA will adopt the Indiana Academic Standards for World Languages. While the current standards apply to grades 10, 11, and 12, SCA will adapt standards to fit the educational needs of students beginning in Kindergarten. For example, a 3rd Grade student at SCA who is learning Spanish will be taught according to the following standards:

- **Standard 1 Interpersonal Communication**
  - WPS1.1 Request and provide information in conversation on familiar topics by creating sentences and asking appropriate follow-up questions. Example: What is your name? My name is John.

- **Standard 2 Interpretive Communication**
  - WPS2.2 Identify the main idea in a short conversation. Example: The baseball game is at 1:00.

- **Standard 4 Culture**
  - WPS4.1 Identify and recognize the differences in behavior and social practices. Example: appropriate greetings

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Three times per year, data will be collected on students after the administering of NWEA. This will give a starting point, a check for growth mid-year, and a final check for grade-level growth. Students will need to show adequate growth yearly to be successful for the next grade. These criteria will vary among students with 504 plans and IEPs. SCA’s promotion policy is rooted in a balance of understanding that while students learn at different rates and may experience plateaus at different times as they grow, mastery of grade-level academic standards is the best measure for promotion to the next grade level. This operating platform ensures that a student can be successful in the academic opportunities and challenges of the next grade-level. We anticipate that our school design and its multi-tiered support system will allow students to earn promotion each year. If a student does not demonstrate readiness for the next grade even with such supports, the student may be retained. If student retention
is determined, staff will develop an individualized plan with educators and the family to support student success the next year.

Three factors will be considered for promotion: attendance, overall growth, and age-appropriate behavior. In all grades, students who accumulate more than 10 unexcused absences during the school year will be considered for retention in their current grade level. Absences resulting from out-of-school suspensions will not be excused.

All promotion requirements will be communicated to families upon enrollment.

Our grading policy is based on demonstration of mastery of foundational skills, particularly reading, and the Indiana Academic Standards. Daily attendance is vital to student success, allowing the school to support students as they pursue academic success and simultaneously teaching students to take responsibility for their educational futures. Students who miss more than 10 unexcused days of school may be retained. SCA will adhere to all regulations regarding extended illness during which SCA will provide school support and tutoring and which does not impact attendance averages.

Staff will communicate regularly with families to ensure that every student is able to meet attendance requirements, including mid-term progress reports, four formal report cards, and the requirement that all classroom educators speak with all families a minimum of one time monthly.

The building administrator, or designee, will closely monitor attendance day-to-day. The building administrator will meet with a family if their child has accumulated over five unexcused absences, and the school will work to create and support attendance action plans. In the rare occurrence of a student repeating a grade, the headmaster will meet with the student and his or her parent or legal guardian to discuss an action plan for the coming year. Interventions may include increased in-class support or mandatory tutoring instead of enrichment. SCA will harmoniously work with families to determine the best course of action on an individual basis. Every attempt will be made to ensure the success of every student. Every student is important, and the staff at SCA is dedicated to helping every student achieve success.

Educators and administration, in conjunction with the student and his/her parent or legal guardian, will use a combination of standardized test scores, class grades and Light’s Retention Scale and Interpretation Guide to accurately determine whether retention would be beneficial for the student’s future academic success.

5. Provide, in Attachment 4, the school’s exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements (High Schools Only)
High schools approved by BSU will be expected to meet Indiana Graduation Requirements (described in IC § 20-32-4 and explained on the Indiana Department of Education’s website: http://www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on
transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain the additional requirements.

Springville Community Academy will take a similar approach to graduation that Seven Oaks Academy implements. Colleges take note of the courses a student takes. Classical charter schools have an excellent track record in college admissions. SCA students can participate in Indiana's 21st Century Scholars program. SCA students will graduate with a Core40 diploma. Those who keep their grades up will graduate with Academic Honors.

High School Graduation Requirements
Grade-level advancement for students in grades 9-12 shall be earned by course credits. In order to advance from grade 9 to grade 10, a student must have earned a minimum of twelve (12) credits. A minimum of twenty-four (24) credits is required to reach grade 11, and at least thirty-six (36) credits must be earned for a student to be assigned to grade 12. To graduate, students must complete forty-eight (48) credits in accordance with specific course requirements. Although students may meet the credit requirements for graduation prior to the last semester of their senior year, they will still be required to take a full course load of seven periods each day. Students at Springville Community Academy will not be eligible for early release. Because students and parents will incur graduation expenses such as the purchase of invitations, senior rings, cap and gowns, and senior pictures, both students and parents should monitor progress toward completion of all requirements for graduation.

Credit Hours
Graduation credits and specific course requirements are as follows: High School Graduation Requirements English Core courses: Classical Literature (2 credits), British Literature (2 credits), American Literature (2 credits), Modern Literature (2 credits) 8 credits Math Students must successfully complete Geometry (2 credits) and Algebra II (2 credits). Additional classes offered include but are not limited to Pre-Calculus (2 credits), Calculus (2 credits), and Probabilities/Statistics (2 credits). 6 credits Science Students must successfully complete Biology (2 credits) and Chemistry (2 credits). Additional classes offered include but are not limited to Physics (2 credits), Biology II (2 credits), Chemistry II (2 credits), and Physics II (2 credits). 6 credits History Core courses: Western Civ I (2 credits), Western Civ II (2 credits), American History to 1900 (2 credits), Modern European History (2 credits), American History 20th Century (1 credit) 9 credits Government Core course: American Government (1 credit) 1 credit Economics Core course: Economics (1 credit) 1 credit Foreign Language Students must successfully complete four credits in Latin in the freshman and sophomore years. The remaining credits can be fulfilled by further study in Latin or by studying a modern foreign language. 6 credits Composition Core course: Composition (1 credit). Depending upon the student's readiness for the standard course, some students may be required to take as a pre-requisite a one-credit basic composition course. 1 credit Philosophy Core course: Moral Philosophy (1 credit) 1 credit Physical Education/Health and Wellness Physical Education (2 credits), Health and Wellness (1 credit) 3 credits.
Electives
Electives offered include music, art, and others. 6 credits
Senior Thesis 0 Credits
Total 48 credits

While some courses may be completed during middle school (such as Algebra I), graduation credits are only earned in high school. All students are required to complete the core courses.

At the discretion of the Headmaster, a student may be required to complete remedial courses in order to graduate. The Headmaster has the authority to waive any graduation requirement except those meeting the state requirements. Once enrolled full-time, a student will not receive credit from any other institution without the prior approval of the Headmaster.

Grade Point Averages:

Explanation and Example of Grade Point Average Computation

Students in Honors classes, Advanced Placement (AP), and some dual courses will receive weighted grades. These courses received a weight which is added to the student’s grade point average. A formula is used to calculate the GPA.

The elements of the formula include:

1. The letter grade and corresponding points:

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2. The letter grade and the corresponding points for weighted grades:

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3. Credits: Each high school course in which a student receives a grade is worth 1 credit per semester. This includes those high school courses taken during 8th grade in which students elect to receive credit.

4. Grade Point Average (GPA) – A student’s high school GPA is calculated after each semester of high school. Only those high school classes for which a middle school student elects to receive credit are included in the high school GPA beginning after the completion of first semester of high school.

Formula:

1. The GPA is figured with grade weighting – Total points divided by total credits attempted.
2. Total the points for all credits earned.
3. Divide that total by the number of total number of credits earned.
4. Your GPA is figured.

Transcripts

All courses, credits, and grades will be included on high school transcripts. Final cumulative grade point averages will also be included.

2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

- The rigorous academic program, along with the character formation taught through The House System, will endow SCA students with the following characteristics that will enable them to succeed in whatever course of life they choose after high school.

- Analytical Thinking: Both the study of such logical subjects as math and Latin will help students to think carefully and reasonably to solve problems.

- Clear Communication: The study of rhetoric and the constant exposure to complex language and well-organized writing will prepare students to become precise in their use of words, to organize their thoughts carefully, and to tailor their speech to an intended audience.

- Self-discipline and a Strong Work Ethic: Classical education requires a diligent work ethic. A student formed in this environment has learned the requirements of success—self-restraint and hard work.

- Responsibility: SCA high-school students will not be protected from the consequences of their actions. They will be required to actively strive for knowledge. Remembering assignments and long-term projects will be their responsibility. They will be given the option of failing if they do not fulfill their duties. This is great preparation for adult life.
• The rigorous academic program, along with the character formation taught through virtue study and literature, will endow SCA students with the following characteristics that will enable them to succeed in whatever course of life they choose after high school.

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

At SCA, parents will be notified at the first sign of a problem with their student’s academic work. By addressing the problem early, parents and educators can work together to solve students’ problems and return them to a successful learning environment. Educators who have concerns about a student will contact parents by phone or email and will set up a meeting. In addition, parents will have online access to student assignment completion records and grades.

School Calendar and Schedule
1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In Attachment 5, provide the school’s proposed calendar for the first year of operation, including total number of days/hours of instruction.

2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in Attachment 5, a sample daily and weekly schedule for each division of the school.

An inclusive and respectful climate will begin at SCA before the first academic day of school. Prior to the start of the school year, tours and open houses will be scheduled to allow former students and future students to experience the positive changes that have been made by SCA to the buildings. Staff and board members will be available to meet and greet new students welcoming them into the SCA family.

Schools are the heart of the community and a second home to students. Making all who enter feel like family will be the goal of SCA. Families of new students will be contacted by the classroom educator and a volunteer from a current family to provide information about upcoming events, procedures, or to answer questions. Making new families feel as though they have always been part of the SCA family will be a top priority and a key to retention and growth.

School Culture
1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The headmaster is the school leader, and thus, creates the culture and climate that exists in a school. As stated earlier in this application, the culture of SCA is designed to be a peaceful rural school setting. The culture is also designed to ensure high expectations and high academic performance. It is the culture that can determine if a school will fulfill these expectations. Treating educators and staff with respect, providing support, and empowering
educators will help establish a culture where everyone works together toward common goals. It is important to establish consensus among staff when making decisions in various areas of a school such as curriculum, instruction and discipline, and it is through collaboration that the important decisions are made. Educators at SCA will have significant input in the decision-making process. This will help create a healthy school climate. The administration values educators as caring professionals: they are valued, respected, and appreciated. Their voices are critical to ensure success. In a positive culture, educators are far more effective. A positive culture will strengthen the learning environment. The result is a climate that is conducive to student learning and achievement.

Creating a positive, healthy school culture is an on-going process. The school leadership will work with the staff to establish a caring environment where parents are always welcomed, and the entire school staff wants parents to feel a part of the school community. The culture of high expectations will be supported through the spirit of collaboration. The educators will demonstrate for students, daily, their commitment to high expectations and by providing a strong learning environment where all students feel included and supported. Beginning on the very first day of school, the headmaster will meet with students and discuss the mission of the school, academic goals and expectations, and school rules and procedures. The mission and expectations of SCA will be visible throughout the building and will be reinforced by all educators and staff.

SCA places significant and critical importance on effective, open, timely and substantive communication and engagement with families. SCA will utilize many technology-based and in-person tools to communicate with families, including weekly whole-school and classroom-specific newsletters, SCA website, social media, individual conferences, classroom author celebrations, classroom performances, family education opportunities and survey tools.

2. Explain how you will create and implement this culture for students, educators, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

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3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

SCA supports all learners through rigorous instruction and high expectations, along with necessary and appropriate interventions and instruction, for every student. SCA provides research-based, proven curriculum and differentiated instruction to support all students, including Special Education students, ELL, gifted learners and all students with Section 504 plans. Frequent small group instruction, daily individualized blended learning opportunities and built-in re-teach and remediation blocks provide SCA with the structure to address the academic and social needs of our students with special needs.

SCA firmly believes in challenging every student to reach his or her fullest potential, and SCA is dedicated to offering a program that recognizes multi-level talents, individual abilities and learning styles. The entire school staff is committed to delivering strategies in collaboration with special services, general educators and families to meet the individual needs of students with disabilities or who may be at-risk.

SCA resolves to provide an all-inclusive environment that is conducive to learning. Thus, educators, students and parents will be involved in planning for the optimal growth and development of the whole person. The school’s goal is that students who graduate from the SCA be independent, productive students and citizens who understand their own strengths and weaknesses and an ability to advocate for themselves as they move on to higher learning.

Students with special needs will be identified as early as possible, and thus, intervention will be immediate. A comprehensive assessment of the student will be done as soon as possible to determine the areas where the student requires support.

If the student qualifies for special services, the special education specialist, the educator, the parent, school psychologist, and the counselor will work together to develop an individualized learning plan to address the specific learning needs of the student.

Plans will be put in place for students who have poor study skills, perform poorly on exams, or have other difficulties that interfere with their classroom performance. An Individual Education Plan (IEP) will be put in place for students who need added intervention.

The school psychologist and the special education educator will harmonize their efforts to monitor the progress of the IEP and may recommend adjustments the plan to better serve the student. There will be a resource aide for the elementary resource educators. The resource aide will be able to provide extra support depending upon the needs of the student. The resource aide can provide individual student support in areas such as reading, comprehension or Math.

It is anticipated that SCA will serve students with IEPs, Section 504 plans, ELLs, and those who are at-risk of dropping out of school. The school will fully comply with all applicable state and federal laws in addressing the needs of these students.

4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
Students will be greeted in the halls in the mornings by their educators and educational assistants. Students will be introduced to the house system and learn to interact with students of all ages. Students will enjoy a hands-on approach to learning through cross-curricular project-based learning. At SCA we hope our students will be excited about learning and see school as an adventure.

Specifically, third grade students will be mastering their phonics skills and diving into multiplication real-world problem solving. Third grade students will dive deep into reading strategies to prepare them for “reading to learn” in the intermediate grades.

5. Describe a typical day for a educator in a grade that will be served in your first year of operation.

The educator in a third-grade classroom will be prepared for students by 7:45 each day. Greeting students and the learning outcomes for the day is an important part of the morning routine. Educators will spend a good amount of time in the first week on procedures for behavior and classroom management. Each day will consist of a 90-minute ELA block and a 60–90-minute math block. Students will have Tier 1, 2, and 3 instructions on both ELA and Math topics. Educators will have a daily prep period of 45 minutes. Educators will share duties for recess and dismissal duties.

**Supplemental Programming**

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?

SCA will provide a summer reading club lasting 6 weeks. The summer reading club will be 4 hours per day. The program will be targeted to the students’ reading levels. In addition to reading the club will take field trips and do projects to improve engagement and motivation. The students will be identified for this program through data provided by formative assessments and progress monitoring collected throughout the school year. Educators and educational assistants will be needed to staff this program. Educators will need to be provided with books, targeted curriculum, and transportation for this program.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

SCA plans to provide non-competitive sports opportunities. Basketball, baseball, and cheer clinics are possible through volunteers. A Scrabble team will provide fun, and learning for students not interested in sports. Below are some more opportunities SCA hopes to offer to students:

<table>
<thead>
<tr>
<th>The extra-curricular activities will be funded by the school. Efforts will be made to raise monies for these activities through fundraisers, grants, and corporate sponsorships. A nominal student activity fee may be charged with waivers for those students who qualify.</th>
</tr>
</thead>
</table>
for free and reduced lunch. The activities offered will be determined by student interest and participation. Clubs will meet weekly, and the athletic activities will have a regular practice schedule and a weekly schedule of games with competing schools. The following extra-curricular activities will be offered to all students:

<table>
<thead>
<tr>
<th>National Beta Club</th>
<th>Academic Super Bowl</th>
<th>Student Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chess Club</td>
<td>Dance Team</td>
<td>Fellowship of Christian Students (FCS)</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Pep Club</td>
<td>Yearbook Club</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Media Club</td>
<td>Jr. High Basketball (Girls &amp; Boys)</td>
</tr>
<tr>
<td></td>
<td>Robotics Club</td>
<td></td>
</tr>
</tbody>
</table>

3. Describe the programs or strategies to address student mental, emotional, and social development and health.

SCA will provide Growth Mindset curriculum for students to learn their potential and the strategies for increasing intelligence through losing the fear of making mistakes. At SCA we want students to see a mistake as an opportunity to learn. We have an educator with a health background who has developed a curriculum on whole-body health. This is easy to implement for all ages. Houses can participate in this curriculum together.

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

The Outdoors Tomorrow program will provide a wealth of life-skill knowledge, outdoor opportunities, and fitness.

**Special Populations and At-Risk Students**

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate.

1. Describe the overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs or Section 504 plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

Identifying Students with Special Needs: SCA supports all learners through rigorous instruction and high expectations, along with necessary and appropriate interventions and instruction, for every student. Students with unique needs receive robust support within our extended school day. SCA provides research-based, proven curriculum and differentiated
instruction to support all students, including Special Education students, ELLs, gifted learners and all students with Section 504 plans. Frequent small group instruction, daily individualized blended learning opportunities and built-in re-teach and remediation blocks provide SCA with the structure to address the academic and social needs of our students with special needs.

Evidenced-based Programs, Practices, and Strategies: Students with disabilities will have an IEP that outline the most effective strategies and services for meeting their individual needs and provides legal support to ensure that each student receives such assistance. The Individuals with Disabilities Education Act (IDEA) and Article 7 require appropriate services administered in the "least restrictive environment," or LRE. Thus, students with an IEP will be fully included in the general education program possible and appropriate strategies will be implemented within the general education classroom. Therefore, general educators are vital participants in the development, review, implementation, and revision of the IEP for each student with a disability. General educators, in collaboration with special education educators, are also responsible for making the appropriate accommodations and modifications in the general education classroom. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. It is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). Therefore, educators will modify their instruction and the curriculum to accommodate each student.

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
   a. Methods for identifying students with special education needs (and avoiding misidentification);

Students with Mild, Moderate, and Severe Disabilities: Serving students identified as having disabilities under federal law or who staff personnel affiliated with SCA suspect may have such disabilities, is a very important part of the SCA culture. SCA provides a Free and Appropriate Public Education (FAPE), and SCA fully complies with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. SCA is committed to educating students with disabilities in the LRE with their non-disabled peers to the extent appropriate and allowed by each student’s IEP. SCA does not discriminate in admission and enrollment practices against students having or suspected to have disabilities. Students with IEP’s are welcome at SCA.

Identification and Protecting Against Misidentification. Upon enrollment, staff personnel will conduct one-on-one meetings with students and families. In addition to going over the mission and vision of SCA, staff will ask each family to identify if their student has an existing IEP or has ever received special education services. If so, staff will provide appropriate documentation to ensure students receive required accommodations and modifications aligned with the IEP or Section 504 plans currently in place, and Special Education Educator(s) will actively participate and oversee this process. During staff summer professional development (PD), during SCA’s first and second years of operation, Special Education Educators will
work with general education educators to ensure all IEP requirements are being appropriately met and all special services are being provided. Special Education Educators will be responsible for all Special Education programs.

SCA will do a comprehensive assessment, a step-by-step process, for identifying students with special needs. Initially, this process may begin with the classroom educator. Students who have difficulty in class may receive tutoring or support from the educator assistant. Modifications may be made, such as, in seating arrangements or in homework assignments. If efforts to help the student are not effective, the educator will notify the counselor and the special education educator. At that time, a Response to Intervention (RTI) would be implemented. If the RTI is ineffective, an evaluation is then conducted. Once an evaluation has been completed and it is determined that a student will have an IEP, the plan and accommodations will be implemented as soon as possible.

It should be noted that parents will be involved in developing the IEP and any accommodations recommended for the student. As a program practice review, general education educators will be provided with student profiles at the beginning of the year for the students they will work with who are currently receiving special education services. These profiles provide a description of the student's strengths and weaknesses, as well as specific accommodations and modifications that will be provided.

b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students’ access to the general education curriculum; and ensure academic success for students with special education needs;

Evidence-based Instructional Programs. The SCA education model is both an inclusive and a heterogeneous model that serves all students. SCA will provide a full-inclusion model, maximizing accommodations and minimizing modifications. In compliance with the Indiana's Commission of Seclusion and Restraint (Indiana Code 20-20 40), SCA will secure Crisis Prevention and Intervention (CPI) training for all staff.

Administration for SCA will oversee the recertification process for staff to ensure every staff member has a valid and up-to-date CPI certification. Frequent internal assessments provide in-the-moment snapshots of where students are and what specific academic or behavioral skills they are struggling with the most. During the week, each educator reviews each student’s progress based on Lifework (Homework), classwork, quizzes, projects, observations, and anecdotal notes. Educators are equipped with formal and informal data to quickly respond to the needs of every student. School leadership and staff work closely together to monitor assessment data on a regular basis.

For students identified as “not progressing at a pace to meet end-of-year academic goals,” SCA uses a pre-referral, RTI. Educators, leadership and the Coordinator of Student Supports work in harmony to design a proactive intervention plan to address deficits and monitor progress towards plan goals for six weeks. SCA’s responsibility, specifically with students grades K-12, is to provide additional academic and behavioral support to assist in development and meeting end-of-year academic and behavior goals within the general education environment. If the
intervention planned is deemed unsuccessful, not resulting in student academic or behavioral improvement, staff schedule a meeting at a convenient time for the student’s parent or guardian to discuss our next plan of action. The meeting with the student’s parent or guardian will include considering if the student needs to be considered for evaluation for special education eligibility and related services. If the family agrees to conduct an evaluation for their student, the school will secure a written parental consent form before administering testing.

The school will conduct testing through an appropriately licensed educational psychologist. Post testing, staff will hold a conference with the parents, special education staff, the student’s educator, and members of the school leadership team to decide regarding the student’s eligibility for special education services. If the student is eligible and the parents or guardians agree in writing, an IEP is developed. Each student’s IEP will be reviewed at least one time each school year, and each student will be re-evaluated at least once every three years. A parent or guardian can request to meet with the school at any time to discuss the details and the goals of their student’s IEP plan. At the request of a parent or legal guardian, staff will evaluate any student for a disability.

Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination on the basis of disability. SCA fully and willingly adheres to all obligations under Individuals with Disabilities Education Act (IDEA) and Section 504. SCA staff immediately evaluate and identify any student protected under Section 504. This includes any student determined to:

- Have a physical or mental impairment that substantially limits one or more major life activities;
- Have a record of such impairment; or
- Be regarded as having such impairment.

The SCA administration serves as the Section 504 coordinator to ensure each student’s legal rights are met and his/her special needs are effectively served. In years one through three, special education educator(s) work with school leadership and general education educators to support and ensure compliance with Special Education students.

To help best serve our students with special needs, it is the desire of SCA to contract services through Indiana Charters to provide a cadre of specialist professions to support each child’s IEP.

c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student’s goals as set forth in the Individualized Education Program (IEP);

**Evaluation and Progress Monitoring.** Progress monitoring occurs in alignment with IEP goals, and it is reported accordingly. Staff review assessments of students with disabilities receiving special education services, including improvements in performance on the NWEA MAP, ILEARN, IRead and educator-created assessments to determine SCA’s program effectiveness. Staff disaggregate assessment results.
between students with disabilities and students without disabilities to continuously monitor and improve the efficacy of SCA’s special education program. In years one through three, the school headmaster and special education educators will lead educator development through summer PD and weekly PD meetings with grade-level teams and whole staff to monitor student performance and make adjustments, as needed, to support all students on their journey through eighth grade.

Support services for students with disabilities include speech/language therapy, curricular support, occupational therapy and counseling. Additionally, some students may have Section 504 Accommodation Plans, which detail specific classroom accommodations that must be provided in the general education classroom. Again, SCA will fully and willingly comply with all federal and state statutes in order to appropriately address the special needs of every student.

All students enrolled in SCA will be tracked and monitored closely in their academic progress. The goal is to give every student the needed skills (through their IEPs and/or accommodations) to assure successful completion of the eighth grade at SCA. Effort, rather than innate ability, can determine success for each student. Students with special needs at SCA will be held to high academic and behavioral standards, and they will be provided a wide range of support services to enable them to be successful. SCA is dedicated to serving this very special group of students.

d. Plans for promoting graduation for students with special education needs (high school only); and

High school students with special needs will have an Individual Educational Plan (IEP). If the goals in the IEP are met, students will receive either a completion certificate or a high school diploma. This process will be evaluated on an individual basis according to the goals in the IEP and the level of special needs the student has.

e. Plans to have qualified staffing adequate for the anticipated special needs population.

The general education educator and the special education educator will meet regularly to discuss appropriate strategies and to ensure that the student’s needs are being met in the regular education classroom. These consultation meetings will focus on upcoming assignments, projects and assessments. The classroom educator and the learning specialist will work together to determine appropriate accommodations and/or modifications that will challenge the student at his/her ability level. Focused, proactive consultation is the key to helping students be successful. Throughout the school year, the regular classroom educator may refer a student to the counselor and the special education educator who can then begin the process for identifying and determining the types of services or accommodations needed to help the student. The classroom educator will keep the parent or guardian informed of the students’ progress.

During the school year, Special Education Educators will work with classroom educators to ensure each special education student’s modifications and accommodations are being adequately and fully implemented during instruction
and that all applicable services are being provided. SCA special education educators will be licensed within the State of Indiana as special educators. The SCA academic program integrates frequent, strategic academic monitoring and push-in support to ensure students with IEPs are receiving all modifications and accommodations outlined in their individualized education plan.

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
   a. Methods for identifying ELL students (and avoiding misidentification);

   All Indiana students are given a Home Language Survey to complete during enrollment in any Indiana public school. The Survey is then a part of the student’s cumulative file. Upon enrollment at SCA, the Home Language Survey will be given to those students who do not have the survey in their file. Students who indicate that their home language is not English, and/or whose educators have concerns about their English language skills, will be given a standardized test, the Language Assessment (LAS) Links, an integrated suite of English language proficiency assessments and instructional tools designed to strengthen the ELL program, to assess whether they qualify for English Language Learner status and services.

   Identifying ELL Students. SCA will follow these steps to identify ELLs that should receive English language instruction and support.

   Step 1 - Identification of a Potential ELL Student.
   Step 2 - Evaluating Potential ELL students.
   Step 3 - Student is identified as ELL.
   Step 4 - Communicating with Parents.

   If requested, a follow-up meeting will be set up between parents and the School Headmaster and the ELL certified staff member to further discuss the student’s ELL assessment.

   b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;

   Evidence-Based Instructional Programs. SCA instructional practices for ELL students will incorporate the five strategies outlined on the federal Department of Education Doing What Works webpage.

   c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;

   Evaluation and Progress Monitoring. Students identified as ELLs will be assessed annually to determine improvement in English Language Proficiency (ELP). We will use the WIDA and ACCESS Placement Tests to screen the English language proficiency of enrolling students identified as potential ELLs. We will work to identify ELLs as quickly as possible and will make this determination using ACCESS
exam scores, input from general education educator, and data from general education progress.

d. Means for providing qualified staffing for ELL students.

Qualified Staff. SCA is committed to adjusting its hiring structure, as needed, based on actual enrollment and students' needs. In year one, SCA provide ELL services, as needed. Educators will receive training from the special education educator(s) and ELL certified educator during Summer Orientation and during PD throughout the school year to ensure best practices for meeting the needs of all students are implemented by staff. SCA will leverage partnerships with external organizations, where needed, to support the ELL students and their families.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

Educators will use data from NWEA and I-Learn to determine at what level students are performing. During daily W.I.N. time, educational assistants and educators will work together to provide small group targeted instruction. The school will immediately notify parents of those students who struggle and have difficulty in mastering essential skills. Intervention will take place at the earliest signs of difficulty. The educators will work with the student and the parent in developing an Individual Learning Plan. This plan will be used to monitor the student’s growth and performance as they progress through the year.

SCA will use a “team” approach in determining the most effective ways in which to help students. The educator will play a pivotal role in monitoring those students that are academically at-risk. The educator will work with the student and his or her parents to establish an intervention plan that will address the areas in which the student may need support. The plan will clearly define areas of concern and how to address these concerns. The goals of the plan will be specific. The critical component to this process is that all stakeholders work together and communicate on a regular basis to keep one another abreast of any concerns or changes in the student’s behavior. Tutoring programs will be established to work with students in small groups or on an individual basis. Students will also be able to work with online remediation programs. The educator will meet with parents to get their input and keep them informed regarding the progress of their child.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

   a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;

SCA will serve all students, including the intellectually gifted. SCA curriculum is written to comply with the Indiana Academic Standards, and students will be encouraged to pursue even more challenging coursework through the curriculum offerings. Classroom educators will work to identify students who demonstrate a higher level of performance and accomplishment.
School personnel will use ILEARN and NWEA MAP results, grades, and classroom performance in identifying gifted students. Educators will use strategies based on Bloom’s Taxonomy. Bloom’s Taxonomy is a model of critical thinking that progresses from the most basic level to the most complex. It divides educational objectives into three "domains": cognitive, affective, and psychomotor. Instruction will focus on all three domains. The educators will use an accelerated curriculum to move the students through material at a faster pace. Students will have access to rigorous online instructional programs that will keep them engaged, challenged, and also will help the student develop higher level skills such as analysis and synthesis of information. Students will also be provided with small group instruction whereby they can work with their peers and be given individual inquiry-based assignments.

b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and

Educators will provide progress reports to the parent on a regular basis to determine if the students’ needs are being met and if the pacing of the curriculum is appropriate.

c. Means for providing qualified staffing for intellectually gifted students.

Professional development will be provided throughout the school year to educators who teach gifted students. They will receive training on Bloom’s Taxonomy and utilizing strategies to engage and challenge gifted students. The classroom educators will monitor the progress of the gifted students. The classroom educator will maintain records of behavior, grades and overall academic performance.

Admissions Policy and Criteria

1. Explain the plan for student recruitment and marketing that will provide equal access to students and families interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; homeless students; and other youth at risk of academic failure.

All students are welcomed at SCA. SCA plans to adjust to appropriate staffing based on the needs of the students. SCA plans to use a Facebook page for marketing. Families who need support for enrollment will be allowed to use the facility for internet and computer use. At-risk students will have a plan in place for contacting and checking in frequently on their needs to ensure equitable access to education. Students who are low-achieving will have regular check in with their educators. The educators will keep in close contact with families so they can work as a team. SCA will be in contact with local agencies and resources to assist families who are suffering from homelessness. Lawrence County has many resources for families in need.

2. Provide, as Attachment 6, the school’s Admissions Policy, which should include the following:
   a. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
   b. A timeline and plan for student recruitment/engagement and enrollment;
   c. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
d. Explanation of the purpose of any pre-admission activities for students or parents.  
Pre-admission activities will allow students to acclimate to the new school.  
Educators should be present so that families can meet the people who will be working with their children.

Student Discipline

Describe the planned approach to student discipline.  Discuss how students and parents will be informed of the school’s Discipline Policy.  If already developed, provide as Attachment 7 the Discipline Policy, which should include the following:

1. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;

Provided in Attachment 7

2. A preliminary list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;

Provided in Attachment 7

3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and

Provided in Attachment 7.

4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

Provided in Attachment 7.

Parent and Community Involvement

1. Describe the role to date of any parents and community members involved in developing the proposed school.

The parents and community members of Springville are very enthusiastic about having a school.  Parents and Community members have already been eager to volunteer for lawn care and hauling and moving furniture only days after receiving the deed to the school.

2. Describe how you will engage parents and community members from the time that the school is approved through opening.

Due to the closure and consolidation of several local schools, we were able to quickly recognize the need for a school system on the western side of Lawrence County.  We plan to create an online presence through our website and social media where we publish regular content to increase community engagement.  Integrity and transparency are vital characteristics of our school, and we strive to uphold these by being quick and ready to engage when messages are received.  In addition, we plan to have hold public meetings.
where the community will be able to meet our board members and ask questions. Continuing to interact with the community through fundraising events where board members are present will help us to continue to keep our community informed and excited for the future.

We plan to use our website, social media sites, and public events to engage with parents and community members.

The parents in our community are seeking educational choice for their children. Upon approval of the charter application, the Board of Trustees and Administrator will actively engage parents, getting them involved in helping with the opening of the school. Committees will be formed, and parents will be asked to volunteer to assist educators in the classroom, help with extra-curricular activities, establish fundraisers for the school, and help with cleaning and maintenance of the school buildings. Parents will be kept informed of events happening in the school via the school’s Facebook page and website. Throughout the planning of opening, committee meetings will be held as well as more community forums for input.

3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

SCA is a school built by the community for the community which will be evident by the variety of engagement opportunities we plan to offer to families. We look forward to assisting them in taking an active part of their child’s education by presenting these opportunities in an exciting and positive manner to further encourage engagement. SCA encourages parent volunteers during and after the school day. We look forward to being involved with community events such as festivals and fundraisers and local groups like Boy and Girl Scouts to help us strengthen bonds with our families. It is our hope that SCA will become the heart of the community.

Parent involvement is very important to each child’s success. Some examples of involvement could be cleaning up the playground, reading to a classroom, organizing a school event, chaperone a field trip, helping with lunch/recess duty, working in the classroom, and volunteering in the library.

SCA will have a PTO committee which is an excellent opportunity for parents to be involved.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as Attachment 8, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Educational Program Capacity

1. Identify the key members of the school’s leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or
management, and will thus share responsibility for the school’s educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school’s development and operation.

**SCA Leadership Team:**
- **President:** Albert Cross
- **Vice-President:** Brandt Kimmel
- **Treasurer:** Gerald Hill
- **Secretary:** Beth Feldman
- **Trustees:** Jayme Davis, Joby Jerrells, Justin Spoonmore
- **School Headmaster:** TBN
- **School Counselor:** TBN
- **Special Education Director:** TBN
- **Dean of Students:** TBN
- **Educational Data Analyst:** TBN

Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- School leadership, administration, and governance;
- Curriculum, instruction, and assessment;
- Performance management; and
- Parent and community engagement.

- School leadership, administration, and governance; The **Headmaster** will hold a school administrator license. SCA will begin searching for a qualified individual who would possibly be available starting in April 2022.
- Curriculum, instruction, and assessment; The **Headmaster**, **Educators**, and **Data Analyst/Dean of Students**.
- Performance management: The **Headmaster** will oversee all employees.
- Parent and community engagement. The **Dean of Students** will make the connection from school to home.

Describe the group’s ties to and/or knowledge of the target community.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.

   Indiana Charter Services or similar organization.

3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as **Attachment 9**, the
qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader’s ability to effectively serve the anticipated population.

The SCA founding board will begin its search for a Headmaster shortly after application has been approved. Our goal is to have a headmaster in place as soon as financially feasible. We will be assisted in this process by Indiana Charters LLC. Preferred candidates will have a master's degree, teaching experience at the K-6 and 7-12 level, a record of leadership, demonstrated abilities in speaking and writing, well versed in place-based education and familiar with the Lawrence County area. Our headmaster, accountable to the governing board, will coordinate the hiring of educators and staff; the implementation of a place-based curriculum; the establishment of the school culture; the maintenance of a healthy enrollment; and the pursuit of financial integrity. In addition, he/she will work to foster an understanding of liberal arts education and the virtues of school choice among parents and the larger community.

If no candidate has been identified, provide as Attachment 9 the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

4. Describe the responsibilities and qualifications of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as Attachment 10, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

**Business Manager:** Monitoring and developing budgets, contracting vendors, and overseeing various administrative duties like food services, transportation, school safety.

**Dean of Students:** Manages academia, curriculum school-wide events, student school organizational and procedures such as parking, dismissal and arrival procedures, alternative discipline, tutoring, and any other student support.

**Certified School Counselor:** Manages scheduling, makes sure graduation requirements are being met, works with families for support in hardships, and guides at-risk students towards more positive behaviors. The school counselor would be the first line of communication for DCS.

**Director of Special Education:** The director of special education leads and directs all special education services and requirements. Manages schedules to maintain compliance with the IDOE for all IEPs and 504s. Manages special education educators and teaching assistants.

**Educational Data Analyst:** The data analyst organizes all data used to drive instruction. The data analyst uses formative assessment data to assist classroom educators with grouping of students for targeted instruction. The data analyst will alert the SpEd team of any patterns showing little or no growth that may cause a student to need testing for special education services.
Target Timeline for hiring these individuals will be May 2022. It is understood that all employees will have to follow through with their current contracts. These individuals should report to SCA in the summer of 2022.

5. Explain who will work on a full-time or nearly full-time basis to lead development of the school following application approval. Explain the plan to compensate these individuals.

The Board will fully develop the staffing roles and compensation by June, 2022.

Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents
Describe the proposed school’s legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, in Attachment 11. Submit, as Attachment 12, the completed and signed Statement of Assurances.

The legal entity is Springville Community and Rural Foundation, Inc. (SCARF) also doing business as Springville Community Academy (SCA) with an effective date of June 8, 2021. SCA has applied for its 501(c)(3) determination and provides its filing of such in Attachment 11. Additionally, in Attachment 11, SCA provides its approved Articles of Incorporation, Code of Ethics Policy, Conflict of Interest Policy, and Bylaws (including the Dissolution Clause, pursuant to Ind. Code 20-24-3-3).

Organization Charts
Submit, as Attachment 13, organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) at full expansion.

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school. If the school intends to contract with an ESP that does not currently operate ANY schools, clearly show the provider’s role in the organizational structure of the school. If the school plans to contract with an ESP that currently operates one or more schools in any state, the applicant MUST use the RFP for Experienced Operators. Explain how the relationship between the governing board and school administration will be managed.

Governing Board
1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

The governing body of the Springville Community and Rural Foundation (SCARF) shall be officially known as the Board of Trustees (Board). The Charter School being supported by the SCARF shall be named the Springville Community Academy (SCA). Our first and greatest responsibility is the children we are charged with educating. The guiding philosophy for the SCA Board of Trustees is facilitate effective fulfillment of both the mission and vision for SCA.
Mission: To instill education in an innovative manner, honor rural opportunities and responsibilities, serve as a model for others, and develop servant leaders with a passion for life-long learning.

Vision: Create and maintain small, vibrant schools in our communities which serve as hubs for community activities in addition to providing a rural, place-based, world-class education.

The SCA Board has the dual responsibility for implementing legal requirements pertaining to public education and for meeting the desires of the citizens. The Board strongly intends to maintain two-way communications with families and employees of the Corporation, establish policies and make decisions on the basis of declared educational philosophy and goals, and act as a truly representative body for citizens in all matters related to programs and operations.

The notion of “it takes a village” is something we, the SCARF Board of Trustees, do not take lightly. Parents, grandparents, foster parents, and other guardians have selected to send their children to SCA because they believe we will not only provide them with a quality education, but because the Board is a representation of the community. Many of our Board Trustees will have children in attendance at SCA spanning all ages and intellectual abilities. We are parents, grandparents, neighbors, Scout leaders, and business owners in the same community.

As a Board, we are but one entity charged with a responsibility to inspire greatness in our children. Our partners in this endeavor include parents, extended family, caregivers, educators, administrators, school staff, bus drivers - the list includes nearly every adult these children come into contact with. The Board of Trustees realizes that acting alone when making decisions that impact the students may get to an end goal faster, but we lose the capability to capture a greater outcome with the input of our community. While ultimate responsibility falls on the Board to make decisions, we cannot, and will not act alone in deliberation or execution. We will go further together.

Our strategy for governing is to keep our eye on the well-being of our students and community while making decisions that build sustainable, long-term value of SCA. Most important of these decisions will be the appointment of SCA’s first Headmaster. The individual selected will not only be responsible for our business’s daily operation but will serve as a model of ethical conduct for our staff and students. The Business Manager and Headmaster together will develop and implement corporate strategy and operate SCA’s business under the Board’s oversight, with the goal of producing sustainable long-term value creation.

The Business Manager and Headmaster, under the oversight of the board and in collaboration with Indiana Charters will produce financial statements that fairly present SCA’s financial condition and result of operations and makes the timely disclosures needed to assess the financial and business soundness and risks of SCA. The Board, Headmaster, and Business Manager will engage with community members on issues and concerns that are of widespread interest to them and that affect SCA’s long-term value creation. Community members that engage with the Board and Headmaster in a manner that may affect decision making or strategies are encouraged to disclose appropriate identifying information and to assume some accountability for the long-
term interests of SCA and its community as a whole. As part of this responsibility, community members should recognize that the board must continually weigh both short-term and long-term uses of capital when determining how to allocate it in a way that is most beneficial to students, staff, and community and to building SCA’s long-term value.

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The governing body of the SCA shall be officially known as the Board of Trustees (Board). The composition and number of members of the Board facilitate effective fulfillment of the responsibilities and tasks laid out for the Board to successfully fulfill its mission. The Board takes into account the development phases of the school, the special requirements with its plan, fiduciary obligations, sound oversight of the school, and the needs of the school's operation. Members of the Board must possess a passion for the mission, the competence required to accomplish the mission, and the dedication to allocate sufficient time to achieve the success of the mission. SCA has achieved the diversity in the composition of the board with individual's array of talents, skills, interest, that collectively will result in success of the school's mission. According to the Bylaws, a minimum of five and a maximum of nine members shall be appointed to the Board, which will be led by an executive team to include, at minimum, a President, a Vice-President, a Secretary, and a Treasurer. The number of Advisory Board members is unlimited. At present, the Board has seven members.

As the main entity of accountability SCA governance in fiscal oversight, and strategic planning, among many other responsibilities, is the Board’s active and effective oversight. Effective oversight and active board members goes hand-in-hand, which has a direct impact on the ultimate success of the school. The list below will serve as a governing guide for roles and responsibilities of the Board:

1. Determine the charter school’s mission and purpose;
2. Select the charter school administrator;
3. Support the charter school administrator and review his or her performance;
4. Ensure effective organizational planning;
5. Ensure adequate resources;
6. Manage resources effectively;
7. Determine and monitor the charter school's programs and services;
8. Enhance the charter school's public image;

SCA will be governed by the Board and managed by its headmaster pursuant to the school’s charter and duly adopted by-laws. The Board will be responsible for adopting
policy, overseeing the management of the school, and ensuring financial compliance and responsibility.

In addition, the Board will ensure that the mission and vision of the charter are carried out by engaging in strategic planning. The Board will not be involved in the daily operations of the school but will hire a Headmaster, who will be evaluated at least annually. The Headmaster, in partnership with the Board, will decide upon the timing of the evaluation of the Headmaster’s performance. The Board will ensure the Headmaster manages SCA in compliance with the school’s charter and with all state and federal laws and regulations.

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

The Headmaster will report to the Board at regular meetings about the school’s operations. The Headmaster will serve as liaison between SCA and Ball State University. The Headmaster will present his/her recommendation to the Board on any subject under consideration prior to action taken on the subject, if requested. The Headmaster will be required to attend all Board meetings.

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

The Headmaster will establish and maintain an appropriate community relations program. The Headmaster shall uphold and enforce the charter, SCA Board policies, and local, state, and federal laws and regulations. Personnel under the supervision of the Headmaster, as identified in the organization chart, include the business manager, Dean of Students, administrative assistants, and educators. Personnel under the supervision of the Dean of Students assistant headmaster, as identified in the organization chart, include the nurse, educational assistants, and ancillary staff.

3. List all current and identified board members and their intended roles. Summarize members’ interests in and qualifications for serving on the school’s board. In Attachment 14 provide a completed and signed Board Member Information Sheet for each proposed Board member. Include resumes and professional biographies where needed (if a board member’s resume is attached elsewhere in this application, state so on the Information Sheet).

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Current Job Title and Employer</th>
<th>Position with Proposed School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert William Cross</td>
<td>Millwright-Welder, GM Bedford Castings</td>
<td>President, Board of Trustees</td>
</tr>
</tbody>
</table>
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

Not applicable.

If this application is being submitted by an existing non-profit organization respond to the following:

a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?

b. If the non-profit’s current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit’s board will be.

5. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

In accordance with our stated beliefs that community and parental involvement are necessary for the success of any educational institution, the governance structure of SCARF has been designed to ensure that all stakeholders are represented and are given a voice to the greatest extent possible with the creation of this board. The Board shall be comprised of the Trustees whose names are set forth in the Charter application and is comprised of representatives with educational, legal, financial, community and facilities expertise. The current Board Members represent a strong cross section of the community it will serve and represent. To ensure continuity and stability of the charter school, these “charter trustees” shall serve a term of four (4) years. Thereafter, the
Trustees shall be elected in accordance with the provisions set in the Bylaws, Section 5.03. Except as otherwise provided in the By-Laws, all members of the Board of Trustees shall have and be subject to the same and equal qualifications, rights, privileges, duties, limitations, and restrictions. A majority of the members of the Board of Trustees must be residents of Indiana Creek, Marshall, Perry, or Spice Valley Townships of Lawrence County, Indiana. After the initial four (4) years of operation, at each annual meeting of the Trustees, held on or about June 29 of each year, trustees shall be chosen for a term of four (4) years. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) need to be filled. After the initial year of operation, Trustees will be elected to fill vacancies on the Board by the process outlined below:

1. All Board of Trustee applicants will be required to go through a screening process, overseen by Nominating Committee, appointed by the Board of Trustees. The Nominating Committee shall consist of Board Members, staff members, and citizens of the corporation. The Board shall determine the number of those who will serve on the Nominating Committee.

2. All Board of Trustees applicants will be required to fill out a questionnaire.

3. Upon completion of the screening process, the Nominating Committee will then place into nomination before the Board the names of candidates for each open position on the Board of Trustees.

4. No more than three candidates per position shall be nominated.

5. The Board of Trustees will vote on the candidates for each position in an open public meeting.

6. The SCARF Board has final authority over all ballots.

7. The time, date, and location of all elections will be advertised by the Board using, but not limited to, the following methods; public service announcements in newspapers, postings on the School’s website, posting on the school Facebook page, and sending notification home with students.

8. Voting on board members elections will be done in person, in an open public meeting.

9. Newly elected trustees shall assume office at the first Board of Trustees meeting following their election.

The Board of Trustees and other startup organizers have been meeting as needed since April 2021. Once SCA has received authorization and startup plans are proceeding as expected, the Board will meet at least once a month from August through May. These meetings will be held monthly with a day and time to be determined. Additionally, an annual meeting of the Board of Trustees will be held in June of each year for election of Trustees and Officers, and such other business.

Committee Structure

As deemed necessary, the board may delegate responsibility to various committees. Appointed committees will report directly to the board and will make recommendations to the board on various issues. Committees will meet monthly, or as needed, as
determined by Committee Chairs. These committees will have no decision-making power; they will only report their findings and recommendations to the Board.

6. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 15, the board’s proposed Code of Ethics and Conflict of Interest policy.

The Bylaws address the conduct of the Board members. Members will be required to sign conflict-of-interest disclosure statements, be familiar with their responsibilities as members in the context of open meetings, and clearly understand their ethical and fiduciary obligations to the school. Board members will participate in governance training as developed through Indiana Charters, Indiana Youth Institute, the Department of Education, and other training opportunities as they become available. Board members will also participate in training necessary to ensure the success of the school and the board of Trustees’ obligation to the school. The Bylaws address how and when members may be removed for unacceptable or inappropriate conduct. The governing board will meet at least once each month (August through May and/or school holidays as deemed appropriate) to hear reports, to consider and adopt policies, to act on committee recommendations, and to consider requests and concerns from parents, students, educators, and the public.

Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

No actual or perceived conflicts are known at this time.

7. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

SCA Bylaws address the Board of Trustees in sections 5.01-5.07 and 7.01-7.03. These sections define the number and qualifications, eligibility, terms, elections, and vacancies, resignations and removals for members as well as officers. SCA will continue to identify key strategic needs in terms of the Board’s expertise. The Board will prioritize legal, business, accounting and financial expertise as well as strong community minded individuals as they vet potential Board members.

New Board members will receive a Governing packet that includes the school’s vision, mission, core beliefs, Code of Ethics, and other documents as determined appropriate for Board members. New Board members will also tour the school and visit at least one board meeting prior to their election. Professional development workshops & training will be conducted outside of regular board meetings. That training will include but not be limited to:
8. Provide copies of background checks for all potential board members.

In accordance with Ball State University policies, all members of the Board have submitted information to support detailed personal background and criminal record checks to Safe Hiring Solutions. SCA recognizes the right of Ball State University to veto any Board Member whose background check does not meet minimum criteria set forth by the University.

Advisory Bodies
Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.

SCARF advisory bodies will consist of the advisory board members, standing and Ad Hoc committee members, which will report to the governing board on a monthly basis. These advisory bodies will advise the board of Trustees, but decisions will be made by the board of Trustees as a whole. Standing committees shall be made up of no more than two less than a quorum of the Board of Trustees. The Chairperson shall be an ex officio member of each committee. The Headmaster shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary is to be deliberated. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Trustees and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees. Trustees shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee’s recommendations and adopt them or not.

Grievance Process
Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

SCA firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the appropriate chain of command. Issues that arise in a particular classroom should always be addressed to the educator first, since the educator always has more direct knowledge of the student than anyone else.

The chain of command refers to parents’ communication of any kind that seeks or requires an action on the part of the school regarding their students. SCA understands that parents will have questions, opinions, and comments that need to be expressed concerning their
children’s education. Such communications can be very helpful to the successful operation of the school. SCA’s preference is that such communications be expressed initially to the educator or educators of the child.

The mission of SCA is to train the minds and improve the hearts of young people through a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. If further communication is warranted, the parent should consult the assistant headmaster or headmaster, depending on whether the matter concerns discipline or academics. If further communications are warranted after seeing the assistant headmaster or headmaster, the parent should go to the grievance committee. The governing board’s grievance committee is not the first point of contact and, therefore, will refer all communications that require a response or action to the appropriate individual(s).

**Educator:** Parents should schedule a meeting with the educator through the office. Under no circumstances is it ever acceptable for a parent to confront a educator about an issue with students present, including his/her own child.

**Headmaster:** If the grievance cannot be resolved with the educator, the parent should schedule a meeting with the headmaster.

**Grievance Committee:** If the grievance cannot be resolved after talking with the educator or the appropriate parties, the parent must submit the grievance in writing to the grievance committee.

If a resolution is not achieved by the abovementioned process, two other options are available:

(1) The grievance may be submitted to the Board in writing. Board will review the summary and will make one of the following determinations:

   a) The governing board may decide to support the previous decision;
   b) The governing board may appoint up to two board members to address the issue;
   c) The governing board may address the issue in an open board format;
   d) The governing board may address the issue in an executive session, in accordance with the Indiana Open Door Policy I.C. 5-14-1.5.

(2) Parental concerns and grievances may also be raised during the community comments portion of the board of Trustees meeting. The concern or grievance must be submitted in writing, and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained during an open board meeting. Concerns or grievances should be addressed in one of the aforementioned steps before using this option.

Grievances regarding policy should be directed to a board member. Grievances regarding an administrator should be directed to the individual first, then in writing to the governing board. The governing board and grievance committee will not entertain anonymous complaints, nor can they hold information in confidence when it is not in the best interest of the school, its staff, or students. If the constituent does not receive satisfaction from the governing board and/or grievance committee, then he must present his case or evidence to
Ball State University. If satisfaction is not received from Ball State University, then the complainant must present his case or evidence to the Indiana Department of Education (511 Ind. Admin. Code 7-45-1).

School Management Contracts
If the proposed school does not intend to contract with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization), mark “Not Applicable” and skip to the next section.

Not applicable.

Staffing
Staff Structure
1. Provide, as Attachment 17, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:
   a. Year 1 positions, as well as positions to be added in future years;
   b. Administrative, instructional, and non-instructional personnel;
   c. The number of classroom educators, paraprofessionals, and specialty educators; and
   d. Operational and support staff.

2. Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed. Note the educator-student ratio, as well as the ratio of total adults to students for the school.

   The chart provided in Attachment 17 shows how the senior administrative team will manage the staff. The teacher-student ratio is 25:1. The adult-student ratio is 13:1.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as Attachment 18, any personnel policies or an employee manual, if developed.

Certified staff will operate under a contractual agreement. They will be paid on a twelve-month calendar. The contract will specify the amount of days and the number of hours in the school year to be worked. Contracts for certified staff will serve to keep continuity in the school and minimize disruption to instruction. There will be two other professional staff categorizations. Professional staff will be paid on a twelve-month calendar year at a salary rate inclusive of fringe benefits. Support staff will be paid an hourly wage specified at time of employment. The hourly wage will be paid at or above the minimum federal minimum wage according to Section 6(a)(1) of the Fair Labor Act. Overtime will be subject to the Fair Labor Act as well.
2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing educators.

The salary range will be $38,000 for a beginning educator and $63,000 for a master educator. Salary increases will be determined in accordance with IC 20-28-9-1.5. Full-time educators will be offered a competitive compensation package that will include health insurance, participation in TRF, dental, vision, and life insurance. SCA compensation system (in compliance with I.C. 20-28-9-1) will be based on a combination of the following factors:

1. The number of years of a educator’s experience
2. The attainment of additional content area credits or degrees [The combination of these two factors (i.e. #1 and #2) may account for no more than 33% of the calculation to determine a educator’s increase or increment]
3. Educator evaluation results conducted under IC 20-28-11.5
4. The assignment of instructional leadership roles, including conducting evaluations
5. The academic needs of the students in the school corporation

Educators who are rated “improvement necessary” and “ineffective” are not eligible for an increase.

Strategy for retaining high-performing educators: School leaders are often faced with educator burnout, low morale and staff turnover. In order to retain the best educators and staff, it is vital to develop a positive school climate. In 2007, the National School Climate Council spelled out specific criteria for what defines a positive school climate, including:

- Norms, values, and expectations that support social, emotional, and physical safety.
- People are engaged and respected.
- Students, families, and educators work together to develop and live a shared school vision.
- Educators model and nurture attitudes that emphasize the benefits gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

Thus, in establishing these components, it is intended for educator turnover to be minimized.

3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff in accordance with IC § 20-24-6, including the school’s plan for hiring “Highly Qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.

The Headmaster will work with the Board in identifying, interviewing, and hiring the teaching staff and other personnel. The goal will be to have all personnel hired and in place
by the end of July. For the newly sponsored charter school, the Headmaster will interview all current educators and hire those who best meet the criteria for teaching in a charter school. These criteria include, but are not limited to:

- be a team player
- respectful of authority
- show verifiable knowledge of content area
- be self-directed
- possess good communication skills
- have the ability to relate to students
- have high expectations
- possess a strong work ethic
- possess integrity
- *have a caring heart
- *have a desire to help others

In addition to interviewing current staff, the Headmaster will first contact Ball State University and then surrounding universities’ job candidate career fair coordinators in order to identify and interview prospective educator candidates, attend college/university job fairs, reach out to Teach for America and access the IN-DOE School Personnel Job Bank. As part of the interview process, candidates will be expected to provide a portfolio containing his or her educational philosophy, resume, letters of recommendation, and evidence of exceptional work either as a classroom student (college) or as a classroom educator (if the candidate has had teaching experience). The candidate will be asked to provide all pertinent information relating to classroom performance and expectations in an attempt to hire the best and most qualified educator for the students of SCA.

4. Outline the school’s procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The Board hires the Headmaster and participates in the hiring process for Headmasters, Business Manager, and Dean of Students (at capacity). The Headmaster has primary authority for hiring all other school employees but must bring their recommendations to the full Board of Trustees for approval. To ensure the recruitment and retention of highly qualified and appropriately certified staff, the SCA Recruitment and Retention committee will recruit and employ personnel who have the necessary credentials and the required licensure to assume the respective staffing assignments within the K-12 program. This committee will continue to be actively engaged in the employment process until the targeted staffing assignments have been achieved in order to begin operation. Once the schools open all targeted staff assignments have been filled by the Recruitment and Retention Committee, this committee will be dissolved. All employees will be provided with an “Educator and Staff Handbook” which will define expectations for employment.

SCA will partner with the Indiana State Police, CJISS to allow for access to “Limited Criminal History Information”. The current plan is to use the “Limited Criminal History Information” process” for all employees as well as the “mycase” database.
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in Attachment 19, any leadership evaluation tool(s) that you have developed already.

No official school leader evaluation tool has been adopted by SCA at this time, therefore Attachment 19 is non-applicable. The governing board will continue to review current standards and evaluation tools and methods. The Governing board recognizes that it will need to be adopted prior to the hiring of the headmaster. Below is a narrative provides discussion on Support and Development and Evaluation of the Headmaster.

Support and Development: Professional development is an on-going process and is critical in the development and retaining of good educators and administrators. The Headmaster will be given opportunities to participate in national conferences, join national organizations such as the National Alliance for Public Charter Schools and participate in professional development workshops offered by the IN-DOE. Networking with other school leaders will allow the Headmaster to keep abreast of what is working or not working in other charter schools. By visiting and communicating with successful charter schools, the Headmaster will have opportunities to develop leadership skills and broaden his or her understanding of curriculum that is effective in improving student performance.

Evaluation: The Board is responsible for the evaluation of the Headmaster. At the end of the school year, the Board will determine final administrator effectiveness rubric rating and discuss this rating with the Headmaster during the end-of-year conference. No observation rubric, however detailed, can capture all of the nuances in how a Headmaster leads, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages.

The Headmaster’s evaluation will be comprised of two major components:

1. Professional Practice – Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Indiana Educator Effectiveness Rubric. The Headmaster will also be evaluated in the domains of Educator Effectiveness and Leadership Actions.

2. Student Learning – A educator’s contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including the A-F Accountability Model, as well as, progress towards specific Administrative Student Learning Objectives (SLOs) using state, national, international, or school-wide assessments.

At the beginning of the school year, the Headmaster and the Board’s evaluator will meet for a beginning-of-year conference. This is an opportunity to discuss the Headmaster’s prior year performance, review the Administrative Goals developed by the Board and the Headmaster, and map out a plan for the year. In the spring, the Board’s evaluator and the Headmaster will meet for an end-of-year conference. This is an opportunity to review the Headmaster’s performance on all of the competencies of the to be determined Headmaster
Rubric and, if available, data supporting the accomplishment of Administrative Goals. It is important to note that, depending on when all the data necessary for assigning summative ratings are available, either the beginning-of-year or the end-of-year conference will also serve as a summative conference. This is when the Board evaluator will share his/her summative rating of the Headmaster, reviewing the Headmaster’s areas of strengths and development for the year. If the Board determines that the Headmaster has failed to accomplish the goals established at the beginning of the school year, a Performance Development Plan will be designed with specific expectations and a timeline for meeting the expectations. Ultimately, if the Headmaster shows a lack of improvement, the Board will terminate his or her contract.

6. Explain how educators will be supported, developed, and evaluated each school year. Provide, in Attachment 19, any educator evaluation tool(s) that already exist for the school.

No official educator evaluation tool has been adopted by SCA at this time, therefore Attachment 19 is non-applicable. Once the governing board hires the SCA Headmaster, He or She will be responsible for establishing and creating the educator evaluation tool. Below is a narrative that supports expected Growth Plan for educators.

Support and Development: Increasing student academic performance is the focus of the Board and school leaders. The Board recognizes that educator performance is the key element in raising or improving student performance. Educators will be offered professional development opportunities throughout the school year, and SCA’s professional development program is designed to comply with IN-DOE guidelines and state statute. Professional growth is a continuous individual responsibility designed to provide a clear focus on specific identified goals. Plans are unique to the educators and may be supported through professional growth activities and curriculum development at the school level and through professional leave opportunities to participate in worthwhile activities (discipline specific conferences, Advanced Placement workshops, etc.) in other locations. The professional growth program encourages diverse techniques, including inquiry, reflection, action research, networking, study groups, coaching, and evaluation. The program and activities under the program will be evaluated. Job-embedded activities such as shared team planning time and in-house collaboratively planned workshops and seminars allow educators to improve expertise in subject knowledge, teaching strategies, uses of technology, and other essential elements in teaching high standards. The professional growth plan:

- is school-based and collaboratively designed and encourages participants to work collaboratively;
- has a primary focus on state and local academic standards;
- enables educators to improve expertise in subject knowledge and teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- furthers the alignment of standards, curriculum, and assessments; and
includes measurement activities to ensure the transfer of new knowledge and skills to classroom instruction.

Development prior to school opening: Once the Headmaster is officially hired, he or she will implement the specifics of the professional development program prior to the start of school in August. Professional development workshops will take place around the end of July. The goal is to have the hiring completed and the staff in place by the end of July. The initial workshop will pair members of the leadership team with new educators to begin the mentoring process. All educators will be trained in the mission and philosophy of the school. Each person will be given a copy of the Indiana Charter Law, and time will be devoted to the discussion an explanation of the specifics of the law. The purpose of the initial workshop is to begin to lay the foundation to develop a culture for staff that is positive and supportive. The focus will be on creating a school culture and climate that is conducive to a positive learning environment and creating an instructional environment that will result in high academic performance by students. Educators will also receive training in using a team approach in working with one another and implementing a curriculum that is integrated across all grades and subjects. Vertical and horizontal teaming will be a vital part of the team approach, and educators will be encouraged to meet and communicate with one another on a regular basis.

Professional Development through the academic year: Professional development days will be scheduled at the beginning of the school, during the year and at the end of the year. Throughout the school year, educators will be given opportunities to attend workshops and conferences. In addition, trainers and consultants will be brought in to the school to provide professional development in areas such as curriculum, discipline and technology. It is conceivable that educators may receive a minimum of at least six days of professional development during the school year. In addition to the professional development programs during the school year, educators will be encouraged to meet weekly for at least one hour to discuss teaching strategies, best practices, and intervention methods. Teaching schedules will be developed to allow for common planning periods where educators may work in teams and have training to address specific areas of concern. All educators will participate in professional development that is designed to address teaching strategies that promote high academic growth and performance. In addition, they will receive training in the most effective ways to use data to enhance instruction. The professional development plan may be modified based on interim assessment results.

Evaluation: Through the educator evaluation process, the administration will be able to identify any deficiencies or problems with a educator’s classroom performance. Any educator who fails to meet the expected standards will work with the Headmaster in order to design a Performance Development Plan. The plan may include the following:

- Plan will review specific performance expectation(s) not being met using the Educator Evaluation Rubric and/or student performance data.
- Determine a system and a timeline for monitoring the educator’s Performance Development Plan.
• Determine resources and additional professional development needed.
• Determine the use of license renewal credits to be used for professional development to complete the Performance Development Plan.
• Demonstrate how professional development activities relate to recommendations for improvement.
• Determine the date by which the plan must be completed. (The administrator may grant additional time not to exceed the 90-day school limit.)

Educator effectiveness will be measured by evidence gathered by classroom visits or observance of other professional activities and will be conducted for all certificated educators. Educators will be observed through short and long evaluations multiple times during a year. Educator observations are the recording of observable educator behaviors and interactions with students and/or adults for the purpose of rating the extent to which the educator’s planning, instruction, leadership and professionalism have a positive impact on student learning.

The number of observations per year will be determined by the following criteria:

• years of teaching; and
• effectiveness rating determined by the educator evaluation from the prior year at the discretion of the evaluator.

In accordance with IC 20-28-11.5-4a and 4b, the rubric is based on the following scale: Highly Effective, Effective, Improvement Necessary, Ineffective. Ratings on the rubric will be based on the evaluator’s observation(s) and may include supporting evidence provided to the evaluator. A copy of the observation rubric with the evaluator’s comments and preliminary scores will be shared electronically or in hard copy with the educator within a reasonable timeframe following the conference. Educators may provide teaching materials or relevant information prior to or immediately following the evaluator’s observation.

7. Explain how the school intends to handle unsatisfactory leadership or educator performance, as well as leadership/educator changes and turnover.

The Board shall maintain a balance of the school’s responsibilities to safeguard employee rights while maintaining the greatest commitment to the welfare of the children. Board shall exercise its executive power in part by the appointment of a Headmaster who shall enforce the statutes of the State of Indiana, administrative guidelines of the State Department of Education as they apply to charter schools, the provisions of the charter application, and the policies of this Board. The Headmaster shall prepare guidelines for the administration of the School Corporation which are in compliance with the Charter, statutes, regulations of the State Department of Education, or the policies of the Board. These guidelines will be included in the “Educator and Staff Handbook” which will be provided to each new employee and discussed with them during their initial indoctrination program.
All faculty and staff will be evaluated at least yearly. Evaluations will be based on formal observations, informal observations, and measures of student growth and development. An evaluation program, such as RISE or TAP, will be determined by the headmaster and subject to board approval. Identified performance gaps will be addressed through improvement options that include but are not limited to professional development, mentor/peer assistance, educator action, and/or administrative action.

Improvement goals will be identified and a timeframe will be determined to achieve set goals. The Headmaster may initiate disciplinary action which may range from verbal, written or final warnings to suspensions or immediate termination, depending on the facts of the particular case and the employment history of the educator. The headmaster will use board support throughout the process if deemed necessary.

The Headmaster will receive an annual performance review with criteria including commitment to mission, objectives, and goals; school and program development; organization, planning, and preparation; instructional practices and student achievement; communication, accessibility, professionalism, and collegiality; sound business practices and a safe and orderly school environment; secure maintenance of school records; and community outreach. Unsatisfactory leadership performance will bring a Corrective Action Plan by the board. The board will outline a plan of action to help the headmaster reach desired goals. The board will consult with the headmaster regularly to monitor progress of goals. If the headmaster fails to meet the necessary improvement goals within the agreed upon time-line, the board will consider termination.

SCA will use the hiring process for and leadership, educator or staff changes and turnover.

**Professional Development**

Describe the school’s professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.

   The Headmaster will be responsible for determining the professional development for SCA. Professional development at SCA will be timely, meaningful, and with the purpose of moving the staff and students of SCA in a forward manner. Professional development may come in the form of trainings, workshops, retreats, guest speakers, or book studies.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

   For a school like SCA, professional development for all staff members focusing on fulfilling the school’s curriculum and instructional goals is mission critical. It is vitally
important to students’ academic performance that the staff be optimally effective in teaching in a classical school environment while addressing the Indiana Academic Standards in their daily instructional practice. Essential skills and knowledge training, along with professional development, of SCA staff will address the following as a baseline:

- Strong practical knowledge of Mission and Vision Statements along with the 55 Essentials.
- Pedagogy, strategies, and best practices for teaching in a place based classical school environment.
- A working knowledge of the SCA curriculum as well as state requirements.
- How to utilize and navigate the tools of the education management system chosen.
- How to develop Personalized Learning Plans.
- Forms of assessment and how to utilize results to guide instruction.
- Knowledge of school processes and policies.
- Collaborating on continuous improvement of curriculum.
- How to foster a classical school in a rural community.

Professional development activities will be provided before school begins and throughout the year. SCA educators will participate in the following professional development activities designed to enhance their understanding of the curriculum and accountability measures:

- **Initial Educator Orientation:** All educators will attend educator---training developed specifically for SCA. This training is to prepare educators for the first few weeks of school, will cover “the basics,” including curriculum, assessment, personalizing instruction, school year events, grading and report cards, communication, and essential educational management system tools. Upon successful completion of this training, educators will be ready to begin instruction.
- **SCA Educator Handbook:** The educator handbook will contain policies, procedures, and “how to” components that will aid the educators on a day-to-day basis.
- **Face-to-Face Training (If Possible):** Before school begins each year, SCA staff will engage in face-to-face training and orientation. Programming will be provided by either local, regional, or national resources whenever possible.
- **Supplemental Educator Training Course Segments:** Once the school is up and running, the education committee will work with SCA to present educators with ongoing training appropriate to the needs of a place based classical school. These trainings sessions could include, but would certainly not be limited to, instructional strategies to help struggling learners, new assessments and curriculum elements, and processes that educators need to implement once the school is successfully under way. There will also be a differentiated course designed specifically for returning staff members that would target new concepts and would serve as a refresher on basic skills.
- **SCA Professional Development Sessions:** SCA will provide educators with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise will conduct live sessions on a rotating basis throughout the school year. Educators would be required to attend these sessions throughout the year on designated
professional development days. Topics might include the following: implementing specific instructional strategies, current curriculum, specific topics and trends, effective teaching strategies and communication skills for a classical school environment, utilizing the state standards to guide instruction, educational technology, and using data to guide instruction. These sessions would result in professional development certificates needed for certification upkeep.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Educators will participate in professional development one week before the school year begins and in accordance with the school calendar:

- **Foundations of Classical Education.** Examine the ideas of what an education is; what are the branches of knowledge and instruction; how these relate to the mission of the school; historical usage of these ideas in antiquity, the Western Tradition, and the American founding period; and how it differs from other educational philosophies.
- **Core Knowledge.** Present an overview of the structure and design of the Core Knowledge Scope and Sequence; the underlying ideas leading to the design; how to plan for lesson delivery through the construction of curriculum maps and syllabi; considerations in lesson design based upon the structure of the CK sequence.
- **Academic Policies.** Present the philosophy accompanying the design of the following academy policy areas: homework, grading, promotion, retention, cheating/plagiarism.
- **Mathematics.** Present the design principles for mathematics curriculum scope and sequence; examine the overall comprehension objectives for the K-3 grade band and the 4-6 grade band; demonstrate the strengths of the curriculum elements (Singapore) as they support the comprehension objectives; explain and demonstrate the Model Method to support instruction in Singapore Math.
- **Literature and composition.** Present the principles of good writing and the practices for use by the educator to develop writing abilities of the students; examine the purpose of reading literature and the approach to its teaching that supports the purpose.
- **Grammar.** Outline the developmental continuum of grammar comprehension and usage; present methods of instruction leading to mastery by the student.
- **Science.** Examine the nature of the body of scientific knowledge and how it relates to approaches to science instruction; present a set of purposes for the study of science; demonstrate the philosophical consistency between learning in science and learning in other disciplines in the school.
- **Phonics/Spelling/Handwriting.** Present the concepts of phonics instruction as they relate to the acquisition of the skill of reading; demonstrate and practice
the methods of phonics, spelling, and handwriting instruction which will lead to educator proficiency in the curriculum delivery.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

In addition to the six professional days throughout the year and ongoing professional development throughout the school year, each SCA Educator will have daily opportunities for classroom and course planning. The headmaster will determine when the regularly scheduled faculty meeting will take place. This faculty meeting will address needs related to professional development, technology and general school needs planning.

Performance Management
BSU will evaluate the performance of every charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board’s fiduciary obligations related to sound governance.

Applicants may propose to supplement BSU’s performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

SCA will likely utilize NWEA MAP Growth for primary interim assessments. NWEA MAP Growth will provide educators with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices. They also state that educators will have access to standards-aligned reports. It will give SCA administration and staff reliable insights to make it simple for educators to plan for differentiated instruction, develop interventions for struggling students, and see what students are ready to learn next. Higher-level reports provide administrators the context to drive improvement across entire schools and systems.

In addition to the NWEA, SCA will employ a data analyst to assist with data collection and interpret data in order to provide the educator with an educational plan tailored for each student.
In relationship to our Mission, SCA would like to achieve the following in regard to academic goals and outcomes for the students we serve:

- be lifelong learners be passionate;
- be ready to take risks be able to problem-solve and think critically;
- be able to look at things differently;
- be able to work independently and with others;
- be creative;
- speak well, write well, read well, and work well with numbers;
- care and want to give back to their community;
- persevere have integrity and self-respect;
- have moral courage;
- be able to use the world around them well; and
- truly enjoy their life and their work.

**Measures and Assessments:**

The relationship between a educator and a student is a very strong one, partially because of the school will remain small, but also because of our mission, vision, and core values. As a result, our educators are able to assess the day-to-day growth and achievements of each student in a deep, and comprehensive manner. Every year educators have conferences with parents in the spring and the fall, and compose extensive written reports that discuss not only the student’s academic progress, but their social and emotional wellbeing. The third written report is an even more conclusive year-end evaluation. In accord with the federally mandated RTI program, SCA will use Tier 1 school-wide screenings to assess the progress of our students, and identify students at risk for school failure, both academically and socially emotionally. The screening will also be helpful to educators in identifying the possible areas of improvement for the general classroom. Those students needing extra attention will work in small groups with the classroom educator or highly qualified assistant. Students who have additional social/emotional needs will have the opportunity to meet as a group with the counselor. In Tier 3, after a full evaluation, students receive the most intensive intervention by a Special Education professional. All sixth grade students will participate and complete a service learning project, centered on a subject of their choosing. The project, which will require substantial research and writing, will involve a hands-on component and will be guided by an outside mentor who is experienced in the field of study. Each student will produce a project implementation plan or portfolio and be required to present to the student body.

2. **Describe any mission-specific organizational goals and targets that the school will have.** State goals clearly in terms of the measures or assessments you plan to use.

It is the goal of SCA that:
• All educators are proficient in placed based instruction and highly qualified educators;
• We give back to the community through service-learning projects and community service;
• We offer the community artistic performances, including plays, concerts and examples of student accomplishments;
• We grow enough food in our school garden to give back to ourselves and to community organizations, such as the local food pantry;
• Our students move to the next level of learning with the will, skill, capacity and knowledge to bring about positive change to themselves, others, and their community;
• We create an environment of respect, where everyone is valued and each voice is heard. We are transparent and are communicative with students and the families we serve;
• We create a community of educators where everyone is supported and encouraged to teach with freedom and creativity;
• Each child leaves sixth grade as fully prepared to succeed in a rigorous high school program;
• Our budget will continue to have increased income over expenses from year to year with 60 days cash surplus in reserve by our fifth year; and
• We retain 90% of our students from year to year.

Measures and Assessments for Above Goals:

Educators will compile an annual self-evaluation that includes teaching goals they met, administrative feedback, and an overall school assessment. After fall conferences, parents will be asked to complete a survey that measures parent satisfaction and solicits ideas for change and improvement. A second parent survey will be distributed and collected at the end of every school year to measure continued parent satisfaction. SCA will collate the information gathered from the educator self-evaluations and parent surveys and evaluate the results for improvement in the coming year. Charter schools are schools of choice; their success is reflected in the retention of students. As a measure of accountability, SCA will strive for a 90% student retention rate (excluding exiting graduates and families relocating out of area). Parents of both returning and exiting students will be asked to indicate how the SCA program has met or not met their student’s expectations and/or needs. This information will be analyzed and reviewed by the Governing Board. SCA will make every effort to provide all stakeholders, especially parents, with the progress and development of the school. We will also ask that graduating students (and their parents) complete exit interviews so that we may continually improve the quality of our school. Finally, The Board of Trustees to provide an end-of-year evaluation that looks not only at school achievement, but at our fiscal accountability and our service to the community
3. In addition to the mandatory state assessment and testing requirements (i.e. ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and state standards.

Formative and summary assessments are used to monitor progress. Formative assessments, sometimes administered prior to content delivery, will establish a baseline of knowledge that students already possess and will inform educators of content needs those students have in subjects and disciplines. Summative assessments, such as the state-mandated end-of-course assessment for algebra, will provide a summary profile of learned content. If students have not progressed or grown to meet benchmarks, it is vital that educators know this so that they can provide additional instruction to ensure that the material is retained and understood.

Interim assessments will be used to monitor student progress and will include:
- Acuity, which is administered multiple times per year;
- DRA (Diagnostic Reading Assessments) for students grades K-2;
- Educator-developed pre- and post-assessments;
- Educator-developed rubrics;
- The Core Knowledge Sequence Assessments;
- The Riggs Assessments; and
- Singapore Math Assessments.

4. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

As an ongoing practice, data from both summative and formative assessments (formal and informal) will be collected and analyzed weekly to determine if students are making the expected progress. The data collected will be used to determine appropriate placement in skill groups for math in addition to evaluating student strengths, challenges, and weaknesses in the core content areas. The data from all assessments will be disaggregated to show a trend analysis not only for each student but for all students. Statistical methods will be used, when applicable, to streamline the data-collection and analysis processes. SCA will use the results of the data to drive instruction. Adjustments will be made to the curriculum, instructional delivery, and any other areas necessary to improve student achievement.
SCA will employ a data analyst to assist with data collection and interpret data in order to provide the educator with an educational plan with growth objectives tailored for each student.

SCA believes in the importance of assessments but understands student learning and how educators instruct is central, rather than merely focusing on raising test scores and school grades. Assessment should not always happen at the end of a lesson or unit but rather in the middle. This ensures educators have an opportunity to evaluate and inform instruction. Students also play a role in assessment as they assess themselves through reflection on their own individual work and how they can improve and build on prior knowledge.

5. Who will be responsible for managing the data, interpreting it for classroom and coordinate professional development to improve student achievement. In addition, SCA may establish a performance or leadership committee if determined to be necessary to collect school data and supplemental information that helps to provide a comprehensive picture of overall school performance and identify goals, strategies and action steps to address student achievement.

The Dean of Students will execute the duties of data management.

6. Explain the training and support that school leadership and educators will receive in analyzing, interpreting, and using performance data to improve student learning.

Training and support will come from the software vendor SCA chooses. Educators and administration will receive additional training from such groups as Indiana Charters and the Indiana Department of Education. Further training will occur on an as needed basis. SCA Professional development analyst will assist to interpret and use performance data to improve student learning.

If a student illustrates significant deficiencies because of a weak education background or some other reason, the classroom educator(s) will, in conjunction with the support staff, work on remediation strategies, which may include some pull-out tutoring and some modification of assignments. The purpose is to bring the student up to grade level. In the case of 7-8 students, remedial classes or extra tutoring may be assigned in place of electives. Parents will be informed about the strategies in place. Supplemental instruction will be provided through Riggs material and is in line with Response to Intervention.

7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

SCA will strive to meet all requirements related to student academic achievement expectations or goals established by the School and the Indiana Department of Education. SCA’s administration team will conduct an ongoing review of all campus-related activities, including a stringent review to ensure expectations are being met in
areas related to academics. If an academic issue must be resolved, the administration team will make the corrective action necessary to address it quickly and accurately.

Facilities

Charter school facilities must comply with state and local health and safety requirements (per IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies). In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures.

10. Not applicable.

11. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. If you have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as Attachment 20. Briefly describe the facility including location, size, and amenities. Provide a detailed list of any anticipated construction or renovation costs (these should also be described in the budget narrative and reflected in the budget). You may provide, as Attachment 21, up to 10 pages of supporting documents providing details about the facility.

The Springville School is currently owned by the Springville Community Association (SCAs). Attachment 20 includes deeds and agreements which document the property transfer to SCAs. Attachment 20 also includes the May 2021 MOU between SCAs and the Springville Community and Rural Foundation (SCARF) which calls for SCAs to transfer the property to SCARF once SCARF has received IRS approval of their 501(c)3 status.

The Springville School, located at 126 Brick Street in Springville, Indiana, has nearly 45,000 square feet of floor space, and is located on 5 acres. It is located directly adjacent to State Highway 54/58 which is a primary east-west route across southern Indiana. It is also a major commuter route from the county seat and largest city in Lawrence County leading to the primary employee gate of Naval Support Activity Crane, IN. It is located 0.2 mile from the very well-equipped Perry Township Volunteer Fire Department.

The original Springville school building was constructed in 1964 with additions in 1974, 1985, and a major addition and remodel in 2006. The building has a fire alarm system, sprinkler system, geo-thermal heating and cooling, and is ADA accessible. The facility has 12 classrooms, a teachers’ lounge, cafeteria, office areas, a large all-purpose room, gymnasium, library, separate rooms dedicated to music and art, and three additional rooms dedicated to counseling students with IEPs or small group tutoring. External to the building, there is a very large playground with equipment and a large, paved parking lot.

The building was vacant during the 2020-21 academic year but was kept heated and air conditioned. The building was thoroughly inspected in August 2021 when SCAs took possession of the school. It was found to be in very good condition. The only issue is the
septic system which is being evaluated with various options being considered. Our plans are the take a mortgage on the building that will allow us to build a new septic system if necessary. At this point we estimate the cost on the low end as $10K and the high-end replacement could be as much as $100K.

**Start-Up & Ongoing Operations**

1. Provide, as *Attachment 22*, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. The start-up plan must indicate the targeted first day (month, day, year) of student attendance, as well as the school’s first day of operation per IC § 20-24-3-4. This plan should align with the Start-Up (Year 0) Budget in the Budget Worksheets (be sure to complete all pages in the Budget Worksheets, and provide it as Attachment 24).

2. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

Springville Community Academy (SCA) will not provide bus transportation from a child’s residence to school and vice versa for the general population. However, providing transportation to our students and their families is essential to the success of SCA. Our rural community is comprised mostly of commuting parents, with jobs in our neighboring counties, and thus they depend upon their school to offer transportation options. We visited Charter Schools in Otwell, Dugger, Graysville, and Mays. We benefited from their lessons learned which led to our plan to craft a “bus stop” route from the far four corners of our half hour commuting area. The number of buses and approach to own buses, lease buses, or contract for owner/driver buses will be determined after we have more detailed enrollment information.

We also plan to provide assistance with special needs students by contracting out those transportation needs. SCA will provide transportation for fieldtrips, special events, and school activities away from school. SCA will provide transportation for homeless students to comply with the federal McKinney-Vento Homeless Act, 42 USC 11431, and for students with disabilities whose IEPs require transportation in compliance with the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u) through a private contracted bus arrangement.

3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

SCA will apply for a Homeland Security grant to help support the cost of a school threat analysis and a School Resource Officer. SCA install a security system and surveillance cameras to monitor activity both inside the building and around the outer perimeter of the building. The School Safety and Security plan will be developed through a partnership with local community first responders and local law enforcement personnel.
4. Provide, as Attachment 23, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers’ compensation, liability, property, indemnity, directors and officers, automobile, and other. Because the Community already owns the Springville School Building replacement and liability insurance is already in place. See Attachment 23

Operations Capacity
Describe the applicant team’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:

- Staffing;
- Professional development;
- Performance management;
- General operations; and
- Facilities management.

Applicants should describe the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

See narrative in Attachment 1.

Section 3. Budget and Financial Plans

Financial Plan
No page limit for budget narrative, include as Attachment 25.

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

SCA intends to contract with Indiana Charters or similar organization to establish accounting, purchasing, and payroll processes. Indiana Charters’ approach is to assist the school in finding the best possible administrative staff prior to start-up. Depending on the skills of the individuals the school hires, accounting processes will be customized to take best advantage of the on-site staff.

Regardless, all processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. Indiana Charters, or similar organization, will provide qualified individuals to either carry out all accounting functions or to provide training and oversight to school staff.

Software, forms, and all components of the accounting system will be State Board of Accounts (SBOA) compliant. Monthly management reports, including a statement of net assets, statement of revenue and expenditures, actual vs. budget analysis, and cash flow projections, will be provided to school leadership and the board.
Indiana Charters or similar organization will assist SCA in the selection of a qualified CPA firm to conduct the annual audit and prepare appropriate non-profit informational tax returns.

2. Submit the Charter Application Budget Worksheets (provide the completed Budget Worksheets as Attachment 24, and be sure to complete all Budget Worksheets).

3. As Attachment 25, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).
   a. Per-Pupil Revenue. Contact Indiana Department of Education to determine your per pupil funding estimates.
   b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school’s core operation depends.
   c. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
   d. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

4. Describe the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Indiana.

   The State Board of Accounts is the state agency, designated by legislation, with responsibility for the audit of public funds received and disbursed by public offices and officers, state offices, state institutions, and any other entities receiving or disbursing public funds. As part of the annual audit SCA will contract with a private examiner to conduct an annual/biennial audit. The auditor selected to perform the annual audit shall be required to complete the financial audit, the compliance audit and, if applicable, the OMB circular A-133 audit.

   We understand that the board and the Educational Service Provider must be specifically prudent with financial controls. All processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. While we have not committed to a longer term working relationship with Indiana Charters, they provide qualified individuals to carry out all accounting functions and provide training and oversight to school staff. If we engage in this service, all transactions will require the approval of the Indiana Charters’ bookkeeper and business manager. In addition, the school’s designee must approve all transactions. Finally, SCA’s board of directors will approve all transactions through public meeting on a monthly basis.

   If SCA elects to use credit accounts for travel and emergency situations, statements will be examined and verified by both the organizer’s designee and the board. Credit card
transactions expected to be above $250.00 must be pre-approved by the business manager and the organizer’s designee must review the log monthly.

An independent accounting firm will be engaged to conduct an annual review of our financial procedures, reporting and record keeping. All academic and financial records will be maintained in electronic and paper format. SCA personnel will also be invited to review the monthly and annual financial reports as required by their governance policies.

SCA has not selected a firm to perform its annual audit.

5. If a pre-existing non-profit organization will be the charter holder/governing entity, provide the following as Attachment 26: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements.

*In developing your budget, contact Indiana Department of Education to determine your per pupil funding estimates. These figures are based on figures from _________ and should be used for planning purposes only.

Financial Management Capacity
Describe the team’s individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management;
- Fundraising and development; and
- Accounting.

Springville Community Academy, Inc. intends to contract with Indiana Charters Service or similar organization to assist the governing board’s Beth Feldman and Jerry Hill (see respective resumes or qualifications) to establish accounting, purchasing, and payroll processes and selecting an audit firm. The governing board’s approach is to assist the school in finding the best possible administrative staff prior to start-up while continuing to provide detailed oversight. Depending on the skills of the individuals the school hires, accounting processes will be customized to take best advantage of the on-site staff. Regardless, all processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. Indiana Charters will provide qualified individuals to either carry out all accounting functions or to training and oversight to school staff.
Attachment 1: Resumes & Biographies.
Key members of the applicant group are:

**Albert Cross – President of the Board:** Albert holds a BS in Human Resources Management, and an MS in Manufacturing Management. He has held other positions as a Design Engineer and a Plant Engineer. He currently serves as a millwright-welder for the General Motors casting plant in Bedford, IN. He retired in 2005 from the Indiana National Guard as a Commissioned Officer where he gained significant leadership and supervisory experience. Mr. Cross's experience with engineering, manufacturing, and organizational management will help us provide oversight of maintenance contractors and operation of the major school building systems for air conditioning and heating. As a Scoutmaster he brings experience with working with youth that emphasizes character, leadership, and service. In the short time that he has taken over leadership of SCA he has gained the trust and respect of the other Board Trustees. Albert also has a strong background in vocational education and along with Trustee Justin Spoonmore he will be the catalyst for our vocational preparation program for all students. He will work with the North Lawrence Career Center as well as the vocational programs provided by Ivy Tech and local union training programs, and other intern programs available to high school students. As the President of LCIS during its student enrollment program, Albert was also one the members of a small team that coordinated Facebook marketing as well as yard signs which resulted in the amazing success of the year 1 LCIS enrollment.

**Brandt Kimmel – Vice-President of the Board:** Brandt is a Team Leader for a sophisticated military weapons system. He has years of experience managing high performance technical teams, managing budgets, and meeting schedules. As Vice-President he will keep our group focused on tasks, within budget, and on schedule. His technical education and professional technical job experience will allow him to be a role model for those students who are considering a technical education.

**Gerald (Jerry) Hill – Treasurer of the Board:** Jerry holds a MS Degree in Engineering Management and a BS Degree in Civil Engineering. He was an elected member of the Cherry Hill, NJ School Board for three years. His over 40 years as an Engineer, manager, and supervisor included management of large budgets and complex projects as well as supervision of large numbers of professional and blue-collar employees. In retirement he currently serves as an unpaid Board Member for several 501(c)(3) charitable organizations. He has experience with the not-for-profit organizations includes funding management, loan applications, fund raising, marketing, and grant writing. He has extensive experience with the special needs community and volunteers time with the addiction recovery community. His significant experience in the drug and alcohol addiction recovery programs will be useful in our middle and high school drug and alcohol prevention education program.

**Beth Feldman – Secretary of the Board:** Beth is the newest Trustee. She will be also acting as the assistant Treasurer. We have plans for her and Jerry Hill to switch positions after we receive our charter authorization. She holds a retired license as a Certified Public Accountant. For much of her career she specialized in the nonprofit sector helping many organizations gain their 501(c)(3) status, set up their accounting, and manage their nonprofit compliance. She has experience in corporate and nonprofit income tax returns, payroll tax reporting and compliance, and the conducting of audits. She has served as an adjunct professor where she taught many accounting courses including nonprofit
accounting. Beth is also a state licensed Foster Respite Care provider. In this capacity she takes in foster care children at very short notice for 1-3 day periods while the State finds a short term or long term foster care provider. This experience gives her a unique empathy for the children attending our school that are struggling in foster care situations.

**Jayme Davis – Trustee:** In addition to being an experienced elementary educator, Jayme brings training and experience with New Teacher Mentoring, Vision for Excellence program management, Trauma-Informed School Committee training, member of COVID reopening planning committee, and developed a school wide Intervention Program for at-risk children. She has a special interest in our process for capturing student testing data and developing individualized intensive tutoring in early and remedial reading, and math. She will mentor our Special Needs Educators, as well as our new Dean of Students who will also manage the data collection.

**Joby Jerrells – Trustee:** Joby brings his legal degree with experience in corporate governance, ethics, labor-management relations, security, financial management, contracts, workplace safety, pay administration, Equal Employment Opportunity, Privacy Act, Freedom of Information Act, and general policy issues.

**Justin Spoonmore – Trustee:** Justin holds an Associate Degree in Industrial Technology, a BS in Business Management, and a Master of Public Affairs. His job experience has been as a hands-on mechanical technician, as well as supervision of a diverse blue collar work group. His experience includes technical knowledge of mechanical heating and ventilation systems, and sophisticated fire alarm and fire suppression systems, public food service preparation and serving facilities/equipment. He also has unique experience with complicated security entry controls, security cameras, and other detection monitoring systems. All of these areas are a need for a modern school building. Justin also has a strong background in vocational education and along with Albert Cross will be the catalyst for our vocational preparation program for all students. He will work with the North Lawrence Career Center as well as the vocational programs provided by Ivy Tech and local union training programs, and other intern programs available to high school students. Justin was also a member of the 2019 NLCS “Visionary Committee” which laid the groundwork for a major NLCS school reorganization and school closure program. He brings a unique perspective of the benefits of a small rural elementary/middle school in a larger Public-School Corporation. He is a strong supporter of school choice.

**Gary Conner – Curriculum Advisory Committee:** Gary was the Superintendent of the North Lawrence Community Schools from 2013-19. His career also included 13 years as a math educator. During that period Gary developed an exceptional level of respect with parents, educators, and Community Leaders. Since Gary is no longer a part of the NLCS Corporation he was willing to offer his full support to LCIS during the early development of their curriculum and now for SCA. He is best positioned to identify the weaknesses and failures of the NLCS system which has seen problems with reading comprehension, math proficiency, educator development, and school building administration weakness with local family stakeholders. We will continue to use Gary as a respected key advisor after we obtain our Charter and proceed through start-up including screening applicants for key positions.
**Terry English – Legal Advisor:** Although he is not a Board Trustee or other volunteer, Terry brings essential knowledge and experience with charter schools. As our SCA official legal representative Terry has already led us through the very difficult and controversial acquisition of the Springville School Building. That included representing Perry Township, and LCIS during the original school building acquisition negotiations with NLCS. With the formation of the new Springville nonprofit, SCARF/SCA, Terry has continued to represent the Springville Community. Terry also has experience as a Seven Oaks Charter School Board member and as their legal representative. He will assist with Public Records and Meeting Act training of our Board, headmaster, and Educators.
Albert W. Cross  
2164 Spencer Pike  
Springville, IN  47462

**Education:**

Mechanical Engineering  
Rose Hulman Institute  
1974 - 1977

BS Human Resource Management  
Oakland City University  
1994

MS Manufacturing Management  
Kettering University  
2002

**Employment History:**

1978-1979  
Carpenter Body Works manufacturer  
Class “A” Welder – School bus body manufacturer  
Mitchell, IN

1979  
ST-Semicon  
prepared Bloomington, IN Design Engineer – Designed, tested, and bids for semiconductor assemblies to customer’s specifications prior to release for manufacturing.

1979-1982  
Regal Rugs and  
North Vernon, IN Plant Engineer – Responsible for all mechanical industrial engineering functions at a tufted rug sewing and finishing plant. Supervised and trained time study clerks.

1984-1995  
Townhouse Penthouse Ind.  
Paoli, IN Plant Engineer – Performed mechanical and industrial engineering functions for a furniture sewing and upholstery plant. Responsible for innovations focusing on better methods and improved work flow layouts.

1995-Present GM Bedford Castings building  
Bedford, IN  
Millwright-Welder – Perform a variety of and production machine maintenance and fabrication tasks. Current duty assignment as the rigging equipment inspector and maintainer.

**Military Experience:**

1974-1977  
USMC Reserve
1981-1983  USMC Reserve  Communications Specialist
1983-2005  IN NG & Army Reserve Commissioned Officer with a variety of command and staff assignments to include Rifle Platoon Leader, Weapons Platoon Leader, Infantry Battalion HHC Executive Officer, Combat Engineer Company Commander, Infantry Brigade HHC Executive Officer, Infantry Brigade HHC Commander, Infantry Brigade Assistant S3-Air Operations, and Infantry Brigade Assistant S1

Volunteer Activities:

1974-1977  Terre Haute, IN  Boy Scouts of America (BSA) Assistant Scoutmaster

2007-present  Springville, IN  BSA Assistant Scoutmaster and Scoutmaster
2012-present  Bloomington, IN  BSA National Youth Leadership Training Staff to include three years as Course Director.

2017-present  Bloomington, IN  Knobstone Hiking Trail Association, 501c3, Director
2015-present  Bloomington, IN  Scottish Society of Greater Bloomington, 501c3, Secretary
2020-present  Springville, IN  Lawrence County Independent Schools, 501c3, Director

Certifications, Recognition, and Awards

1980  MTM Blue Card certified
1985  Honor Graduate – Mortar Platoon Leader's Course
1999  Journeyman Millwright
2007-present  Certified Rigging Inspector
2013  BSA District Award of Merit
2016  BSA Silver Beaver
Personal Interests: Family, Celtic activities, Gardening, Genealogy, Hiking, Scouting, Community Volunteer
Brandt A. Kimmel  
bakimmel@yahoo.com  
812-545-5382

Address:  
433 Harold Smith Road  
Bedford, IN 47421

EDUCATION

School: Indiana University, Bloomington, IN  
Degree: B.S. Environmental Management and Public Affairs, Graduated December 2001

EXPERIENCE

Naval Surface Warfare Center Crane Division (NSWC-CD)  
Crane, IN  
Maritime Electro-Optic (EO) Product Support (RDTE) Team Lead  
Feb 2020 - Present

Summary: Responsible for the Product Support of ACAT II Shipboard Panoramic Electro-Optic Infrared System (SPEIR) sensor integration onto United States Naval vessels for Program Executive Office Integrated Warfare Systems (PEO IWS-2) at Naval Sea System Command in Washington D.C.

Duties:
- Perform overall product support management tasking including planning, coordination, budgeting, acquisition, oversight, and execution.
  - Requirements development
    - Technical Data Package (System Design, Data Rights, Data Environment)
    - SOW Development
    - Product Support element requirements
    - Manpower Requirements
  - Training Requirements
  - Product Support Programmatic Documents
    - Life Cycle Sustainment Plan (LCSP)
    - Reliability, Availability, Maintainability, (RAM) Cost Rationale Report
    - Other Supporting documents (i.e unique identification (UID, Diminishing Manufacturing Sources Material Shortages (DMSMS) document)
  - Perform duties as Required Technical Agent (RTA) on behalf of PEO IWS-2.
  - Act as Liaison between PEO IWS-2 and NAVSEA Contracting Department
  - Develop contracts data packages (Average total contracts execution - $25M annually)
  - Perform duties as a NAVSEA Contract Officer Representative (COR)
    - Maintain COR Certification
    - Maintain COR Audit Files
    - Act as Liaison between contractor and NAVSEA and NSWC Crane Contracting Officer

Naval Surface Warfare Center Crane Division (NSWC-CD)  
Crane, IN  
Airborne Electro-Optic (EO) Task Manager  
April 2016-Feb 2020

Summary: Responsible for the Engineering, Logistics, and Acquisition support of an EO Infrared (EOIR) sensor integration onto the MQ-4C Triton Unmanned Airborne System (UAS) for Program Manager Air (PMA) Office 262 at Naval Aviation Warfare Center (NAWC) Patuxent River, MD.

Duties:
- Perform overall program management tasking including planning, coordination, budgeting, acquisition, oversight, and execution.
  - Perform duties as Required Technical Agent (RTA) on behalf of PMA 262.
- Act as Liaison between PMA262 and USN Contracting Department
- Develop contracts data packages (Average total contracts execution - $25M annually)
- Perform duties as a NAVSEA Contract Officer Representative (COR)
  - Maintain COR Certification
  - Maintain COR Audit Files
  - Act as Liaison between contractor and USN Contracting Officer

Naval Surface Warfare Center  
**Fleet Support Team (FST) Lead/Airborne EO Task Manager**  
**Summary:** Responsible for the Engineering, Logistics, and Acquisition support of an EO Infrared (EOIR) sensor integration onto the MH-60 Romeo and MH-60 Sierra Helicopter for Program Manager Air (PMA) Office 299 at Naval Aviation Warfare Center (NAWC) Patuxent River, MD.

**Duties:**
- Perform overall program management tasking including planning, coordination, budgeting, acquisition, oversight, and execution.
- Performed Fleet Support Team (FST) Lead for Multi-Spectral Targeting System (MTS) EOIR sensor.
- Perform duties as Required Technical Agent (RTA) on behalf of PMA 299.
  - Act as Liaison between PMA299 and USN Contracting Department
- Develop contracts data packages (Average total contracts execution - $35-40M annually)
- Perform duties as a NAVSEA Contract Officer Representative (COR)
  - Maintain COR Certification
  - Maintain COR Audit Files
  - Act as Liaison between contractor and USN Contracting Officer

Naval Surface Warfare Center  
**Fleet Support Team Leader/ (DAPML)**  
**Summary:** Manage the Night Vision Systems (NVS) Fleet Support Team (FST). Responsible for the FST for AN/AVS-9 Night Vision Goggle (NVG) used on all USN Rotary Wing and Fixed-Wing aircraft. The FST supported Program Manager Air (PMA) Office 202 at Naval Aviation Warfare Center (NAWC) Patuxent River, MD. Assigned Deputy Assistant Program Manager for Logistics (DAPML) by PMA202 for the AN/AVS-9 NVG.

**Duties:**
- Perform overall NVS FST management tasking including planning, coordination, budgeting, acquisition, oversight, reporting and execution.
- Manage logistics elements of the NVS FST
- Interface with the In-Service Engineering Agents
- Develop and manager Integrated Logistics Support Plans (ILSP)
- Act as NVS IPT Level III/Logistics liaison for NVS FST to PMA299 IPT Level I&II leadership

Naval Surface Warfare Center  
**Logistics Management Specialist**  
**Duties:**
- Perform Logistics Element support for NVS Support Equipment (SE)
  - Manage Support Equipment Recommendation Data (SERD)
  - Support PMA 202 with SE Inventory/Reporting
  - Manage SE Calibration Schedules with the Fleet Calibration sites and OEM, Hoffman Engineering,
- Provide Fleet user training on NVS SE at Organizational and Intermediate Maintenance Level sites.

**Cook Polymer Technology (formally known as Sabin Corporation)**  
Bloomington, IN  
*Total Quality Environmental Management Consultant*  
*August 2000-March 2001*

**DUTIES:**
- Responsible for development of Total Quality Process Control Analyses to support ISO 14001 Environmental Certification Audit.
- Member of the ISO 9002 and ISO 14001 Sabin Corp Audit Preparation Team

**Pritchett Brothers Construction**  
Bloomington, IN  
*Laborer/Environmental Control Technician*  
*June 1997-March 2001*

**DUTIES:**
- Responsible for basic general construction tasking to include carpentry, light equipment operation, landscaping, painting, cleaning, and other jobs as required.
- Responsible for lead paint abatement and disposal

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**CERTIFICATIONS/SPECIAL SKILLS**

Defense Acquisition Workforce (DAWIA) Logistics Level III - August 2010  
DAWIA Project Management Level II – April 2008  
Lean Six Sigma Green Belt - May 2009  
Eagle Scout - August 1995

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**REFERENCES**

Available upon Request
EDUCATION

Oakland City University
Bachelor of Science in Accounting - 5/1996
CPA license, October 2002

CAREER HISTORY

Bloomington Shuttle Service, Inc  
Chief Financial Officer  
Bloomington, IN  
Current

- Directs, oversees and participates in the development of the company’s work plan including fiscal, accounting, reporting, and cash management.
- Manage, oversee and develop internal finance functions, Accounting, and Corporate Development.
- Interact with other managers to provide consultative support to planning initiatives.
- Represents the company to outside groups and organizations; participates in professional groups and committees; provides technical assistance as necessary.
- Provides leadership in the development for the continuous evaluation of short and long-term strategic financial objectives.
- Provide executive management with advice on the financial implications of business activities.

Accounting Strategies, Inc  
Owner  
Bloomington, IN  
2004-current

- 17+ years Controller/CFO responsibilities.
- Provide variance analysis, month-end close, management reporting, General Ledger analysis, GAAP adherence, financial statement preparation and reporting, corporate accounting, tax preparation & representation.
- Develop and implement control systems.
- Provide cash management.
- Ability to translate complex financial concepts to individuals at all levels within an organization.

Defense Finance and Accounting Service  
Indianapolis, IN  
11/2014-4/2018

Learning & Development Division, Instructor

- Delivered comprehensive training and instruction to staff in the use of the Army’s cloud-based financial, asset and accounting management system, General Fund Enterprise Business System (GFEBS).
- Defined instructional, learning, and performance objectives.

Audited Financial Statements (AFS) Compliance Division, Audit Liaison

- Served as Audit Liaison for Army audited financial statements.
- Provided technical advice to internal and external auditors to coordinate the flow of financial data and supporting documentation.
- Conducted monthly audits on key and non-key controls identified by Army management in support of the SSAE18 audit of internal controls over financial reporting.
- Ensured that internal controls built into finance systems were operating properly, were in compliance with Generally Accepted Accounting Procedures, and served to prevent and detect violations or fraudulent payments.
• Played integral role on JV Tiger Team to improve the accuracy, sensibility, accuracy, and completeness of journal vouchers. Reviewed journal vouchers and worked with JV initiators to correct JVs with errors; improved passing rate from 20% to 95%.

Treasury Department, Departmental Reporting Division, Staff Accountant

• Provided professional accounting and technical guidance to internal staff, managers, and customers.
• Developed briefing materials for senior leadership and presented financial information in collaborative meetings, critical review sessions, and discussions with internal/external parties.
• Produced management reports, budget variance reports, and internal financial reports.
• Created written technical correspondence on operational accounting issues.
• Instrumental in the completion of the Audit Workbooks initiative which entailed utilizing Excel to create intricate linking of data and pie charts for almost 30 Defense Agencies. This initiative was designed to assist the agencies in determining the impact of Unidentified Differences on their Fund Balance with Treasury (FBwT).

Public Accounting Experience
BKD, LLP (CPAs) 9/1999-11/2001

• Planned and conducted review and audit (including A-133) attestation services.
• Conducted client interviews and lead internal meetings to facilitate effective and efficient audit planning and execution.
• Specialized in nonprofit accounting and auditing.
• Analyzed client’s balance sheet and income statement accounts and posted monthly journal entries in accordance with US GAAP. Managed month end close for clients.
• Performed monthly bank reconciliations and general ledger account analysis.
• Provided payroll services including payroll generation, payroll reporting, and payroll tax compliance.
• Prepared income tax returns for individuals, businesses, nonprofit agencies, and trusts.
• Provided representation for clients during governmental audits.

Adjunct Professor
Indiana University 2006-2011
Oakland City University 2005-2006
Ivy Tech Community College 2003-2009

• Provided instruction for the following courses: Intro to Accounting, Intermediate Accounting, Advanced Accounting, Cost Accounting, Accounting Systems, Auditing, Governmental & Nonprofit Accounting

United States Government
Naval Surface Warfare Center, Budget Analyst 1992-1999
Crane Army Ammunition Activity, Accounting Technician 1984-1992

• Managed funding documents, conducted budget analysis and other analytical studies.
• Managed timekeeping function.
• Reconciled credit card transactions for department.

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

• IN State Certified Foster Care provider, current
• Guardian Ad Litem, Bedford, IN 1985-1987
• Past Vice President of Educational Seminars, Institute of Management Accountants
Gerald K. (Jerry) Hill  
PO Box 31  
Springville, IN 47462

Education:

- BS Civil Engineering  
  University of Illinois  
  1968
- MS Engineering Management  
  Northeastern University  
  1977

Employment History:

1968-1972  
Portsmouth Naval Shipyard Naval Architect - Submarine Design, nondestructive testing, and structural repair of submarines  
Portsmouth, NH

1972-1974  
Naval Facilities Engineering Command facilities  
Civil Engineer – Construction contract  
Great Lakes, IL

1974-1979  
Naval Facilities Engineering Command  
Supervisory Civil Engineer – Supervision of 20 engineers, inspectors, and contract specialists performing facility construction and maintenance contract management, for Naval Shipyard  
Portsmouth, NH

1979-1982  
Naval Facilities Engineering Command  
Senior Construction Engineer – Responsible for resolution of contract claims, major warranty enforcement, and special projects  
Philadelphia, PA

1992-2005  
Naval Surface Warfare Center  
Civilian Director of Public Works – Reported to a Center  
Crane, IN  
transportation,
2005-2014 Science Applications International Corporation, Crane, IN Senior Engineer – assigned special projects for environmental projects, facility planning, coal development studies, and alternative energy options

Volunteer Activities:
1965-1968 U of Illinois Member of Alpha Phi Omega, the National Service Fraternity
1968 1972 Portsmouth NH Boy Scouts of America (BSA) Cubmaster and Commissioner
1976-1979 Portsmouth, NH BSA, Commissioner, District Membership committee chairman
1976-1979 Portsmouth, NH Economic Commission member appointed by the mayor
1979-1992 Cherry Hill, NJ BSA, Commissioner, Scout Leader
1989-1992 Cherry Hill, NJ Elected member of the Cherry Hill, NJ School Board, focused on school building facilities and improvements school budget
1992-present Springville, IN BSA, Hoosier Trails Council VP for Membership, Council Commissioner, member of Executive Board
2012-present Springville, IN Springville Community Association 501(c)3, Director and Treasurer
2016-present Springville, IN Serenity Club of Bedford Indiana, 501(c)3, Director and Treasurer
2018-present Springville, IN Lawrence County Drug Treatment Center, 501(c)3, Director
2020-2021 Springville, IN NLCS Parents Group Limited, 501(c)3, Director and Treasurer
2020-2021 Springville, IN Lawrence County Independent Schools, 501(c)3, Director and Treasurer, a charter school A opening August 2021
2021-2024 Lawrence Co, IN Lawrence County Public Defender Board member, appointed by State Public Defender Board to three-year term

Certifications, Recognition, and Awards
Registered Professional Engineer, Illinois, 1972-2016
Navy Civilian Meritorious Civilian Service award 1992
Kentucky Colonel 2007 for closure of the Louisville Naval Ordnance Station (NOS)
Navy Civilian Meritorious Civilian Service award 2007 for closure of the NOS
Boy Scouts of America Awards
   Eagle Scout - 1962
   District Award of Merit – 1977
   Silver Beaver – 2012
   Outstanding Eagle Scout Award – 2016
   Vigil Honor Order of the Arrow - 2019

Personal Interests:
   Family, Gardening, Community Volunteer
Highly motivated and enthusiastic educator. Dedicated to students, colleagues, and school community. Advocate for children's social-emotional health, and general education students with special needs. Team player who enjoys working with others in a positive, respectful manner.

**Key Qualifications**

- Instruction & Curriculum Design | Meeting Facilitation | Zoom & Google Meet
- Remote Learning | MS Office: Word, Excel, PowerPoint & Outlook | Safety Compliance & Reporting
- Google Applications: Drive, Slides, Sheets, Docs & Forms
- Trauma Informed | Master's Degree

**Professional Experience**

North Lawrence Community School District, Lawrence County, IN, August 2005 – 2021

Eastern Greene School District, Greene County, IN August 2021-Present

**Elementary Instructor**

2005-2006  Lincoln Elementary/Needmore Elementary: **Physical Education Teacher**

2006-2010  Lincoln Elementary School: **4th Grade Teacher**

2010-2012  Springville Elementary School: **3rd Grade Teacher**

2012-2018  Springville Elementary School: **4th Grade Teacher**

2018-2020  Springville Elementary School: **5th Grade Teacher**

2020-2021  Oolitic K-8 Campus: **3rd Grade Teacher**

2021  Eastern Greene Elementary **3rd Grade Teacher**

**New Teacher Mentor**

- Guided a new teacher in her first year in the classroom.
- Gave positive examples to solving problems with parents and students.
- Explained the teacher evaluation process, and helped prepare the teacher for her discussion with administrators.
- Gave some positive feedback and constructive criticism when asked.
- Modeled strategies for the new teacher.

**Guiding Coalition — Vision for Excellence:**

- Handpicked as 1 of 3 instructors selected to research, plan, present, and implement new student-focused programs that model excellence and drive action forward through informed decisions and quality services.
- Guided, mentored, and led 25+ faculty members through beginning phases of program while building capacity of each member to serve students efficiently.
- Boosted quality of new hires by participating and conducting engaging interviews of new employees to select the best talent for positions; managed calendar and handled scheduling interviews.

**Social Committee Program Chair:**
Strengthened relationships and sense of community with employees: faculty and staff by planning, organizing, promoting, and executing 5+ events per year.

Created and implemented committee policies and guidelines; met budget goals by effectively managing and tracking all expenses for program and events; complied with school and district policies on procuring supplies for applications and receiving donations to program.

**Trauma-Informed School Committee:**

- Attended training on traumatic stress to increase school's preparedness to recognize and respond to people impacted by traumatic stress; gained knowledge on trauma-informed care of students, staff, and parents.
- Boosted faculty and staff knowledge on trauma-informed initiatives and data by conducting training to share critical information gained during training; selected by principal to attend training and report on strategies.
- Seized opportunity to be part of principal's 2020-2021 team working on reopening plan due to COVID-19, district consolidation, and trauma review from pandemic.

**Intervention Program:**

- Developed and gained approval for school-wide plan responding to at-risk children and fostering proper social behaviors to reduce problem behaviors of teens and adults.
- Introduced mentorship program and assigned students strategically partnered to staff members; assigned mentors and monitored program.
- Paired 26 deserving students with faculty mentors after not qualifying for intervention programs, resulting in positive improvements with students; presented on mentoring program outcomes and increased number of faculty mentors willing to participate.
- Achieved 85% of staff participation in the mentorship program by creating and presenting on benefits, reviewing duties and expectations, and coaching staff on benefits of consistency with students.
- Communicated with students, parents, guardians, state agencies, counselors, caseworkers, and administrators to launch, grow, and improve programs.

**EDUCATION**

**Masters of Arts in Teaching (2005) Elementary Education K-6,** Oakland City University, Oakland City, IN

**Bachelor of Science in Physical Education/Health and Safety (2001)** — Oakland City University, Oakland City, IN

**Certified Project Lead the Way Instructor; Science Project-based Instruction (2020)** — Project Lead the Way

**Effective Instructional Strategies and Professional Learning Communities (2018-2020) 2-Year Program** — Marzano Resources

**Remote Learning Teacher Course** — Five Star, 2020
JOBY D. JERRELLS

1618 5th Street ▪ Bedford, Indiana 47421 ▪ (812) 318-8302 ▪ joby.jerrells@gmail.com

Admitted to practice law in Indiana since October 2003

Secret Security Clearance

EDUCATION

• Juris Doctorate, cum laude, Indiana University Robert H. McKinney School of Law, GPA 3.552, Class Rank: 29/246, top grades in Partnership Taxation, Medical Malpractice, and Torts, coursework emphasis on corporate law and taxation;
• Master of Public Affairs, Indiana University School of Public and Environmental Affairs;
• Bachelor of Arts, Indiana University College of Arts and Sciences.

LEGAL EMPLOYMENT HISTORY

DEPARTMENT OF THE ARMY

U.S. Army Financial Management Command
Command Counsel
Indianapolis, Indiana
10/2016–Present

Office of the Vice President of the United States
Ethics Counsel (6 mo. detail to the White House)
Washington, D.C.
04/2019–10/2019

DEPARTMENT OF THE ARMY

Crane Army Ammunition Activity
Attorney-Advisor
Crane, Indiana
05/2014–10/2016

INDIANA GAMING COMMISSION

General Counsel
Indianapolis, Indiana
02/2013–05/2014

License Control Counsel
09/2011–02/2013

Office of Indiana Attorney General Greg Zoeller
Deputy Attorney General, Appeals Division
Indianapolis, Indiana
06/2007–09/2011

FRENCH LICK SPRINGS & WEST BADEN RESORT
Director of Regulatory Compliance
French Lick, Indiana
02/2006–05/2007
Achievements & Community Involvement

- Admitted to practice in the U.S. Supreme Court and all state and federal courts in Indiana;
- One of three finalists vetted and considered for a gubernatorial appointment as Judge of the Indiana Tax Court, 2010;
- Candidate for Judge, Monroe Circuit Court, 2008;
- Pro Bono Counsel 2007 – 2008;
- Regional Finalist, American Bar Association's National Appellate Advocacy Competition, 2003;

References available upon request.
JUSTIN N. SPOONMORE

581 Wells Lane
Springville, IN 47462
Phone 812-276-7194
Email: justin.spoonmore@icloud.com

Security Clearance: Secret

SUMMARY OF QUALIFICATIONS

Dedicated and energetic public sector leader with over 18 years of experience in U.S. Naval installation and facilities related programs. Experienced in all aspects of project planning, cost estimating, safety management, and program administration. Extremely versatile, goal-oriented team player; demonstrating sound judgment and solid decision making with the highest level of integrity. Ability to negotiate win-win solutions. Excellent oral and written communication skills with a proven record of effectiveness in providing guidance, training, briefings and reports.

EDUCATION AND TRAINING

Enrolled:

Master of Public Affairs (MPA) student, 2020 – Present, Indiana University, Bloomington, IN
Current 4.0 GPA with coursework completed in Public Management and Public Finance & Budgeting.

Completed:

Bachelor of Science in Business Management, 2014; Western Governors University, WGU Indiana
Associate of Science in Industrial Technology, 2004; Ivy Tech Community College, Bloomington, IN
Leadership Development Program (LDP), 2021; Naval Facilities Engineering Command, Washington D.C. (2-year comprehensive development program for public sector leadership)

PROFESSIONAL EXPERIENCE

Naval Facilities Engineering Command, Mid-Atlantic
Production Division Director, Crane, IN 01/2019 – Present

- Serve as the senior civilian manager of the Production Division overseeing 175 civil service employees in the Facilities Sustainment (FS), Utilities Services (US), and Transportation (TR) Branches.
- Maintain the Production Division’s posture and actively direct an innovative program to keep providing value to the Navy.
• Represent the Public Works Officer and speak for the Command at conferences and meetings at which customer requirements, priorities and execution schedules are discussed.

• Serve as the on-scene responsible person for emergency and unforeseen situations such as severe weather or natural disasters which require public works services on a continuous or intermittent basis.

• Develop annual Production Division budget, including projections of workload, manpower, overhead cost and revenue. Track and review all financial expenditures with subordinate managers ensuring adherence to established budget controls and implement corrective action as necessary to meet these controls.

• Work through subordinate managers to provide FS, US, TR services to a wide range of customers. Implement and manage policies and procedures to ensure the FS, US, and TR product lines are effective and efficient meeting the expectations of our customers.

• Responsible for all personnel and administrative matters, as specified in NAVFAC’s Concept of Operations, for the subordinate workforce assigned to the PWD Production Division.

• Make and review selections for subordinate positions and initiate requests for personnel action. Ensure that employee performance standards and training plans are accurate, current and consistent with command policy.

• Ensure all applicable system command policies, rules and regulations on safety, EEO, and negotiated agreements are applied and enforced and hear all personnel grievances.

Naval Facilities Engineering Command, EURAFSWA

Facilities Sustainment Branch Head, Rota, Spain 08/2016 – 12/2018

• Served as the senior U.S. Civilian manager for the Facilities Sustainment (FS) Branch overseeing a workforce of 120 Spanish National employees and 15 U.S. Navy Seabees.

• Responsible for all management and operational issues within the branch, with the primary objective of providing cost effective and high quality maintenance and sustainment, restoration and modernization (SRM) services.

• Assured adequate quality control (QC) measures and metrics were in place to ensure effective job scheduling, accurate estimating, high levels of productivity and quality workmanship.

• Applied knowledge of reengineering and reinvention principles used to fundamentally rethink and radically redesign processes and functions to eliminate non-value added processes and achieve improvements in the overall performance of the Branch.

• Managed the branch’s Navy Working Capital Fund (NWCF) operation and maintenance budgets by tracking all branch expenditures and implementing controls necessary to keep budget execution on-track.

• Maintained internal controls within the branch to prevent fraud, waste, and abuse of government resources and mismanagement of Branch programs.

• Managed all personnel and administrative matters of the subordinate work force including personnel recruitment, promotions, details and reassignments in accordance with merit staffing principles and procedures as outlined in applicable regulations.

• Represented the Command for required legal and labor relations responses in regard to the Status of Forces Agreement (SOFA) and union agreements and conditions therein.
- Oversaw the Occupational Safety and Health Program as outlined in NAVFAC Instruction 5100, ensuring that the shop workforce operated in accordance with all safety practices and procedures and that all personnel were trained and kept informed of safety regulations pertinent to their work assignments.

Naval Facilities Engineering Command, Mid-West

**Technician, Supervisor, Analyst, Crane, IN**


- **Program and Business Analyst (2014 – 2016)**
  - Worked as a satellite employee of the NAVFAC Mid-Atlantic Public Works Business Line (PWBL) in Norfolk, VA.
  - Managed the enterprise asset management database (Maximo), making user requested updates, data corrections, and providing reports services to 13 Navy public works departments.
  - Applied analytical and evaluative methods and techniques to develop and implement proposals for improved of efficiency and quality of Maximo performance by leveraging knowledge of PWBL regulations, policies and standards which affect Maximo and the use of related support resources.

- **Maintenance Supervisor (2010 – 2014)**
  - Supervisor of the Project Shop work centers for the Facilities Sustainment (FS) Branch, overseeing a staff of 18 journeyman tradesmen and executing projects up to $850K.
  - Planned and directed the effective and efficient execution of project work for structural, mechanical, and electrical systems throughout facilities and infrastructure.
  - Provided guidance to subordinate employees on work and administrative matters related to facilities management and sustainment by setting team priorities and motivating team members to achieve objectives and goals.
  - Ensured that available resources were leveraged in a manner to expedite facility sustainment operations by coordinating all materials, tools, and intradepartmental labor requirements to enhance work efficiency and complete workload.

- **Preventive Maintenance Program Manager (2008 – 2010)**
  - Managed a $1.5M preventive maintenance (PM) program for facilities equipment.
  - Developed job plans and frequencies based on RS Means cost data and manufacturer recommendations, and reported on monthly, quarterly and annual execution.
  - Monitored and updated the enterprise asset management database (Maximo) with newly installed or replace facilities equipment, and created PM strategies.
  - Communicated resource needs to supported tenant commands and negotiated agreements to ensure acceptable maintenance was performed to meet customer mission demands.

- **HVAC Technician (2002 – 2008)**
  - Began as a CO-OP (apprentice-level) technician, serving in progressively more complex roles, achieving journeyman status in 2004.
  - Worked on residential, commercial, industrial, and specialized equipment including the installation, repair, and preventive maintenance of that equipment.

Spoonmore Heating & Cooling, LLC

**Owner/Technician, Springville, IN**

01/2004 – 07/2016
• Owner/Operator of self-founded professional service company installing and servicing HVAC equipment for residential and commercial customers in Indiana’s Lawrence County area.

• Planned and managed projects, reviewing project plans and specifications prior to and during construction/installation period to determine practicability. Established schedules, milestones, and sequences of operations.

• Prepared cost estimates including quantities of materials or installations included in projects. Estimated time to perform project activities as well as costs of labor and non-labor. Accurately defined project scope and prepared reliable cost estimates.

• Provided maintenance and repair services by analyzing manufacturer requirements in order to recommend preventive maintenance frequencies and actions.

• Business and administrative duties an LLC owner included general accounting, bookkeeping, record keeping, filing of bi-annual Business Entity Report, and other documentation required by the state of Indiana.

• Ensured compliance with all federal and state labor laws and all other applicable regulations.

• Communicated orally and in writing with customers and suppliers/vendors to coordinate successful execution of projects by specified deadlines.

• Responded to inquiries concerning requests for proposals, service calls, project progress, and other technical and contractual information related to contract specifications and requirements.

• Briefed clients and other contractors, exchanged technical information, conducted site visits, resolved technical disagreements, provided options on materials and equipment, and answered questions and concerns of clients.

VOLUNTEER AND COMMUNITY WORK

Boy Scouts of America, Troop 343, Springville, IN

• Eagle Scout, 11/19/1997
• Assistant Scoutmaster, 2002 – 2006
• Committee Member, 2007 – 2008

North Lawrence Community Schools, Bedford, IN

• Visionary Committee Member, 2019

Boys and Girls Club of Lawrence County, IN

• Volunteer youth baseball and softball coach, 2012 - 2016

Naval Station Rota, Youth Sports & Fitness, Rota Spain

• Volunteer youth coach for soccer, football, and baseball, 2016 – 2018
• Certified member of the National Alliance for Youth Sports, Inc. (NAYS), 2016 – 2018

Smithville Diamonds, Smithville, IN

• Volunteer youth baseball coach, 2016, 2020 – 2021
• Volunteer youth softball coach, 2021

United States Specialty Sports Association (USSSA)

• Assistant coach for USSSA 12U AA level baseball team, 2020 – 2021
• A-Certified coach, USA Baseball
Attachment 2

Provide an overview of the planned curriculum, including, as Attachment 2, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with the Indiana Academic Standards and Common Core State Standards.

**Elementary and Middle School**

The Grammar (Elementary) School: Explicit teaching of the fundamentals. The “grammar” of learning refers to the fundamentals of all skills and subjects, which are the sine qua non of all subsequent thought. No higher-level thinking or critical thinking is able to occur when young people are not thoroughly immersed in the grammar of reading, writing, speaking, and each academic discipline. Memorization is the key at this stage of learning, as the memory is the most powerful intellectual capacity of the child, and children love to memorize.

The Middle School: The middle school will continue to work on the programs begun in grammar school, while going into greater depth. The students will have an increased capacity for logic in their thinking, speaking, and writing. At the same time, the middle school presents much greater challenges in student behavior. To guide students through the storm of adolescence, self-government will be the leading virtue taught and expected.

The Core Knowledge curriculum is aligned with Indiana State Standards and benchmarks (2010), as well as the Common Core Standards. The alignment was completed by the Core Knowledge Foundation, and the Core Knowledge curriculum is fully compliant in the area of English Language Arts and Mathematics. The Core Knowledge At-a-Glance document provides a general outline for the remaining subjects. The literature base of our K-8 program comes directly from the readings and lessons of Core Knowledge.

Language Arts instruction will also occur with the Riggs explicit phonics program, which functions also in the area of grammar, syntax, composition, spelling, and vocabulary. The aforementioned skills are critical components of the Common Core and Indiana State Standards, and we believe this complement to Core Knowledge will offer a content-rich, literacy-based reading and writing program in addition to Core Knowledge.

Singapore Math is fully aligned with the Common Core Standard for grades K-8 as of 2012, as evidenced below
<table>
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<tr>
<th>Grade</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>The Kindergarten English Language Arts course focuses on oral language development and listening skills in addition to foundational skills in reading and writing based on the Riggs Method. Read-alouds from a variety of literary genres and nonfiction texts will promote vocabulary knowledge and awareness of syntax. Explicit and systematic phonics instruction will develop mastery of the written English code.</td>
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<tr>
<td>1st grade</td>
<td>Grade 1 English Language Arts continues to emphasize listening and speaking and fundamental literacy skills such as phonemic awareness and phonics through The Writing and Spelling Road to Reading and Thinking developed by Riggs. Students will become increasingly more independent with reading and writing. They will write for a variety of purposes (e.g., narrative, informational, persuasive), and they will develop reading fluency through decodable texts.</td>
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<tr>
<td>2nd grade</td>
<td>Grade 2 English Language Arts will emphasize speaking and listening through classroom discussion and oral presentations. Reading instruction will include phonics, fluency, and comprehension skills in a variety of nonfiction texts and literary genres, including Greek mythology and American folk tales. Students will learn spelling, grammar and conventions through the Riggs Method. Students will use the writing process to plan, draft, and edit writing and will apply basic language conventions in their written work.</td>
</tr>
<tr>
<td>3rd grade</td>
<td>Grade 3 English Language Arts will include instruction in reading and writing skills including elements of fiction and nonfiction texts. Reading instruction will focus on comprehension and response, vocabulary development, and reading fluency with more complex texts. Students will produce a variety of types of writing, including stories, reports, letters, and poems. Through the Riggs Method, writing instruction will cover spelling, grammar, and usage conventions. Students will also be introduced to basic research skills.</td>
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<tr>
<td>4th grade</td>
<td>Grade 4 English Language Arts places a stronger emphasis on expository writing (e.g., summaries, book reports, research papers, descriptive essays) than in previous grades. Students are encouraged to apply the correct use of writing conventions and to do so more independently. Reading instruction will focus on comprehension and response, vocabulary development, and reading fluency with more complex texts. Students will be expected to read a minimum of 20 minutes a day outside of class.</td>
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<tr>
<td>5th grade</td>
<td>Grade 5 English Language Arts continues to emphasize expository writing with additional instruction in research and presentations. Instruction also includes revision and editing skills within the writing process, requiring more competent, consistent use of correct grammar, usage, and spelling. Vocabulary enrichment covers prefixes and suffixes. Reading instruction includes analysis of literary craft and a writer’s use of language. Students will read outside of class at least 25 minutes daily.</td>
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<tr>
<td>6th grade</td>
<td>Grade 6 English Language Arts extends the focus on expository writing to include research essays, persuasive essays, and business letters. Students will apply revision and editing skills to produce written work that is thoughtful, well-organized, and reasonably correct in grammar, conventions, and spelling. For vocabulary enrichment, students will learn Latin and Greek root words. In reading, they will analyze classic works of literature such as Shakespeare’s Julius Caesar and Twain’s The Prince and the Pauper.</td>
</tr>
<tr>
<td>7th grade</td>
<td>Core English 7. Students will be given opportunities to write fiction, poetry, or drama, but instruction will emphasize repeated expository writing across multiple disciplines. Instruction in essay writing will focus on development of unity, coherence, and emphasis. Grammar lessons will include parts of sentences, clauses, and spelling. For vocabulary, students will learn Greek and Latin root words and phrases. In literature, students will analyze poems, drama, nonfiction, and fiction for a writer’s use of language and literary elements, with particular attention to diction and tone. Literary works include Poe’s “The Tell-Tale Heart” and The Call of the Wild by Jack London.</td>
</tr>
<tr>
<td>8th grade</td>
<td>Core English 8. Students will be given opportunities to write fiction, poetry, or drama, but instruction will emphasize repeated expository writing across multiple disciplines. Students will examine all writing— their own as well as others’— with attention to unity, coherence, emphasis, diction, and tone. Grammar lessons will focus on sentence variety, a review of punctuation appropriate to sentence structure, parallelism, and misplace modifiers. Vocabulary enrichment will include memorization of Greek and Latin root words and phrases. Literary analysis will include essays and speeches in addition to short stories, novels, poems, and other literary works. Students will learn to read as writers, with attention to an author’s craft.</td>
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structure, parallelism, and misplace modifiers. Vocabulary enrichment will include memorization of Greek and Latin root words and phrases. Literary analysis will include essays and speeches in addition to short stories, novels, poems, and other literary works. Students will learn to read as writers, with attention to an author’s craft.
High School

The objective of the high school curriculum will be to explore issues and texts intensively and in depth. The focus for teaching literature will be the great books and the classics using the Socratic Method. History will be taught mainly through the use of primary source documents—artifacts, documents, recordings or other sources of information created at the time under study. In the high school, for example, teachers of American History will introduce students to historical works that contributed to the formation of American society and culture, such as George Washington’s Farewell Address and Martin Luther King, Jr.’s Letter from Birmingham Jail. Such primary sources will bring history to life and equip students with essential insight, and research and analytical skills. Students will learn a true account of the times through the eyes and words of those who experienced such events and helped shape history.

High school mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. High school students will take four years of science, beginning with the fundamentals of biology in the freshman year, chemistry in the sophomore year and physics in the junior year. Elective courses in mathematics and the sciences will be added in subsequent years as the school grows and as it better understands the needs of the student body. Textbooks will be used as a resource, not as the basis of the curriculum. Teaching in the sciences will likely include student exposure to reports of original research, observations or ideas such as Galileo’s The Starry Messenger, Sir Isaac Newton’s Principia, or Euclid’s Geometry.

Proposed Courses and Outline for High School

English

Students will take four years of English, including at least a half credit in composition which will be built into most classes.

The classes will follow the great books approach. That is, complete works of great literature will be read, not snippets from anthologies, and only those books that have attained the status of classics will be studied. The books will be thoroughly read and discussed. The curriculum will not be a race through the entire Western canon, just to say that the books have been read. Rather, the principle of “less is more” will be used so that students will have a deep knowledge of, for example, two or three Greek plays or two or three Shakespearean plays, not a superficial knowledge of ten of them.

In English, the Socratic Method will govern most discussions. The Socratic Method is not a random asking of questions by a teacher who hardly knows the text himself or herself. Rather, it is a systematic questioning of the students about key passages and themes that requires students to think carefully about the story and to consider the insights that story offers into human nature. Foremost, great literature will be seen as moral, that is, showing the decisions characters must make in certain settings and crises that are either virtuous or vicious, just or unjust, and that consequently lead either to greatness or infamy, happiness or misery. Though the lessons may not be simplistic (no great story is), all great literature offers moral values, from the Iliad to the Aeneid, to Othello, to Huckleberry Finn, to To Kill a Mockingbird.

As a result, great literature at Seven Oaks will be studied philosophically. Literature will be discussed as it has been written. Students will come to understand love and hate, victory and defeat, justice and
injustice, beauty and ugliness, temperance and intemperance, courage and cowardice, and glory and shame—by reading and wrestling with the great stories and characters of Western literature. Thus they will gain insights into their own complex human souls and—we hope—be inspired to be great as well as good.

- Courses may include but are not limited to:
  - Classical Literature and Composition
  - European Literature and Composition
  - American Literature and Composition
  - English Language and Composition
  - British Literature and Composition

Curriculum Course Name and Description

**English Language Arts (9-12)**

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<th>Curriculum Course Name and Description</th>
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| **9th grade (2 courses): Classical Literature:** Students will read, analyze, and discuss classic works of literature including Homer, *The Iliad*, *The Odyssey*; Sophocles, *Oedipus Rex*; Plato, *The Republic* (on justice, parts of the soul, the Cave, Homer, and the ideal state); Vergil, *The Aeneid*; Horace, select poems; Shakespeare, *Coriolanus*.  
  **Composition:** This course intends to foster elements of good writing: clear analytical thinking and a substantial grasp of basic grammatical and stylistic elements, argumentation, and grammatical analysis. Also covers revision of papers assigned in other classes, focusing on logical organization, clarity of expression, and depth of analysis.  
  **Basic Composition:** This course will provide remediation and intensive support for students performing below grade level in writing. In addition to receiving assistance with writing assignments in content area classes, students will receive additional instruction in grammar, usage, and conventions and skills related to content, organization of ideas, and style. |
| **10th grade: British Literature:** Students will read, analyze and discuss classic works of British literature including Shelley’s *Frankenstein*; select tales from Chaucer, *Canterbury Tales*; Shakespeare’s *Hamlet* and sonnets; Milton’s *Paradise Lost* and poems; Jane Austen’s *Persuasion*; *A Tale of Two Cities* by Dickens; Romantic poetry. |
| **11th grade: American Literature:** Students will read, analyze and discuss classic works of American literature including Nathaniel Hawthorne short stories; Benjamin Franklin’s *The Autobiography*; Ralph Waldo Emerson’s essays and poems including “Self-Reliance”; Herman Melville’s *Moby Dick*; Emily Dickinson’s poems; Walt Whitman’s *Leaves of Grass*; Mark Twain’s *The Adventures of Huckleberry Finn* and short stories; twentieth-century short stories and poems, including Willa Cather, Flannery O’Connor, E. A. Poe, Robert Frost. |
| **12th grade: Modern Literature Seminar:** Students will read, analyze, and discuss the following works of literature: Genesis 2 and 3; Ten Commandments; Plato, *Apology*; Nietzsche, *Thus Spoke Zarathustra*; Allan Bloom on Nietzsche; Dostoyevsky, *Crime and Punishment*; Conrad, *Heart of Darkness*. Senior thesis and oral examination. |
Attachment 3

The proposed curriculum for SCA follows two key components of effective instruction: spiral learning and project-based learning. The choice to use the materials listed for both Math and ELA rely on the instructional methodology of spiral learning. In spiral learning, students are exposed to material repeatedly while adding new skills to their learning. No one skill is taught in isolation. Students are provided daily opportunities to continue to perfect a skill while learning new skills. Science, Math, and Social Studies curriculum will rely heavily on problem-based learning. By introducing students to a real-world problem in a supervised environment, students will have the opportunity to struggle to solve problems while being provided the guidance to be successful.

As of the submission of this application, the SCA board feels confident in what we (together with educational consultants) have done to establish the curricular beliefs of SCA. We have laid the foundation for our Education Team to make choices based on these curricular beliefs between approval and opening. Beginning in March 2022, the Education Team will be available to make necessary adjustments to and finalize curricular choices and order materials prior to our opening in August 2022.

The process for selecting the curriculum relied on the best way to address Indiana state standards based on the experience of seasoned Educators. A seasoned elementary educator who has had experience with curriculum mapping discussed ways in which best practices could be instituted to help students revise and deepen knowledge. It was decided that spiral learning would allow students multiple opportunities to learn through repetition and through applying formerly learned skills and new concepts in different ways.

From March 2022 to the start of the school year, changes in the curriculum will be in accordance with student records of academic performance and the special needs of subgroups and of individuals. SCA “meet students where they are academically” and will help students to close gaps from there. As well, SCA will provide baseline testing at the beginning of the year to determine where gaps in knowledge exist, in what areas, and will identify proactive strategies to close gaps in information.
Attachment 4: Learning and Exit Standards
Learning & Exit Standards

Exit Standards: To set students up for future school success SCA has adopted rigorous exit and promotion standards.

SCA’s promotion policy is rooted in a balance of understanding that while students learn at different rates and may experience plateaus at different times as they grow, mastery of grade-level academic standards is the best measure for promotion to the next grade level. This operating platform ensures that a student can be successful in the academic opportunities and challenges of the next grade-level. We anticipate that our school design and its multi-tiered support system will allow students to earn promotion each year. If a student does not demonstrate readiness for the next grade even with such supports, the student may be retained. If student retention is determined, staff will develop an individualized plan with teachers and the family to support student success the next year.

Three factors will be considered for promotion: attendance, overall reading level, and grade-level standard mastery, as specified on the report card. In all grades, students who accumulate more than 15 absences during the school year will be considered for retention in their current grade level. Absences resulting from out-of-school suspensions will not be excused.

All promotion requirements will be communicated to families upon enrollment.

Our grading policy is based on demonstration of mastery of foundational skills, particularly reading, and the Indiana Academic Standards. Daily attendance is vital to student success, allowing the school to support students as they pursue academic success and simultaneously teaching students to take responsibility for their educational futures. Students who miss more than 10 unexcused days of school may be retained. SCA will adhere to all regulations regarding extended illness during which SCA will provide school support and tutoring and which does not impact attendance averages.

Staff will communicate regularly with families to ensure that every student is able to meet attendance requirements, including daily/weekly progress reports, four formal report cards, and the requirement that all classroom teachers speak with all families a minimum of one time monthly.

The building administrator, or designee, will closely monitor attendance day-to-day. The building administrator will meet with a family if their child has accumulated over five absences, and the school will work to create and support attendance action plans. In the rare occurrence of a student repeating a grade, the principal will meet with the student and his or her parent or legal guardian to discuss an action plan for the coming year. Interventions may include increased in-class support or mandatory tutoring instead of enrichment. SCA will harmoniously work with families to determine the best course of action on an individual basis. Every attempt will be made to ensure the success of every student. Every student is important, and the staff at SCA is dedicated to helping every student achieve success.

Teachers and administration, in conjunction with the student and his/her parent or legal guardian, will use a combination of standardized test scores, class grades and Light’s Retention Scale and Interpretation Guide to accurately determine whether retention would be beneficial for the student’s future academic success.
Standards and Expectations for All Divisions

Prior to the start of the 2022-2023 academic year, the Education Team will analyze data to determine which standards educators should focus on the most. The Education Team will look at gaps in achievement and make an extra effort to emphasize those skills.

ELA Vertical Articulation Guide (K-12)

SCA will follow the Indiana Department of Education’s English/Language Vertical Articulation Guidelines for grades Kindergarten through 12th grade. The link to the guides is located:


Mathematics Vertical Articulation Guide (K-8)

for grades kindergarten through 12th grade. The link to the guides is located:


Math (3-5): https://www.doe.in.gov/sites/default/files/standards/math-3-5-vertical-articulation-7-25-14br.pdf


Math (9-12) Depends on graduation path. (General, Core 40, Honors)

Graduation Requirements for High School

https://www.in.gov/doe/students/graduation-pathways/diploma-requirements/

Science Vertical Articulation Guide (K-8)

SCA will follow the Indiana Department of Education’s Science Vertical Articulation Guidelines for grades kindergarten through 12th grade. The link to the guides is located:

Science (K-8): https://www.doe.in.gov/standards/science-computer-science#ScienceVertical

Social Studies Vertical Articulation Guide (K-8)

SCA will follow the Indiana Department of Education’s Social Studies Vertical Articulation Guidelines for grades kindergarten through 12th grade. The link to the guides is located:

Social Studies (K-12): https://www.doe.in.gov/standards/social-studies#SSVertical
Attachment 5: School Calendar
### 2022-2023 School Calendar

**Springville Community Academy**

126 Brick Street

Springville, IN 47462

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<th>August 2022</th>
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**Category of Events**

- Teacher Days
- E-Learning / Parent Teacher Conferences
- Student Start Days / New 9 Weeks
- Break Days
- Last Day of 9 Weeks
- Snow Make Up Days
- Graduation Day

**Category of Events**

- School Closed
- Category of Events
- Early Release
- Category of Events
- E-Learning / Parent Teacher Conferences
- Category of Events

**TEST DATES**

**January 2023**

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**February 2023**

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**March 2023**

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**April 2023**

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**May 2023**

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**June 2023**

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Calendar Templates by Vertex42.com

https://www.vertex42.com/calendars/school-calendar.html
Attachment 6: Admissions Policy.
Admissions Policy

SCA plans to begin recruiting students in November 2021. Facebook is an excellent way to reach people in this area. SCA will set up a Facebook page for parents to follow. SCA will communicate announcements and respond publicly and privately to any questions people have about the school. We can offer pre-enrollment forms to gauge interest through shared google forms on Facebook. In the Spring/Summer of 2022, we will offer registration forms so we can plan for committed students in August 2022. Enrollment deadlines will be set for late July 2022.

Enrollment Eligibility

Any child who is qualified for admission to an Indiana public school is qualified for tuition-free admission to SCA. SCA will not discriminate or restrict admissions based upon ability, race, ethnicity, national origin, disability, gender, income level, proficiency in English language. See policy below.

Admissions Policies

In accordance with the Charter Schools Act, current students and their siblings will have enrollment priority. Enrollment priority will be given to siblings of current SCA students at the time of their initial eligibility for admission to the school. Enrollment priority will also be given to dependents of SCA, faculty and staff. SCA will follow the procedures outlined in the section entitled “Applications for New Students” (see below).

Open Application Plan

SCA has initiated a systematic, methodical, and documented application process to ensure the school is racially and socio-economically open. The school will accept applications from current Indiana residents and from students who state in writing that they will be residents of Indiana by the June 1 date preceding the start of the school year and who subsequently prove such Indiana residency by such date.

The Board will ensure that admissions policies and procedures comply with the Indiana Charter School Law and with any applicable court ordered desegregation plan.

SCA will conduct an application information session and hold an open house at the school. Application procedures will be posted on the school’s website. The application will also be made available online and at the school.

Non-Discrimination Policy

Springville Community Academy, SCA, does not discriminate against any individual on the basis of race, color, religion, gender, sexual orientation, veteran status, national origin, age, disability or limited English proficiency in its programs, or employment policies as required by the Indiana Civil Right Laws (I.C. 22-9-1), Title IV and VI (Civil Rights Act of
1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Applications for New Students

1. Enrollment for each grade level is determined by building capacity, individual class sizes, and, regarding upperclassmen, the ability to accommodate the individual applicant's class scheduling needs. SCA will have grades 7-9 in year one if enrollment warrants providing for those grade levels. In the event that those grade levels don't have enough students to support a class, SCA will allow for subsequent year students to matriculate into the next level, therefore “growing” SCA into grade 10 and then, grade 11 in years 2 and 3, and finally grade 12 in year four for a full K-12 enrollment.

2. The open application period will begin in mid-November and will end January 5. Upon receipt,

3. all applications will be stamped with the current date/time. If the number of completed grade level applications exceeds the openings available, a waiting list will be created.

4. SCA will give priority for admission to siblings of current students and to dependents of SCA faculty and staff provided that their completed applications are received prior to the end of the open application period.

5. Dependents of faculty and staff members hired after the expiration of the open application period will be given priority for admission.

6. As per Charter Law, students must be Indiana residents to attend SCA. Proof of residency is required by the June 1 date preceding the start of the school year. If the number of applications received by the application deadline does not exceed the number of available seats in a grade, all applicants who submitted completed applications for that grade during the open application period will be accepted in that grade. If a student has been accepted to the school but does not confirm enrollment by the June 1 date preceding the start of the school year, he or she is automatically withdrawn and the next student on the waiting list may be enrolled. If a student on the waiting list does not confirm his or her desire to remain on the waiting list by the June 1 date preceding the start of the school year, he or she is automatically removed from the waiting list. Waiting lists expire with the beginning of a new open application period, which commences in mid-November. Students who withdraw from SCA must reapply for admission and follow the procedures outlined above for new students.

Waiting List Policy

Applications received after the end of the open application period will be added to the waiting list in the order in which they are received. The applications of siblings will not be given preference if received after open application has closed.

Transfer and Re-Enrollment Procedures
If coming from a public school within Indiana, the following are required:

- report card or a copy of transcript from the last school attended; (the new school’s registrar shall send for permanent record);

- verification of parent/legal guardian address by two of the following:
  - property tax receipt or show homestead exemption (Primary source of verification):
  - current electric bill.
  - contract for purchase of home;
  - warranty deed
  - or lease agreement;

- authenticated birth date; and

- immunization records showing proof of proper immunization.

Any student receiving special education services is encouraged to bring a copy of their most recent Individual Educational Plan (IEP).

**Withdrawal Procedures**

A student who wishes to withdraw from school must report to the appropriate office with a note from the enrolling parent and receive a clearance from that office. The withdrawal form must be signed by all of his or her teachers and required staff. These signatures indicate that the student is clear with reference to textbooks, library books, and any other school equipment that might have been in his or her possession.
Attachment 7: Student Discipline Policy.
Disciplinary Code of Conduct

All parents will be given a copy of the Disciplinary Code during enrollment and registration. At that time, they will be able to read the code and ask any clarifying questions. They will be asked to sign the signature page indicating that they have received a copy and that they agree to uphold and support the rules and policies.

On the first day of school, all students will attend an assembly where they will be given copies of the Disciplinary Code along with other pertinent information. The Administrator will go through the code and explain the expectations for student behavior. The students will be expected to take the document home and have the parent sign the statement indicating they have received a copy of the code and that they agree to uphold and support the rules and policies. The signed statement will be kept on file in the office.

General School Behavior Management (excluding serious behavior offenses)

SCA will take a simple approach to keeping students' behavior on track through a program called “Smart Classroom Management”. This program is based off the philosophies in the book Smart Classroom Management by Michael Linsen. The philosophy behind this discipline is that children need high expectations with consistent and clear consequences coupled with genuine praise and love.

Rules:

These rules are basic enough that pretty much anything can fall under 1 of them.

1. Listen and follow directions
2. Use hand signals and stay on task (this includes raising a hand to speak in my classroom as well as using a bathroom signal.)
3. Keep your hands and feet to yourself
4. Respect your classmates, school, and teacher.

Consequences:

1. Redirect
2. Sideline
3. Letter Home
4. Skills Room or a Think Time in another classroom

Any time a rule is broken, give the appropriate consequence and track it quickly on the behavior tracker. Be consistent Don’t make it personal, just give the consequence. DO NOT GIVE VERBAL WARNINGS BEFORE THE REDIRECT. The redirect is the FIRST warning.

Often times we spend the most time with our students who are misbehaving the most. This is not how it should be. It takes away your valuable teaching time and attention from students who ARE behaving. This system allows you to simply teach, and let the program handle the majority of the management. There is usually only 1% of students who this program does not work for.
They are those who often need additional services and support.

**Consequences explained**

1. **Redirect** - A redirect is basically a warning. If you give a redirect the student should walk over, get the card and place it on their desk for the remainder of class. Have you ever noticed how you can say the same thing over and over and students will continue to do it? Last year I kept having to remind students to put their book boxes on the floor. Every single day, I would have students that had it on their desk. Finally I told them, “class, from now on there will be no reminders for putting your book box on the floor. If I see it on your desk, I will just ask you to get a redirect.” MAGIC. Attaching a simple consequence - just a redirect card on their desk - somehow made it real.

2. **Sideline** - A sideline is a timeout. I keep a chair on the outskirts of my room with a clipboard tacked behind it. If a student gets a sideline they should go to the sideline chair and sit there until THEY ARE READY to rejoin the group. When ready, the student can raise their hand, wait for my nod, and then come back to their seat. The clipboard is there because they are still responsible for any work or learning taking place.

3. **Letter Home** - The letter home is simply a letter sent home to parents to inform them of what rules were broken. I don’t give details on it unless I feel it’s needed. I expect it returned the next day signed. If it is not returned, I call the parent with the student right next to me the next morning and read the letter to them. After I finish reading I say, “would you like to speak to student?” I then move on. They can email me or call me after class if they’d like to, but usually this has been sufficient.

4. **Skills Room or a Think Time in another classroom** - I am very fortunate that my whole school has jumped on this program! We have a “skills room” set up in our office where students go for the 4th consequence. While there they meet with an office staff or admin member and talk about what happened and then role play how they could’ve handled the situation. They then return to class. If you don’t have this option I would try and find another teacher (in a different grade level) to have a think time chair in. The student could go to their room with a think time slip, fill it out in the designated spot and then come back to class.

**Serious Matters Beyond General School Behavior Management**

Also, the administration will work closely with the counselor to keep abreast of any home issues that might have a negative impact on a student’s academic performance and classroom behavior.

Parents will be notified immediately if their child’s behavior becomes disruptive to the educational process. Every effort will be made by the school to work with students and their parents or legal guardians in trying to alter or modify a student’s negative behavioral patterns. For minor infractions, the administration may warn the student, write a referral, call the parent or legal guardian or remove the student from class for one period. If the negative behavior escalates, it may become necessary to impose stronger penalties. For repeated violations, the school may be required to suspend the student or initiate due process proceedings pending an expulsion.

A student may be suspended for five days or up to ten days, depending on the violation. In accordance with Indiana statute, a student may be expelled for a period of one semester or up to one year.
Disciplinary Action for Students with Disabilities

Pursuant to IC 20-33-8-34, notwithstanding any other law, a suspension, an expulsion, or another disciplinary action against a student who is a student with a disability (as defined in IC 20-35-1-8) is subject to the:

(1) procedural requirements of 20 U.S.C. 1415; and

(2) rules adopted by the state board.

(b) The division of special education shall propose rules to the state board for adoption under IC 4-22-2 governing suspensions, expulsions, and other disciplinary action for a student who is a student with a disability (as defined in IC 20-35-1-8).

Student Accommodations and Disciplinary Actions for Special Population Students:

This would tie into PBIS and RTI/MTSS. Students would receive accommodations according to their disability and disabilities would be taken into consideration when discipline is rendered. For example: A student that has been identified as having a learning disability may be given the accommodation of extra time on work. That student would receive the extra time without penalty. Ex: Students with an emotional disability that is being disciplined for an emotional outburst may not receive out of school suspension rather an alternative quiet setting to complete their work, reflecting on the outburst. This would need to be written in the IEP as an accommodation. Students that are at 10 days of suspension will be required to have a manifest determination conference to determine if it is due to their disability. If it is then you review what behavioral supports need to be put into place (differently) to accommodate those students.

Infractions that are Grounds for Suspension and Expulsion

Code 1: Possession or use of alcohol. No student shall knowingly possess, use or be under the influence of alcohol or any alcoholic beverage.

Code 2: Drugs/paraphernalia and look-alikes. No student shall engage in the unlawful selling or transmission of a controlled substance, illegal drug, alcohol, prescription drugs or anything purported to be or that is represented as a look-alike, or engaging in a criminal law violation that constitutes a danger to other students or constitutes an interference with school purposes or an educational function. No student shall knowingly possess, use or be under the influence of any narcotic drug, illegally obtained/used prescription drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, caffeine-based stimulants, substances containing phenylpropanolamine, stimulants or intoxicants of any kind or any paraphernalia used in connection with the listed substances.

Code 3: Weapons/use of an object as a weapon, knowledge of deadly or dangerous weapon. No student shall knowingly possess, handle or transmit a knife or any object that can reasonably be considered a weapon. Deadly weapons are defined and elaborated in Indiana Code, title 35, article 41, chapter 1, section 8 (I.C. 35-41-1-8).

Code 4: Possession of handgun. No student shall be in possession of a handgun, a deadly weapon as defined in I.C. 35-41-1-8.
Code 5: Possession of rifle. No student shall be in possession of a rifle, a deadly weapon as defined in I.C. 35- 41-1-8.

Code 6: Firearms/use of an object as a weapon/knowledge of deadly or dangerous weapon. No student shall possess, handle, or transmit any firearm or destructive device on school property. Students should report any knowledge of such weapons on school grounds immediately. Failure to do so can be grounds for suspension, pending expulsion.

Code 7: Smoking/possession of smoking materials (i.e. Vapes, Juuls, e-cigs, etc.). No student shall smoke or chew tobacco products while on school property. This includes in the building, on school grounds, in cars operated or parked on school grounds, or on school buses, or at any school function, dance or athletic event. Smoking and other tobacco paraphernalia, including lighters and matches, will be confiscated.

Code 8: General disruption of the orderly educational process/disorderly conduct/terroristic threat or acts (on or off campus). No student shall engage in violence and/or threat of violence against any student, staff member, and/or other persons. Prohibited violent or threatening conduct includes threatening, planning, or conspiring with others to engage in a violent activity. No student shall threaten (whether specific or general in nature) damage or injury to persons or property, regardless of whether there is a present ability to commit the act. No student shall use violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or other comparable conduct constituting an interference with school purposes, or urge other students to engage in such conduct. The following examples are meant to clarify types of behavior prohibited by Code 8. It is not an exhaustive list.

1. Occupying any school building, school grounds or parts thereof with intent to deprive others of its use.
2. Blocking the entrance or exits of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of the building, corridor or room.
3. Setting fire to or damaging any school building or property.
4. Prevention of or attempting to prevent by physical act the convening or continued functioning of any school or educational function or of any meeting or assembly on school property.
5. Continuously and intentionally making noise or acting in any manner so as to interfere with the ability of any teacher or any school personnel to conduct the educational function under their supervision.

Code 9: Offensive touching/inappropriate lewd behavior exposing himself or herself/offensive remarks. No Student shall violate or repeatedly violate any rules that are reasonably necessary in carrying out school purposes or an educational function and are validly adopted in accordance with Indiana law, including, but not limited to engaging in sexual behavior on school property.

Code 10: Extortion. No student shall obtain any goods or services through force or threat.

Code 11: Theft/counterfeiting. No student shall steal, attempt to steal or knowingly receive school property or private property of another.

Code 12: Fire and explosives. No student shall be involved in setting fires or explosives that threaten or cause damage to human life or property on school grounds or at educational events.
Students will be held responsible for payment of any damages that occur as a result of these actions.

Code 13: Fighting. No student shall participate in a physical altercation with another student or any other person. The physical nature of a fight could include but is not limited to hitting, punching, slapping, poking, grabbing, pulling, tripping, kicking and punching. School and local police authorities will be contacted as necessary to prevent injury and escalation. Situations will be handled on a case-by-case basis to determine whether such actions were self-defense and may or may not warrant a lesser consequence. In addition, no student shall record or videotape a fight between any individuals. If a student is caught recording or spreading such recordings (through phones, emails, YouTube, or by other means), that student will face a similar consequence.

Code 14: Battery. No student shall commit battery against another individual. Battery is defined as harmful or offensive touching of another.

Code 15: Violation of school probation (academic or behavioral). No student shall violate any school sanctioned rules/policies or state/federal laws.

Code 16: General classroom disruption/disorderly conduct. No student shall fail to follow the direct instructions of a staff member. No student shall fail in a substantial number of instances to comply with directions of teachers or other school personnel during any period of time when the student is properly under their supervision, where the failure constitutes an interference with school purposes or an educational function.

Code 17: Inflammatory actions/disorderly conduct/withholding information. No student shall participate in any behavior or say anything intended to arouse angry or violent feelings in one another. No student shall engage in physical contact of a playful nature (horseplay). This includes but is not limited to distracting another from performing his or her job, startling, playing tricks on others, wrestling or any other playful behavior that disregards safety precautions. No student shall willfully withhold information that could be important for the safety of any person.

Code 18: Excessive tardiness/lateness 3 times. No student shall be tardy to school or to any class period more than 3 times. In the event of an emergency, students must attain late passes from an appropriate staff member, authorizing the tardiness.

Code 19: Loitering/out of assigned area. All students must follow the building and transition plans specified for his or her grade level and class. No student shall be out of his or her designated areas of the building without proper documentation from an appropriate staff member. In addition, no student may be out of the classroom or cafeteria during class without a pass. This includes but is not limited to hallways, restrooms, lockers, doorways and other offices.

Code 20: Disruption on the school bus. No student shall participate in any behavior deemed disruptive by a bus driver or supervisor when on a school bus.

Code 21: Trespassing. No student shall remain in the main academic area of LCIS after the school day has ended unless accompanied by an adult.

Code 22: Gambling. No student, even those of legal age under Indiana state law, shall participate in any wagering of money or something of material value.
Code 23: Harassment/hazing, defamation of character/bullying. No student shall ridicule, humiliate, intimidate, harm or engage in repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior.

- No student shall post, comment, or share social media posts that are included in Code 23.

Code 24: Simple assault, threats of violence, bullying. No student shall engage in any kind of aggressive behavior that does physical or psychological harm to another person or urge other students to engage in such conduct. Prohibited conduct includes coercion, harassment, bullying, cyber-bullying, hazing or other comparable conduct.

Code 25: Dress/grooming. No student shall fail to adhere to all aspects of the dress code (students may return the same day if they rectify their dress code issues).

Code 26: Inappropriate use of technology/computers. No student shall have unauthorized technology on school grounds. Like cellphones, any technology seen on school grounds will be immediately confiscated and held until a parent retrieves it from an administrator. No student shall misuse school technology. This includes visiting prohibited websites, using technology for unauthorized purposes, hacking into networks or files, altering settings or configurations and physically tampering with technology.

Code 27: Lying, false statements, forgery, cheating/plagiarism. No student shall willingly declare a false statement. Students are expected to be honest when prompted by a staff member. No student shall participate in any activity that reveals academic dishonesty. Cheating includes but is not limited to duplicating parts of or whole assignments as original work, exchanging assignments with other students whether the intent is to copy or not, utilizing unauthorized materials during testing that supply information, utilizing a computer or other technology to attain answers to an assignment (including translators for foreign language and summaries/commentaries in lieu of reading assigned materials), giving or receiving answers during tests or quizzes, taking credit for work when the student has not contributed, and accessing a test or quiz to gain information in advance of its administration. No student shall perform academic dishonesty in the form of plagiarism. Plagiarism may include, but is not limited to, taking part of or whole assignments and submitting them as original, utilizing material written by someone else or rephrasing the ideas of another without properly citing the source, and presenting the work of others (including parents, friends, family members and Internet sources) as original.

Code 28: Use of abusive language. No student will engage in the use of profane language or obscene behavior. This may include any vulgar or indecent utterance, gesture or written expression intended for another person or presented in an overt manner.

Code 29: Defiance of school personnel's authority. No student shall be disrespectful or insubordinate toward adults (staff or volunteer) or one another.

Code 30: Unexcused absences/excessive absences. No student shall be willfully absent from school or tardy to school. Failure to report to school daily and on time will result in school consequences and may result in legal consequences. According to IC 20-33-2-11, habitual truancy is defined as “having unexcused absences from school for more than 10 days of school is one school year.” Habitual unexcused absences will be reported to an intake officer of the juvenile Court, who will proceed in accordance with IC 31-30 through IC 31-40.
Code 31: Vandalism. No student will cause damage to, steal or attempt to steal school property. Students will be held responsible for any damages that occur.

Suspension and Expulsion Policy

The grounds for suspension or expulsion listed above apply when a student is a) on school grounds, before, during or after school hours, b) off school grounds at a school event or activity, or c) traveling to or from school or a school event or activity. If a student is suspended from school for any reason, participation in extracurricular activities and events is suspended until the suspension period has ended. Students who are suspended out of School on Friday will not be eligible for participation in extracurricular activities and are not to be on school property until the following Monday or the end of the suspension Period.

In addition to the grounds listed above, a student may be suspended or expelled for engaging in any activity on or off school grounds if the activity may reasonably be an interference with school purposes or an educational function, or the student’s removal is necessary to restore order or protect persons on school property. This includes any activity meeting the above criteria that takes place during weekends, holidays, school breaks or any time a student may not be attending classes or other school functions. Detentions after school or suspensions from class can be determined by classroom teachers in consultation with the Administrator (refer to the appropriate Indiana law at IC 20-8.1-5.1-4). All disciplinary actions will be clearly described to all students with the intent that students will understand the consequences of their actions (i.e., homework not completed=detention).

Suspension from School

When an administrator (or designee) determines that a student should be suspended, the following procedures will be followed:

1. A meeting will be held with the student and an impartial administrator prior to any suspension decision. At this meeting, the student will be entitled to procedural informal due process, which includes:
   a. Written or oral statement of the charges;
   
   If the student denies the charges, a summary of the evidence against the student will be presented; and the student will be provided an opportunity to explain his or her conduct. The student/administrator meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible. Students are not guaranteed a meeting prior to suspension.

   Parents/guardians will be notified of a possible suspension as soon as possible, but in all cases, the parents or guardians of suspended students will be notified in writing. The written notification will include the dates of the suspension, nature of the student’s misconduct and the action taken by the administrator.

Expulsion from School

When an administrator (or designee) recommends to the Headmaster (or designee) that a student be expelled from school, the following procedures will be followed:
1. Ensure that procedural due process has been offered as cited under procedures for suspension. 2. Filing procedures that must be followed include:

a. Accurate completion of the student information on the Request for Expulsion Form. b. Signature of the appropriate administrator.

c. Causal hearing date and/or pre-expulsion date when applicable; otherwise, not applicable. d. The code of conduct citation that the student is charged with violating. This includes every violation that will be discussed at any necessary expulsion hearing.

e. All appropriate suspension information, if the student has been suspended, including the dates for the beginning and ending of the suspension.

f. The date the expulsion would end if upheld.

g. The request for continued suspension should be checked on the Request for Expulsion form only if a principal (or designee) is requesting that the suspension be continued. This should only be requested when there is a risk to others or to the educational process and should not be checked for a student who is in special education. (Note: requesting a continued suspension can result in an additional hearing just to determine the continued suspension.)

In all cases, the Request for Expulsion form must be submitted to the Headmaster no later than 3 school days after the decision to request expulsion has been made. This timeline must be adhered to comply with due process time parameters.

The Headmaster (or designee) may conduct an expulsion meeting, or may appoint a designee as the expulsion examiner. An expulsion will not take place until the student and the student’s parent are asked to appear at an expulsion meeting conducted by the Headmaster or the person designated above.

Failure by a student or a student’s parent or legal guardian to appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion or to appeal it to the Board. The request to appear at the expulsion meeting will be delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the date, time, place and purpose of the Meeting.

At the expulsion meeting, the administrator (or designee) will present evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student, and to present evidence to support the student’s position. If an expulsion meeting is held, the expulsion examiner will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and the student’s parent or legal guardian.

Decisions of the person conducting the expulsion meeting may be appealed to the Board of Trustees within 10 days of the receipt of the notice of action taken. The appeal to the Board must be in writing. If the appeal is properly made, the Appeals of Committee of the Board of Trustees will hear the appeal and will consider the written summary of the expulsion meeting and the arguments of the school and the student and/or the student’s parent or legal guardian.
The Appeals Committee will then take any action deemed appropriate. Students with exceptionalities or who are served by an Individual Education Plan, Behavioral Intervention Plan, or who are participating in a Functional Behavioral Assessment or any other psychometric evaluation process are subject to all the rules and protections of Indiana Article 7, IDEA, and the ADA. These students have the right to proper due process in accordance with state and federal rules and regulation. Any student who meets these standards will be adjudicated through a manifestation determination conference to establish a plan to address the given behavior prior to the continuation of formal due process. Parents should forward any questions or concerns to their child’s Teacher of Record (TOR) or the administration.

Requests for appeal should be forwarded to:

President Board of Trustees SCA

P.O. Box 14

Springville, Indiana

Parents may refer to IC20-8.1-5.1-13 for further clarification of rights under Indiana law. All Indiana Code referenced can be found at www.IN.gov by searching the Indiana Code referenced.

Additional Disciplinary Actions

In addition to suspensions and expulsions, students may be subject to additional disciplinary actions. These disciplinary actions may include:

• Counseling with a student or group of students

• Conferences with a parent or group of parents

• Rearranging class schedules

• Requiring a student to remain in school after regular school hours to do additional or for counseling

• Restricting extracurricular activities
Attachment 8: Evidence of Support from Community Partners
August 11, 2021

To whom it May Concern,

As a respected businessman, owner of United Country Real Estate | Coffey Realty & Auction for over 35 years, Living and working as a Springville resident and community supporter. And as grandparent who cares and wishes for the BEST education for my grandchildren in Lawrence County and the Springville, area. It is of my opinion that Lawrence Country and the Springville community would be greatly served by a Charter School.

In order to keep our town of Springville current and serve the educational needs of our Children (My Grandchildren) I believe a Charter School would absolutely be a great alternative and be in the best interests for all parents and grandparent in our area. Our family truly believes that life and education in a small town does not need to be seen as insufficient or below the standards of other towns or areas. I am very confident that we will have more than enough high-quality educators ready for the opportunity to serve the Springville kids!! I predict that you will see record enrollment as we have seen in other communities for similar Charter Schools.

Phyllis and I are sending this letter as our affirmation that we fully support the Springville Community Academy Charter School. Please support our community and continue with and support the Springville Community Academy project.

Respectfully,

Jimmie Dean and Phyllis Coffey

United Country Real Estate | Coffey Realty & Auction
To whom it may concern:

I, Angel Jackson, as a custodial parent of my 9 yr old grandson that I'm raising, whom has special needs and needs a smaller school setting than everyone being bunched into larger schools. When he was in this school before he did great, when he got moved to the bigger school they didn't provide him with any 1 on 1 time so he ended up going to summer school to finish his 3rd grade year.

[Signature]

Jackson
To whom it may concern,

I am writing this letter to express how my family and I are so excited about the prospect that a school could be returning to the Springville community. We are one of many generations of families that have attended school in Springville in the past but there are also have been so many first generation families who have decided to make Springville their home. Our school in Springville is the heart of our community and I want to see it beating again.

Without hardly any notice and very little input from the community, we received news last year that our beloved school was going to be closed by the district. This was devastating to everyone in our small but vibrant rural community.

Now we have the opportunity to revive the community after this short pause with a charter school. I could not be more joyful to hear that that school could be brought back to our community. It will have me and my family’s utmost support. We appreciate all who have invested their time and resources into this community treasure and look forward to a school opening soon.

Very Respectfully,

Dwight and Barbara Kimmel
93 Arthur Road
Springville, IN 47462
Ball State University Office of Charter Schools

Re: Expression of Full Support for the Springville Community Academy

The focal intent of this correspondence is to express my full support for the development and the activation of the Springville Community Academy.

I have served in the field of education for forty-three (43) years. During my time in education, I was blessed. I served as a teacher, an assistant principal, a principal, an assistant superintendent, and a superintendent. As an educator, I enjoyed serving students, parents, and the greater school community. I enjoyed observing my young people transition from students to successful community leaders.

I am very pleased to learn that a group of citizens are actively pursuing a way to keep a small learning environment in their local community. As plans are being developed and activated to start a small community charter school, Springville Community Academy, I fully support the vision and the overarching purpose of the learning community. The charter program will provide a creative learning environment and a school connection to a community that supports education.

I firmly believe that Springville Community Academy will be a tremendous benefit to a large number of young people within the community, and it will cultivate community support and community pride in the school. The charter program also will provide parents with a creative and inspiring education offering as they carefully consider whether to enroll their children into the local public school or Springville Academy.

In summary, I fully support the vision and purpose of the proposed Springville Community Academy. If you have further questions, please feel free to contact me.

Respectfully,

Gary D. Conner
I, Angel Jackson of Springville, IN, as a business owner, I would love to see our community school being used as a school again. I think that is what is best for our community for our children that was stripped away from having that option.

[Signature]

[Handwritten Signature: Jackson]
Aug. 2, 2021

Ball State Office of Charter Schools

To Whom It May Concern,

I am a chiropractic physician and owner of the Bedford Chiropractic Center since 1982. I am a life long resident of Lawrence County and I also had the privilege of serving on the Lawrence County Council as an at-large (County wide) representative for 28 years.

I am a resident of the Springville community and I have first-hand knowledge of its legacy of excellence and community pride. My wife Alexandra worked as an instructional assistant at Springville Elementary School for nine years. We had two children that attended school there as well.

Further, I have personally witnessed the blight that happens to a community following the closure of a local school i.e. Huron, Needmore, Tunnelton, Oolitic, etc.

I am extremely honored to offer this letter to express my full support in the establishment of a charter school here in Springville. It will be a huge success.

Sincerely,

Jim Edwards D. C.

former member Lawrence County Council

Resident of Springville IN
To Whom It May Concern:

I am writing this in support of the Springville Community and Rural Foundation's application for a Charter to provide an educational program alternative for the Springville, Indiana community. I was raised in the Springville community and have lived here some 62 years of my life. I attended the Springville Elementary School grades 1 through 8 and taught there 2 years in the 65 thru 67 school years.

Additionally I am a founding member and President of the Springville Community Association-a 501c.3 organization. We established this community association for the purpose of assisting various community, educational and church groups fund and resource activities, events, and projects that would make our community a better place to live and raise families.

Until recently our Community School had served as our defacto Community Center, both as the focal point for most of our community activities but also as the primary facility supporting these activities. This, for the most part, came to an end when the North Lawrence Community Schools closed the School two years ago.

The School, its programs, sporting events, playground and the associated fund raising events gave an energy, a purpose and a sense of community to our residents. While our churches, youth groups, and park are a significant aspect of our community cohesiveness, there is nothing like a school to give a community an identity. Absent our school, we have lost, for the most part, our will for our annual festivals and there has been a significant decrease in the involvement of our families in their children's education.

So I am pleased to support the Charter Request. An educational program and the great facility that is available for this purpose, and other community-enhancing uses, will go a long way in helping reestablishing our community spirit and cohesiveness.

As an aside, there is considerable evidence that competition is beneficial to most human efforts. I have no doubt that an additional educational opportunity for Springville area children will also have spill over benefits to children in the surrounding communities.

Thank you for you assistance in this matter.

Kenneth Thompson
President, Springville Community Association

8-21-21
To Whom It May Concern:

I am writing this letter in support of keeping a school in Springville, Indiana. I am the second of three generations of my family to attend Springville School and have lived in the community for all 70 of my years. My father graduated from the former Springville High School in 1940 and was a Township Trustee and a member of the advisory board when the present school was built in 1964.

Not only did I attend the school, but I have had almost constant involvement with the school as a volunteer, learning aide, room mother, PTO President, and PTO Treasurer. My brother, sister, and all their children attended the school. My children played basketball, played in the band, served in the Student Council, and most importantly, began their lives successfully at the school. Nearly all my family has members that have attended or were attending the school when it closed. Needless to say, I have a deep vested interest in the school and especially its role within my home community.

It is important to point out that I not only have loved, attended, and supported the school, but the community as a whole. In small communities like Springville, the school is the heart and soul. It is the meeting and gathering place where we can come together. I was involved in this very tight-knit community throughout my adult life as an officer with the Volunteer Fire Department board, the Gym and Park Board, and the Perry Township Advisory Board. I am also President of Springville Cemetery West. My father spent his adult life involved at a similar level and demonstrated personally that the only way to make your community a home is to remain involved.

All my friends, neighbors, and relatives care deeply about this place we call home. I know how dedicated we all are to maintaining a school here not only for the children, but also as the heart of small town values. Change is always hard to accept when so many memories are tied to a place like Springville School but the idea of a charter school renews our hopes that the community can be made whole again.

We cannot change the past, but we can shape the future by bringing a school back to our community. The building and facilities were remodeled and refurbished within the last 15 years and are in nearly perfect working order. The town will definitely contribute to any further work that needs done and will certainly band together to support this effort.

I support a charter school for Springville and remain hopeful that this can be accomplished for the well-being of the town.

Respectfully,

Marilyn Gayle Kimmel
Greetings,

I want to express my willingness and support for the expansion of the existing Springville Scout programs for the boys and girls attending the new Springville Charter School. It is with anticipation of reaching out and inviting the students attending the school to participate in our program, which, has served the Springville Community for several years.

The Scouting program has benefitted the students and families of Springville by way of developing character, leadership skills, citizenship etiquette, and physical fitness disciplines. Through a variety of activities and program requirements, the youth are introduced to lifelong skills and best practices.

It is my hope that the Springville Charter School will begin with a strong show from families in the community. I will wait with anticipation for the opportunity to bring the many families into the Scouting program.

Sincerely,

[Signature]

Rod Kates
Senior District Executive
Hoosier Trails Council, Boy Scouts of America
August 12, 2021

Ronald Edwards  
419 Northwood Drive  
Bedford, IN 47421  
812-275-3139  

To whom it may concern:

It is recognized that quality education for our children is absolutely necessary to have responsible, productive and moral people to ensure that our communities prosper and continue to grow. We believe our founding fathers established our country for the betterment of all people living in our society as much as mortal man can establish using God given principles in a strong governmental system. Our challenge is to participate in all aspects of our society to maintain this system of freedom to live, prosper, and govern this nation as our founding fathers intended. Education is basic to this endeavor. Local schools are important in order to provide the quality of education for our children which is necessary to support the future of our communities.

Recently, our county schools were consolidated requiring our children to be moved to other communities for their education. In addition, the public schools are seemingly departing from a sound set of curriculums supporting our long-standing values. Many parents are home schooling or sending their children to private schools so that they may receive a traditional education supporting strong values.

We support the efforts by the group to form a charter school in Perry Township. Utilizing a school in the community would allow the township to supply an educational environment for children to learn the true history, sciences, art, mathematics, and to reason. Thereby learning that life isn’t just earning a living, but requires active participation in all aspects of society for the preservation of our way of life.

Ronald and Joanna Edwards
July 27, 2021

To Whom It May Concern

We are writing to show support for a charter school to be located in Springville, Indiana.

As a 5th and 6th generation farming operation, we recognize the importance of having community pride. In the past, this sense of community centered around small stores and the school serving 1st through 12th grades. It was a place where neighbor met neighbor and news was shared. As stores closed, the school became even more important to bonding the community. Neighbors help each other and there is a strong sense of community pride. Having experienced early education in a rural setting and higher education at Purdue and Indiana State Universities we have seen the benefits of both small and large levels of class sizes and competition. The need for beginning education at the local community level is essential in our minds to ease the transition from a home setting to structured education. While small class sizes are critical at this beginner level larger class sizes and more competitive environments are appropriate as education develops. Springville school has provided these needs to our community until consolidation occurred last year. The objective of this consolidation was totally based upon supposed dollar savings with little or no regards to the beginning education basic needs of the children. A charter school would give the Springville community back a sense of togetherness that has been taken away by the recent consolidation. The school building that has been abandoned by the corporation is in very good physical condition and is extremely well located for the children of the community. We well know that being stewards of taxpayer dollars are very important in making management decision but we have also learned that understanding the human needs are very important to our children especially as they begin their educational process. I believe this basic need can best be served with local small schools, not consolidated schools.

Our ancestors were graduates of Springville Schools. More recently our daughters and grandchildren attended Springville Elementary. In addition to helping the community, a charter school could provide educational opportunities to students not available in the public schools at this time. Having smaller class sizes and certified personnel would give students an advantage over those in larger, public school classes. It would be less likely for students to “fall through the cracks.” Primary students could benefit from shorter bus rides to a local school than they would have to centralized public schools.

Thank you for reading and considering this support of a charter school in Springville.

Stan and Ann Armstrong, Owners

[Signature]
To Whom It May Concern:

Over the past year, I have been following closely the changes occurring within Lawrence County in regards to the schools and the communities, specifically in Springville. I am no longer a resident of Springville or Indiana, having left home to join the Army in 2003. Though I will not necessarily return to Springville to reside in the future, I still consider it my home. I have lived in 7 states and 2 countries during my Army service, so I have been able to observe a diverse set of towns and schools, even on other continents. I have been fortunate to get a Bachelors Degree, Masters Degree, professional certification in Russian, advanced leadership training, and a commission from the United States Army. I have written papers for four-star Generals, diplomatic security officials of the State Department, and Congressmen. I only mention all this to illustrate that I have experienced some success in my career - success I can trace back to a great start of life in Springville, Indiana - and more specifically, Springville Elementary School.

Some might wonder why I would even care what happens with my old elementary school, since it is likely that I will not return to Springville to live. I do not even have children, so why am I so interested? I care because my experience at Springville School set me up for success for the rest of my life. I care because I have seen and heard about the effects of closures of community schools in every place I have lived. I care because many of my friends and relatives still live in the Springville area and their children and grandchildren would have attended the school.

You see, Springville is a small -but very old- community in Lawrence County. It was the second official settlement in the county, platted in 1832. I know that because Mr. Jay Wilson, my cousin, wrote an extensive history of the town of Springville in the 1980’s. He even wrote an updated and augmented version of his book 20 years or so later. Jay was an elementary school teacher by trade, but his passion was history. Though he did not grow up in Springville, his wife did. Once they moved to the area, he fell in love with it. It’s that type of place. It is the epitome of modern small town America, with one gas station, a sometimes-open café, a small post office, and - until 2020 – a small elementary school. A local artisan painted a Normal Rockwell-esque scene of the bridge over Spring Creek and our beloved old gymnasium next to it. It was something right out of Country Living.

Springville has never tried to pretend it was on the way to great size or greatness, though it was quite the bustling little town until the 1940s. It has always been a simple place that was peaceful, quiet, and destined to stay the smallest size dot on a map forever. One could hope, anyway. If it sounds like I am describing the town as a person, I suppose it is because it was such a tight-knit community that it felt like it had life of its own. Up until the last 20 years, nearly every resident was related in some way, often in more ways than one. Every single student at Springville School knew each other and their parents did too. The whole town typically came together for our school carnival in the fall, for the school open house, for PTO meetings, for basketball team games in the winter.

All that changed when the local school board voted to close Springville School and five other similar schools in Lawrence County. While that decision was unpopular, we must carry on and look to the future. There is a solution to the heartache we feel: we can have another school in Springville. The community now owns the building and property again. The building was remodeled less than 15 years ago, so the facility remains in great shape. The property has plenty of open space for the kids at recess or during physical education classes. I do not foresee an issue with acquiring students; residents have been driving their children to the next county or enrolled them in the nearby new charter school, which
is already at max capacity. Those who did accept the transfer into another district school will likely reconsider if the community had a school once again. I can all but guarantee the capacity would be met.

As I described in detail above, the school is not merely a place of education. In small towns like Springville, it is the center of life where we all come together. There are numerous studies out there that describe how communities begin to fail or “disband” once their local schools are shuttered. Here are some links, if you are interested:

https://www.chalkbeat.org/2019/2/5/21106706/five-things-we-ve-learned-from-a-decade-of-research-on-school-closures
https://www.urban.org/features/subtracting-schools-communities

In summary, I could write novels about the benefits of small towns and schools like Springville. I fear that without a common place to come together, the place where I grew up will slowly fade away until it is reduced to a dot on a map with no identity. The best way to ensure the survival of that way of life, that sense of belonging, that sense of community...is to restore its center of gravity. Its heart. For me, that center is the school. I strongly support a charter school in my beloved home town of Springville.

Respectfully,

Travis S. Kimmel

Travis S. Kimmel
August 14, 2021

Re: Springville Schools

To whom it may concern,

I am the current Trustee of Perry Township, a Father, and a Grandfather of former students at Springville Schools. My wife Mary and I are both Graduates of Springville School. We were students of the School which was housed in a three-story brick building in downtown Springville and had eight grades. I started my education in the first grade there in August 1948, just six years after the last High School Class of 42 graduated. The High School grades were discontinued in that building and were transferred to another High School the following term. I graduated the eighth grade there in May of 1956 and started my freshman year at Oolitic High the following August. I have given a short account of part of the reasons my loyalty and dedication for a School in Springville are anchored deep in my heart and sentiments.

Younger citizens may not even be aware that our rural Schools were actually overseen by Township Trustees, who hired the teachers and other school employees. I remember well the days when The Trustee was responsible along with a three-member Advisory Board with all four being elected by the people to do those jobs. Being a Trustee in my third term, and a Deputy Trustee for twenty years prior to that is the reason I felt compelled to make known my deep-rooted feelings that go far above and beyond common sentiment. Springville School was educator for many students of different vocations ranging from Educators, Engineers, Politicians, Medical professionals, Veterans of wars and police actions from WWII to the current Crises’ in the Middle East.

I’ve taken too much time to say what you already knew from the start of this letter, I want to see an quality School in our Community always. I am fully behind the effort to start a new Charter School in Springville.

Thank You,

Robert E Phillips,
Robert E Phillips, Trustee
Perry Township, Lawrence County Indiana
August 22, 2021

To Whom It May Concern:

I am a past Trustee of Perry Township with 20 years experience, and I fully support and hope for an operational School in our Township for all time to come.

Yes, I am prejudiced because I am a life-long resident and a graduate of the old Springville School’s Eighth Grade. It was heart breaking to see the NLCS System close our School. I am thankful for a group of dedicated citizens working hard to achieve a Charter School for our Community. I am as confident as they, that the enrollment will be good. Please consider that my feelings are shared by many in this Township.

Sincerely,

Mary Frances Phillips

Mary Frances Phillips
Albert,

Thank you for contacting me today about potentially starting before and after school programming for a future charter school. Hoosier Uplands would be happy to hold further meetings to discuss future partnership options.

Hoosier Uplands 21st Century Community Learning Center is an after school program offered at Burris Elementary (Hatfield students are eligible), Fayetteville Elementary, Orleans, Shoals, Springs Valley Elementary, and West Washington Elementary. The vision of the program is to assist children in achieving their potential through academic and social skills. Limited transportation is provided. There are also limited spaces for the after school program. Students enrolled in the 21st CCLC after school program are required to attend the program at least three days a week. There is an enrollment process that must be completed before the student can attend the program. Applications are available at the participating schools or at the Hoosier Uplands main office. Many times the programs are full with a waiting list. However, completing an enrollment form for your child will place him/her on the waiting list for any openings.

Program Scheduling
A typical day Monday–Thursday will be as follows:
3:00–3:30– Sign-in, restrooms, snack
3:30–4:00–Homework help/academic time/computer lab
4:00–5:00–STEM Activities (Monday, Wednesday) and Literacy Activities (Tuesday/Thursday) 5:00–5:45 Free play, indoor/outdoor games, group activities
Fridays are considered “Fun Fridays”. Friday programs consist of guest speakers, special event celebrations, holiday parties, and other exciting opportunities for the students enrolled in the afterschool program. Once per month other curriculums are utilized on this day such as physical activity curriculums and character education projects.

Funding Source
Hoosier Uplands currently has two 21st Century Community Learning Centers (21st CCLC) grants from the Department of Education, Cohort 8 and Cohort 9. The No Child Left Behind Act authorized national funding handed down to the states to administer. The federal funding source is dedicated exclusively to after school programs. Hoosier Uplands plans to serve 280 students in the 2019–2020 school year between all six schools. There is no cost for parents.

21st Century Community Learning Center Goals

- To help children become happy and responsible participants through positive and non-threatening teaching techniques.
- To increase the child’s respect for himself/herself by being responsible for their own actions.
- To help them grow respect for the rights and feelings of other people.
- To provide academic enrichment activities that can help students meet state and local achievement standards.

Hoosier Uplands works with the schools to create a support team to help the students improve their academic skills, school day attendance, and motivation to learn by helping each child reach their potential.

Contact Information

Hoosier Uplands
500 West Main Street
Mitchell, In 47446

Program Director – Whitley Clements
wclements@hoosieruplands.org
812–849–4447 ext. 318

If you need anything else, please let me know.

Thank you!

Whitley Clements
Assistant Director, Strategic Development & Special Projects
21st CCLC Program Director
To whom it may concern,  

August 20, 2021

I am writing in support of a charter school in Perry Township. I am currently a member of the Perry Township Trustee board and a lifelong citizen of Perry. I have raised my children here and now some of my grandchildren are being raised in this same area. We have a family farm and some rental properties that are also located in Perry Township. As you can see, I am invested in this town.

Last year, our local public school consolidated and moved to another township. This has been an eyeopener for me and the community. The other businesses, including our apartment rentals, have suffered because we do not have a local school to offer the families who live or plan to live in Perry Township.

Perry township has what it takes to support a local school. We have the Springville School building that is in excellent condition. The building is on a highway and has easy access for everyone. It is centrally located with the general store, post office and fire department within a half mile radius.

Most of all, we have committed individuals who have dedicated their time and effort into seeing this need fulfilled. They have worked tirelessly and rallied the community together to support the education of our future generations.

I appreciate your consideration of my letter,

Amy Voorhies
Attachment 9: School Principal.
The School Administrator(s) will lead the development of the school after his or her current roll is fulfilled in June, 2022. All instructional staff will participate in professional development prior to the first day of school. The actual first day is scheduled for Monday, August 8, 2021 and our plan is to follow a similar annual schedule as the local traditional public schools.

The administrator(s) will begin work part-time following the authorization of SCA, and once start-up funds are received, will begin working on marketing and recruitment of staff and students; soliciting community partnerships; soliciting bids and identifying vendors for office and classroom equipment; and ordering supplies and materials for the start of school.

The Administrator(s) will work with various sources to retrieve line of credit funds for equipment and furniture; conduct fundraisers and solicit donations to support programs, services, and extra-curricular activities. The administrator will participate in community events and conduct parent information and orientation meetings, and community advisory council meetings to secure partnership agreements to leverage the supports provided by these organizations.

If an additional principal is needed, specific, targeted recruitment for this position will begin after SCA has charter authorization and startup funds are available. Target timeline for hiring this individual will be for s/he to begin full-time employment in the summer of 2022.
Attachment 10: School Leadership Team.
School Leadership Team

**Director of Special Education:** The director of special education leads and directs all special education services and requirements. Manages schedules to maintain compliance with the IDOE for all IEPs and 504s. Manages special education teachers and teaching assistants.

**Dean of Students:** Manages school-wide student events, school organizational procedures such as parking, dismissal and arrival procedures, alternative discipline, tutoring, and any other student support.

**Certified School Counselor:** Manages scheduling, makes sure graduation requirements are being met, works with families for support in hardships, and guides at-risk students towards more positive behaviors. The school counselor would be the first line of communication for DCS.

**Educational Data Analyst:** The data analyst organizes all data used to drive instruction. The data analyst uses formative assessment data to assist classroom teachers with grouping of students for targeted instruction. The data analyst will alert the SpEd team of any patterns showing little or no growth that may cause a student to need testing for special education services.

Target Timeline for hiring these individuals will be May 2022. It is understood that all employees will have to follow through with their current contracts. These individuals should report to SCA in the summer of 2022.
Attachment 11: Governing Documents.
BYLAWS
OF THE
SPRINGVILLE COMMUNITY AND RURAL FOUNDATION
d/b/a
SPRINGVILLE COMMUNITY ACADEMY
Revised July 30, 2021

ARTICLE 1
Identification

Section 1.01. Name. The governing body of the Springville Community and Rural Foundation (SCARF) shall be officially known as the Board of Trustees (Board). The Charter School supported by SCARF shall be named the Springville Community Academy (SCA)

Section 1.02. Address. The official US Post Office address of SCARF and SCA is PO Box 14, Springville, IN 47462.

Section 1.03. Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 1.04. Purpose and Mission Statement. The Board exists for the purpose of a governing system for providing a free, public education in grades kindergarten through grade 8 for children in the state of Indiana attendance area. The Board will support and uphold the mission of SCARF. The mission of SCARF is to inspire each student to reach his or her greatest potential personally and academically in a peaceful rural school learning environment by providing a challenging and a life-focused curriculum. Students enrolled in SCARF will develop essential life-long learning skills, critical thinking skills, character-building skills and knowledge to ensure that they will be adequately prepared to achieve success in high school and in an ever-advancing global society.

Sections 1.05. Non-Discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender, or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area based on Indiana statute and shall not discriminate in its admission policies or practices. This policy will specifically include special population and at-risk students. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Indiana.

ARTICLE 2
Board Authority, Powers, & Philosophy

Section 2.01. Authority. The supervision of this Corporation shall be conducted by the Board of Trustees, hereinafter sometimes referred to as the “Board”, which is constituted and governed by the laws of the State of Indiana.

Section 2.02. Powers. The Board shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time. The power of this Board extends to those matters expressly granted by statute or those matters which may be necessarily implied from such powers specifically delegated as being necessary to carry them out. The Board shall retain the power to act, through written policies, in situations in which there is no action required by statute nor by statutory prohibition to act. The Board shall have the management and control of all facilities and programs in the Corporation and the employees, students, and other persons entering upon its premises.

Section 2.03. Board Philosophy. The Board has the dual responsibility for implementing legal requirements pertaining to public education and for meeting the desires of the citizens. While the Board has an obligation to determine and assess citizen desires, it is understood that when individuals are elected or appointed to represent citizens in the conduct of specified educational programs, they, at the same time, endow their representatives with the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The Board declares and, thereby, reaffirms its intent to:

1. Maintain two-way communications with families and employees of the Corporation. The Board shall keep them informed of the progress and problems of the School Corporation. The families and employees shall be urged to bring their aspirations and concerns about the Corporation and its schools to the attention of this body;

2. Establish policies and make decisions on the basis of declared educational philosophy and goals;

3. Act as a truly representative body for citizens in all matters related to programs and operations. The Board recognizes that ultimate responsibility for public education rests with the State, but the Board of Trustees has been assigned specific authority through statute, and the Board shall not relinquish or fail to exercise that authority.

Section 2.04. Community Engagement. The current Springville School was originally funded and built by the Perry Township and opened in 1964. It underwent an addition in 1985, and then had a major addition and total renovation of existing portions in 2006. The North Lawrence
Community School Corporation (NLCS) voted to close the Springville School on January 6, 2020. Pursuant to Indiana Code, NLCS was required to offer the school and property back to the Township once it was no longer required by them. That transaction took place on August 2021. Upon transfer from NLCS to Perry Township, the deed was immediately transferred to the Springville Community Association. The Springville Community Association was chartered by the State of Indiana and recognized by the IRS as a nonprofit, 501(c)3 effective May 12, 2014.

As part of the process for the school transfer decision various public meetings were held during April-July 2021. There was an overwhelming expression of community support for using the school for community purposes with special attention being given to primary use as a school. Although the school discussion was general in nature there was many comments about a desire for the school be a 9-12 High School. As part of these discussions a group began forming which resulted in formation of the Springville Community and Rural Foundation (SCARF). State of Indiana approval of the SCARF Articles of Incorporation was effective June 8, 2021.

The SCARF Articles of Incorporation included a broad “Statement of Purpose” description. “To operate one or more charter schools in and around Lawrence County, Indiana, and to engage in such other non-profit endeavors as the Board of Directors of the Corporation shall deem appropriate from time to time in the Indiana counties of Lawrence, Greene, Monroe, Martin, and Orange.”

Community needs for building use other than for a school included support for home school families, Scouts, 4-H, Springville Park, religious services. There was also a desire to make the facility available to other groups which might provide programs for a larger geographic area but would also serve Springville area youth. Such uses might be YMCA type activities, and leagues/camps for basketball, volleyball, and other athletic events. Also, various clubs such as future farmers, chess, spelling, math, etc.

The vision of the original SCARF incorporators was to establish shared use of the building with a State approved public charter school as the primary occupant and custodian of the building systems, safety, security, and custodial. The building was to be renovated and modified to allow safe and secure separation for certain areas of the building which were dedicated to school use during the normal school day, but after school and weekend programs would accommodate other community use as described above. Those rooms which will be part of this community use zone would include the gym (C101), all purpose room/ cafeteria (A145), art room (A106), music room (A108), bathrooms (A110 and A111). The kitchen area would be available for special events with school kitchen staff management. Use of these rooms would normally be free for Perry, and Marshall Townships unless the use was for a fund-raising activity for which a fair rent would be charged to cover janitorial support.

**ARTICLE 3 Functions**

Section 3.01. By-Laws and Policies. The Board shall adopt bylaws and policies for the organization and operation of this Board and the Corporation.
The bylaws and policies may be adopted, amended, and repealed at any meeting of the Board, provided the proposed adoption, amendment, or repeal shall have been proposed at a previous Board meeting and, once proposed, shall have remained on the agenda of each succeeding Board meeting until approved or rejected. Except that the Board may upon a vote and where compelling reasons exist, cause to suspend at any time the operation of a bylaw or policy herein contained, provided the suspension does not conflict with law, and such suspension shall terminate at the next meeting of the Board or at such earlier time as is specified in the motion to suspend.

These bylaws and policies may be adopted or amended at a single meeting of the Board in an emergency. An emergency shall be defined for purposes of this rule as any situation or set of circumstances which the Board has reason to believe will close the schools or jeopardize the safety or welfare of the students or employees of the Corporation.

Any resolution adopted under emergency conditions shall expire automatically at the first public meeting of the Board following the abatement of the emergency unless the Board moves to adopt said resolution in final form.

Bylaws shall be adopted, amended, repealed or suspended by a 2/3\(^{1/3}\) vote of the full Board (physically present). Policies shall be adopted, amended, or repealed by a majority vote of the full Board (physically present). (Two-thirds (2/3’s) of a five (5) member Board is four (4) members.)

The adoption, modification, repeal, or suspension of a Board bylaw or policy shall be recorded in the minutes of the Board. All bylaws and policies shall be printed in the Board policy manual. Any policy or part of a policy that is superseded by a term in a negotiated agreement shall no longer be in force and effect as a policy.

The Board may adopt, amend, or repeal administrative rules of order for its own operation by simple resolution of the Board passed by a majority of those present and voting.

**Section 3.02. Selection of Headmaster**

The Board shall exercise its executive power in part by the appointment of a Headmaster who shall enforce the statutes of the State of Indiana, administrative guidelines of the State Department of Education as they apply to charter schools, the provisions of the charter application, and the policies of this Board.

The Headmaster shall prepare guidelines for the administration of the School Corporation which are in compliance with the Charter, statutes, regulations of the State Department of Education, or the policies of this Board.

Such administrative guidelines shall be binding on the employees and the students of this Corporation when issued.

The Headmaster shall be delegated the authority to take necessary action in circumstances not provided for in Board policy, provided that such action should be reported to the Board at the next meeting following such action.
**Section 3.03. Disputes.** The Board may assume jurisdiction over any dispute or controversy arising within or pertaining to the Corporation and concerning any matter in which authority has been vested in the Board by the charter, statute, rule, a contract, or policy of this Board.

The Board may hold hearings which shall offer the parties to a dispute, on notice duly given, a fair and impartial forum for the resolution of the matter.

**ARTICLE 4 Membership**

**Section 4.01. Non-Membership.** The Corporation shall have no members. The Trustees shall have all powers and duties to conduct the activities of the Corporation. Members of the Board shall be qualified and elected in accordance with the By-Laws. If a teacher or a noncertified employee of the Board is elected or appointed to the Board, the employee must resign from employment by the Board before serving on the Board.

**Section 4.02. Stakeholders.** Although not considered members, there are three categories of people who have a special interest in the success and performance of SCARF.

1. **Families of the Corporation.** Parents and/or Guardians of our students have a special role in the operation of SCARF and in the success of the students. They have a role in oversight of the education program and support of fund raising and student activities. They may be asked to participate as “Families of the Corporation” members on committees and they are may propose names for consideration as nominees for vacant Board of Trustees positions.

2. **Employees of the Corporation.** Teachers, aides, administrative employees, and all other full or part-time employees

3. **Volunteers of the Corporation.** Grandparents and other family members of the student, community members, and local businesses are all sources of the volunteers we will rely upon to help with activities, field trips, and fund raising.

**Section 4.03. Reporting Requirements.** In accordance with State Department of Education requirements, before August 1st of each school year (July 1st to June 30th), the Headmaster shall file with the State Superintendent of Public Instruction a listing of the:

1. Names and addresses of members of the Board;
2. Names and addresses of the Board’s officers;
3. Expiration dates of the terms of the Board members and officers.

Should a change occur in Board membership during the term of one or more members of the Board, the School Corporation shall file the change with the State Superintendent of Public
ARTICLE 5 Board of Trustees

Section 5.01. Number and Qualification. The Board of Trustees shall consist of not less than five (5) and not more than nine (9) persons. The Headmaster of the charter school shall be a nonvoting member of the Board of Trustees.

During the initial years of operation, the Board shall be comprised of the Trustees whose names are set forth in the Charter Agreement to ensure continuity and stability of the charter school, these "charter trustees" shall serve a term of four (4) years. Thereafter, Trustees shall be elected in accordance with the provisions of Section 5.04.

Except as otherwise provided in the By-Laws, all members of the Board of Trustees shall have and be subject to the same and equal qualification, rights, privileges, duties, limitation and restrictions. A majority of the members of the Board of Trustees must be residents of Perry and/or Marshall Township of Lawrence County, Indiana.

Section 5.02. Eligibility. To be nominated the individual must be at least 18 years old at the time of the election, be a resident of the State of Indiana, and pass a background check. Board members are not required to be parents of the Corporation.

No individual may serve on the Board of Trustees if that individual has been convicted of any offense set forth in Indiana Code 20-26-5-11(b), or of any offense substantially equivalent to any of the offenses listed in Indiana Code 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 candidacy of such individual is approved by the School’s Authorizer as defined in Indiana Code Section 20-24-1-2.5.

At least fourteen (14) days before an individual is seated as a member of the Board of Trustees, an expanded Criminal History Check, as defined by Indiana Code Section 20-26-2-1.5, shall be performed as to such trustee. If the Organizer is leasing from a religious organization, no member of the religious board and no religious leader of the religious organization may simultaneously serve on the Corporation’s Board of Trustees.

Section 5.03. Term. After the initial four (4) years of operation, at each annual meeting of the Trustees, trustees shall be chosen for a term of four (4) years. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) need to be filled.
Section 5.04. Election. Incumbent Trustees shall be eligible for reappointment; provided, however, no person may serve as a Trustee for more than three (3) consecutive four (4) year terms. Previous Trustees shall be eligible for membership after a lapse of one (1) year.

After the initial year of operation, Trustees will be elected to fill vacancies on the Board by the following process:

1. All Board of Trustees applicants will be required to go through a screening process, overseen by a Nominating Committee appointed by the Board of Trustees. The Nominating Committee shall consist of board members, staff member(s), and citizens of the corporation. The Board shall determine the number of those who will serve on the Nominating Committee;

2. All Board of Trustees applicants will be required to fill out a questionnaire established by the Nominating Committee;

3. Upon completion of the screening process, the Nominating Committee will place into nomination before the Board the names of candidates for each open position on the Board of Trustees;

4. No more than three candidates per position shall be nominated;

5. The Board of Trustees will vote on the candidates for each position in an open, public meeting;

6. The Board has final authority over all ballots;

7. The time, date and location of all elections will be advertised by the Board using, but not limited to, the following methods; public service announcements in newspapers, postings on the school’s website, postings on the school’s Facebook page, and sending notification home with students;

8. Voting on board member elections will be done in person in an open, public meeting;

9. Newly elected trustees shall assume office at the first Board of Trustees meeting following their election.

Section 5.05. Vacancies. In the event that a vacancy occurs among the Board of Trustees caused by death, resignation, removal or other cause, the Board of Trustees shall elect a person to fill such vacancy. A Trustee elected to fill a vacancy shall hold office until the next annual meeting held in June at which time the trustee may opt to apply for a permanent board position.

Section 5.06. Resignation. Any Trustee may resign at any time by giving written notice of such resignation to the President of the Board of Trustees. A resignation is effective upon the delivery unless the notice specifies a later effective date. The acceptance of a resignation shall not be
necessary to make it effective. If the President submits as resignation, the Vice-President shall serve until a new President can be elected.

Section 5.07. Removal of a Trustee. A Trustee may be removed for cause at a meeting of Trustees by an affirmative vote of two-thirds of the remaining Board of Trustees. Removal discussions will be held during an executive session but the vote shall be in a public session. Trustees being considered for removal shall receive prior notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal. Any vacancy on the Board of Trustees created by the resignation or removal of a trustee shall be filled by a majority vote of the trustees then in office.

Cause shall include but is not limited to:

1. Violations of applicable law, including, but not limited to:
   a. Violations of the Indiana Charter School Law; and
   b. Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws (the “Code”).

2. Breach of fiduciary duty and/or commission of an ultra vires act as defined by Indiana law, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

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

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

Section 5.08. Annual Meetings. An annual meeting of the Board of Trustees for the election of Trustees and Officers, and such other business as may come before the meeting, shall be held in June of each year. Written notice shall be given not less than five (5) days nor more than ten (10) days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice. The notice shall comply with the Public Meetings Law (Open Door Law). If the annual meeting is not held as above provided, the election of officers may be held at any subsequent meeting of the Board of Trustees specifically called in the manner set forth herein.

Section 5.09. Regular Meetings. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Trustees shall be held at least once a month from August through May, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as
specified in the Public Meetings Law. The Board of Trustees may provide by resolution the time
and place within the State of Indiana, for the holding of additional regular meetings of the Board
without other notice than such resolution.

Section 5.10. Special Meetings. Special meetings of the Board of Trustees may be called by the
President and shall be called to order thereof upon the written request of at least two Trustees,
which request shall set forth the business to be conducted at such meeting. Such notice shall
specify the time and place of the meeting and in all respects comply with the notice
requirements contained in the Public Meetings Act.

Section 5.11. Notice of Meetings. All meetings of the Board of Trustees shall be held in
accordance with the Indiana Public Meetings Law, codified at IC 5-14-1.5. Adequate notice of
all meetings subject to the Law shall be visibly posted and provided to newspapers of local
circulation not less than forty-eight (48) hours before any such meeting.

Section 5.12. Quorum. A majority of the full number of Trustees shall constitute a quorum of
the Board for the transaction of business. When a quorum is present, a majority of the Trustees
present may take any action on behalf of the Board, except to the extent that a larger number is
required by law, by the Charter, or by these By-laws. Every act of a majority of the Trustees
present at a meeting duly held at which a quorum is present shall be regarded as the act of the
Board of Trustees.

Section 5.13. Meeting Attendance. Trustees are expected to attend all Board meetings. It shall
be the duty of the Secretary of the Board to communicate with any trustee after such trustee’s
three unexcused, consecutive absences to ascertain the trustee’s interest in retaining Board
membership. Failure to provide an adequate response may qualify as sufficient cause for
removal from the Board of Trustees.

Section 5.14. Meeting by Telephone, etc. Any or all of the members of the Board, or of any
committee designated by the Board may participate in a meeting by or through the use of any
means of communication by which all persons participating may simultaneously communicate
with each other during the meeting. However, a board member must be physically present to
cast a vote. A quorum must be physically present even if some Board members are participating
by phone or other electronic means.

Section 5.15. Compensation. Trustees receive no payment for their services. With advance
board approval, trustees may be reimbursed for out-of-pocket expenses incurred on approved
board business. Trustees must present receipts for all such expenses, which shall be for the
trustee only, and shall be itemized and documented. Such expenses must be approved by a
motion of the board at the meeting immediately following the expenditure(s). Each year, at the
annual meeting, the Board of Trustees shall set a schedule of allowable charges for meals,
lodging, mileage expended on board business. Reimbursements shall not exceed these
limitations.
ARTICLE 6 Committees

Section 6.01. Establishment. The Board of Trustees may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 6.02. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the SCA policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Trustees. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up of no more than two less than a quorum of the Board of Trustees. The President shall be an ex officio member of each committee. The Headmaster shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary is to be deliberated.

Section 6.03. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Trustees and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees. Trustees shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee’s recommendations and adopt them or not.

ARTICLE 7 Officers

Section 7.01. Officers and Agents. The officers of the Corporation shall consist of a President, a Vice-President, a Secretary, a Treasurer, and such other officers as the Board of Trustees may, by resolution, designate from time to time. No Officer may hold more than one position at the same time.

The Board of Trustees may, by resolution, create, appoint and define the duties and fix the compensation, if any, of such officers and agents as, in its discretion, is deemed necessary, convenient or expedient for carrying out the purposes for which the Corporation is formed; provided, however, that officers and agents shall be compensated, if at all, only for actual services performed on behalf of the Corporation.

Section 7.02. Election, Term of office and Qualification. All officers shall be chosen by the Board of Trustees at the annual meeting of the Board of Trustees. Each officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Trustees or until a successor is chosen and qualified.

The President may serve no more than three consecutive one-year terms. Trustees elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of one year, may be elected to another term as an officer.
**Section 7.03. Vacancies.** In the event an office of the Corporation becomes vacant by death, resignation, retirement, disqualification or any other cause, the Board of Trustees shall elect a person to fill such vacancy, and the person so elected shall hold office and serve until the next annual meeting of the Board of Trustees or until a successor is elected and qualified, or until the officer’s death, resignation or removal.

**Section 7.04. Duties.** Officers shall have the duties and responsibilities belonging to their office, including those that follow.

1. **President.** The President, if present, shall preside at all meetings of the Board of Trustees, shall appoint the President and members of all standing and temporary committees, subject to the review of the Board of Trustees. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Trustees and shall do and perform such other duties as the Code of By-Laws provides or as may be assigned by the Board of Trustees.

2. **Vice-President.** The Vice-President, in the absence of the President shall perform the duties of the President during Board meetings. Other duties of the Chairman shall not be delegated unless the President is on an extended absence approved by the Board and those duties temporarily assigned to the Vice-President.

3. **Secretary.** The Secretary shall have the custody and care of the corporate records and the minute book of the Corporation. The Secretary shall attend all the meetings of the Board of Trustees of the Corporation, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees of the Board of Trustees when required. The Secretary shall attend to the giving and serving of all notices of the Corporation, shall file and take care of all papers and documents belonging to the corporation, shall authenticate records of the Corporation, and shall perform such other duties as may be required by the Code of By-Laws or as may be prescribed by the Board of Trustees.

4. **Treasurer.** The Board Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the full time employee serving as Business Manager as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Business Manager, shall have the duties and title of “School Treasurer”. The Board Treasurer shall ensure that the School Treasurer keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Board Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the Headmaster and the School Treasurer, for the consideration and approval of the Board of Trustees. The Board Treasurer shall ensure that the School Treasurer deposits all monies and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board of Trustees. The Board Treasurer shall provide oversight to the School Treasurer in the investment and reinvestment of funds of the Corporation and
the disbursement of funds of the Corporation as may be ordered by the Board of Trustees. The Board Treasurer shall render to the Board of Trustees the families of the Corporation, and the employees of the Corporation, at the Annual Meeting, statements evidencing the current financial condition of the Corporation.

The Board Treasurer shall ensure that the School Treasurer establishes a system of internal controls and an adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report in compliance with the Indiana statutes and regulations relating to charter schools. The Board Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the Corporation and provide a report on them to the Board of Trustees.

Section 7.05. Removal. Any officers may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Trustees at any regular meeting or special meeting called for that purpose. Removal from office does not necessarily include removal from the Board which would have to be a separate motion and separate vote.

Section 7.06. Resignations. Any officer may resign at any time by delivering notice to the Board of Trustees, the President or the Secretary. A resignation is effective upon delivery unless the notice specifies a later effective date. Resignation as an officer does not necessarily require resignation as a Board Member.

Section 7.07. Legal Counsel. The Board may appoint a legal counsel whose duty shall be to advise the Board and the Headmaster, and others, as designated by the Headmaster, on specific legal problems submitted by the Headmaster and to make such recommendations as required. The legal counsel shall also represent the Board where required by law.

Section 7.08. Board Conferences, Conventions, and Workshops. The Board recognizes the value of membership and attendance at conferences and meetings at the local, County, State, and National level. Attendance at local, County, and State workshops and conferences is encouraged. Each Board member is expected to report back to the Board after attending a conference at Corporation expense. Travel and personal expenses of spouse, children, or other guests traveling with a Board member shall be the responsibility of the Board member or of the individual. Expenses for convention functions attended as a group will be borne by the Corporation within budgetary limits. The President of the Board will regularly receive a record of Board member attendance at conferences.

ARTICLE 8 Loans to Officers and Trustees

Section 8.01 Loans to Officers and Trustees. The Corporation shall not lend money to or guarantee the obligations of any officer or Trustee of the Corporation.

ARTICLE 9 Financial Affairs
Section 9.01. Contracts. The Board of Trustees may authorize any officer or agent to enter into any contract or execute and deliver any instrument of the name of and on behalf of the Corporation, and such authority may be general or confined to a specific instance; and unless so authorized by the Board of Trustees, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or render it liable peculiarly for any purpose or to any amount.

Section 9.02. Checks and Negotiable Instruments. The Board shall by resolution designate officers or employees of the Corporation who may, in the name if the Corporation, execute drafts, checks and orders for the payment of money in its behalf. 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 Trustees may from time to time designate by resolution. Such resolution may be general or confined to specific instances. The Board of Trustees shall establish a policy setting the amount above which checks must have both signatures.

Section 9.03. Loans. Unless authorized by the Board of Trustees, 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 9.04. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositaries as the Board of Trustees may designate. Such designation may be general or confined to specific instances.

Section 9.05. Gifts. The Board of Trustees 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 Trustees shall determine.

Section 9.06. Investments. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest and funds held by it, according to the judgment of the Board of Trustees in accordance with Indiana law.

Section 9.07. Audited Financial Statements. In accordance with Indiana law, the Corporation shall maintain financial statements prepared with generally accepted accounting principles and shall engage an independent certified public accountant, approved by the State Board of Accounts, to audit such financial statements.

ARTICLE 10 Prohibited Activities

Section 10.01. Prohibited Activities. Notwithstanding any other provision of the Code of ByLaws, no member, trustee, officer, employee or agent of the Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any successor provision or provisions thereto.
ARTICLE 11
Amendments

Section 11.01. Amendments. The Board of Trustees shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Trustees or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all trustees and posted in all places and in newspapers as required by the Open Public Meetings Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3) vote of the full membership of the board.

ARTICLE 12
Board Member Ethics

Section 12.01. A Board member should honor the high responsibility which his/her membership demands by:

1. Thinking always in terms of "children first";

2. Understanding that the basic function of the Board of Trustees is "policy-making" and not "administrative" and by accepting the responsibility of learning to discriminate intelligently between these two functions;

3. Accepting the responsibility along with his/her fellow Board members of seeing that the maximum of facilities and resources is provided for the proper functioning of schools;

4. Refusing to "play politics" in either the traditional partisan, or in any petty sense;

5. Representing at all times the entire school community;

6. Accepting the responsibility of becoming well informed concerning the duties of Board members, and the proper functions of public schools;

7. Recognizing responsibility as a State official to seek the improvement of education throughout the State.

Section 12.02. A Board member should respect his/her relationships with other members of the Board by:

1. Recognizing that authority rests only with the Board in official meetings, and that the individual member has no legal status to bind the Board outside of such meetings;

2. Refusing to make statements or promises as to how s/he will vote on any matter which should properly come before the Board as a whole;
3. Making decisions only after all facts bearing on a question have been presented and discussed;

4. Respecting the opinion of others and by graciously conforming to the principle of "majority rule";

5. Refusing to participate in irregular meetings such as "secret" or "star chamber" meetings, which are not official and which all members do not have the opportunity to attend.

Section 12.03. A Board member should maintain desirable relations with the Headmaster and his/her staff by:

1. Striving to procure, when the vacancy exists, the best professional leader available for the head administrative post;

2. Affording the Headmaster full administrative authority for properly discharging his/her professional duties, and also by holding him/her responsible for acceptable results;

3. Acting only upon the recommendation of the Headmaster in matters of employment or dismissal of school personnel;

4. Allowing the Headmaster to be present at all meetings of the Board except when his/her contract and salary are under consideration;

5. Referring all complaints to the proper administrative office and by discussing them only at a regular meeting after failure of administrative solution;

6. Striving to provide adequate safeguards around the Headmaster and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis;

7. Presenting personal criticisms of any employee directly to the Headmaster instead of voicing them in a public forum.

Section 12.04. A Board member should meet his/her responsibilities to his/her community by:

1. Attempting to fairly appraise the present and future educational needs of the community;

2. Regarding it as a major responsibility of the Board to interpret the aims and the methods of the school;

3. Insisting that all school business transactions be on an open, ethical, and above-board basis;

4. Vigorously seeking adequate financial support for the schools;

5. Refusing to use his/her position on the Board of Trustees in any way whatsoever for personal gain or personal prestige;
6. Refusing to discuss personnel matters or any other confidential business of the Board in his/her home, on the street, or in his/her office;

7. Winning the community’s confidence that all is being done in the best interests of school children.

**ARTICLE 13 Conflict of Interest**

**Section 13-01. Conflict of Interest.** Board members shall perform their official duties in a manner free from any possible criticism or prejudice or self interest. To this end:

1. Every effort shall be made to avoid the possibility of a claim being made that an individual participated in reaching a decision on a matter in which he/she had either a direct or an indirect financial interest of a substantial nature;

2. Each member of the Board shall resist every temptation and outside pressure to use his/her position as a Board member to benefit either himself/herself or any other individual or agency apart from the total interest of the School Corporation;

3. When a member of the Board determines that the possibility of a personal interest conflict exists, he/she should, prior to the matter being considered, disclose his/her interest in accordance with statute (such disclosure shall become a matter of record in the minutes of the Board), and thereafter shall abstain from participation in both the discussion of the matter and the vote thereon pursuant to(Indiana Code Section 35-44.11-4)

4. No member of the Board may obtain, for at least one (1) year after termination of service on the Board, a pecuniary interest in any Corporation contract or purchase which was approved during his/her tenure pursuant to Indiana Code Section 35-44.1-1-5.

5. Trustees, officers, and employees of the corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

6. Trustees, officers, and employees of the corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half-blood), from any person or business entity that transacts or seeks to transact business with the corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

7. If a trustee, or a trustee’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 trustee shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

8. Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Trustees of the Corporation.

9. The Board of Trustees may require the Corporation’s trustees, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person’s participation as a director, trustee, officer, or employee of any other non-profit organization. The Board of Trustees 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 13-02. Effect of Conflict Provisions. The failure of the Corporation, its Board of Trustees, or any or all of its trustees, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE 14 Gifts and Gratuities

Section 14.01. Gifts and Gratuities. A Board member or an employee of the School Corporation making a recommendation to the Board on a matter to be considered by the Board shall not accept a gift or gratuity from a person or entity having a substantial personal or pecuniary interest in the Board’s decision on the matter.

A Board member who has accepted a gift or gratuity from a person or entity having a substantial personal or pecuniary interest in the Board’s decision may return the gift or gratuity or its value to the source and thereafter participate in the process of consideration of the matter, and the Board vote on the matter.

If a Board member taking part in evaluating a proposal to be considered by the Board, or a dependent of Board member, has accepted a gift or gratuity from a person or entity having a substantial personal or pecuniary interest in the Board’s decision, the Board member shall abstain from all involvement in the formulation of a recommendation to the Board, Board discussion on the matter, and the Board vote on the matter. Indiana Code Section 35-44.1-1-4.

ARTICLE 15 Indemnification
Section 15.01. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a trustee, 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 15.03 of this Article) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person’s official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article.

Section 15.02. Definitions.

1. As used in this Article, 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:

   a. By reason of his or her being or having been a trustee, 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

   b. 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

   c. By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

2. As used in this Article, 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.

3. As used in this Article, the term “wholly successful” shall mean:

   a. Termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her,
b. Approval by a court, with knowledge of the indemnity provided in this Article, of a settlement of any action, suit, or proceeding, or

c. 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 15.03. Entitlement to Indemnification. Every person claiming indemnification under this Article (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 Trustees, 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 15:01 of this Article and (b) the Board of Trustees, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that is within the possession or control of the Corporation.

Section 15.04. Relationship to Other Rights. The right of indemnification provided in this Article 15 shall be in addition to any rights to which any person may otherwise be entitled.

Section 15.05. Extent of Indemnification. Irrespective of the provisions of this Article, the Board of Trustees may, at any time and from time to time, approve indemnification of trustees, 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 15.06. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding maybe advanced by the Corporation (by action of the Board of Trustees, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 15.07. Purchase of Insurance. The Board of Trustees is authorized and empowered to purchase insurance covering the Corporation’s liabilities and obligations under this Article 15 and insurance covering the Corporation’s trustees, officers, employees, agents, or other persons.

ARTICLE 16 Cessation of Operation; Disposition of Assets

Section 16.01. Cessation of operation of SCARF; disposition of assets.
1. the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and the remaining funds received from the department shall be returned to the department not more than thirty (30) days after the charter school ceases operation due to:
   i. Closure of the charter school;
   ii. Nonrenewal of the charter school’s charter; or

(C) Revocation of the charter school’s charter.

If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

Approved and Adopted  August 18, 2021

/s Albert Cross /s    /s Brandt Kimmel /s
President               Vice-President
State of Indiana
Office of the Secretary of State

Certified Copies

To Whom These Presents Come, Greeting:

I, HOLLI SULLIVAN, Secretary of State of Indiana, do hereby certify that I am, by virtue of the laws of the State of Indiana, the custodian of the corporate records and the proper official to execute this certificate.

I further certify that this is a true and complete copy of this 3 page document consisting of the following records filed in this office:

Certification Date: August 21, 2021
Business Name: SPRINGVILLE COMMUNITY AND RURAL FOUNDATION, INC.
Business ID: 202106081498209

<table>
<thead>
<tr>
<th>Transaction</th>
<th>Date Filed</th>
<th>No. of pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles of Incorporation</td>
<td>06/11/2021</td>
<td>3</td>
</tr>
<tr>
<td>Total No. of pages</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, August 21, 2021

HOLLI SULLIVAN
SECRETARY OF STATE

202106081498209 / 13986294
All certificates should be validated here: https://bsd.sos.in.gov/ValidateCertificate
Expires on September 20, 2021.
State of Indiana  
Office of the Secretary of State  
Certificate of Incorporation  
of  
SPRINGVILLE COMMUNITY AND RURAL FOUNDATION, INC.

I, HOLLI SULLIVAN, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Code.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, June 08, 2021.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, June 11, 2021

HOLLI SULLIVAN  
SECRETARY OF STATE

202106081498209 / 9049772

To ensure the certificate’s validity, go to https://bsd.sos.in.gov/PublicBusinessSearch
ARTICLES OF INCORPORATION
DOMESTIC NONPROFIT CORPORATION
State Form 4162 (R20 / 6-18)

ARTICLES OF INCORPORATION
The undersigned, desiring to form a Corporation (hereinafter referred to as the “Corporation”) pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the “Act”), execute the following Articles of Incorporation:

ARTICLE I – NAME AND PRINCIPAL OFFICE
Name of the Corporation: (The name must include the word Corporation, Incorporated, Limited, Company or an abbreviation thereof.)
Springville Community and Rural Foundation, Inc.
Address of Principal Office (number and street) 2164 Spencer Pike
City: Springville State: IN ZIP code: 47462

ARTICLE II – STATEMENT OF PURPOSE
The purposes for which the Corporation is formed are:
Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.
To operate due to more charter schools at and around Lawrence County, Indiana, and to engage in such other non-profit endeavors as the Board of Directors of the Corporation shall deem appropriate from time to time in the Indiana counties of Lawrence, Greene, Monroe, Martin and Orange.

ARTICLE III – TYPE OF CORPORATION (CHECK ONLY ONE.)
The Corporation is a:
☑ public benefit corporation, which is organized for a public or charitable purpose;
☐ religious corporation, which is organized primarily or exclusively for religious purposes; or
☐ mutual benefit corporation (all others).

ARTICLE IV – REGISTERED AGENT INFORMATION
To determine if your Registered Agent is a Commercial Registered Agent (CRA), go to INBIZ.in.gov.
Provide either commercial registered agent or noncommercial registered agent information below.
☐ Commercial registered agent
Name of registered agent (Do not provide address.)
☐ Noncommercial registered agent
Name of registered agent
Albert Cross
Address (number and street) (A P.O. Box is not acceptable unless accompanied by a Rural Route number.)
2164 Spencer Pike
City: Springville State: IN ZIP code: 47462
(Optional) E-mail address of the registered agent at which the registered agent will accept electronic service of process
☑
By checking the box, the Signator(s) represent(s) that the Registered Agent named in these Articles of Incorporation has consented to the appointment of Registered Agent.

ARTICLE V – MEMBERSHIP
Indicate if Corporation will have members. ☑ Yes ☐ No members

ARTICLE VI – INCORPORATOR(S) (INCORPORATORS MAY NEVER BE AMENDED.)
The names and addresses of the officers of the Incorporators is/are as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Number and Street or Building</th>
<th>City</th>
<th>State</th>
<th>ZIP code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert Cross</td>
<td>2164 Spencer Pike</td>
<td>Springville</td>
<td>IN</td>
<td>47462</td>
</tr>
<tr>
<td>Gerald Hill</td>
<td>P.O. Box 31, 911 Popcorn Roac</td>
<td>Springville</td>
<td>IN</td>
<td>47462</td>
</tr>
<tr>
<td>Brandt Kimmel</td>
<td>433 Harold Smith Road</td>
<td>Springville</td>
<td>IN</td>
<td>47462</td>
</tr>
</tbody>
</table>
ARTICLE VII – DISTRIBUTION OF ASSETS ON DISSOLUTION OR FINAL LIQUIDATION

Please note: This section must be completed.

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution:

Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the corporation, dispose of all of the assets of the corporation. The assets of the corporation shall be devoted to, and disposed of, exclusively for the purposes of the corporation and shall be transferred to such organization or organizations established and operated exclusively for charitable, educational, religious or scientific purposes. Each recipient organization shall at the time qualify as an exempt organization under the applicable provisions of Section 501 (c)(3) of the Internal Revenue Code (or the corresponding provisions of any future United States law). As determined by the Board of Directors, any assets not so disposed of shall be disposed of thereafter by a court of competent and proper jurisdiction in the county where the principal office of the Corporation is then located. Such assets shall be disposed of and transferred to such organization or organizations as the Court shall determine are appropriate and are organized and operated exclusively for charitable, educational, religious or scientific purposes.

Signature

In witness whereof, the undersigned ___________________________ Chairman (Title) of said Corporation executes this document, and verifies subject to penalties of perjury, that the facts contained herein are true,

this 1st day of June, 20_21.

Signature ___________________________ Albert Cross Printed name

Page 2 of 2
Date of this notice: 06-23-2021

Employer Identification Number: 87-1342879

Form: SS-4

Number of this notice: CP 575 A

For assistance you may call us at: 1-800-829-4933

IF YOU WRITE, ATTACH THE STUB AT THE END OF THIS NOTICE.

SPRINGVILLE COMMUNITY AND RURAL FOUNDATION INC
% ALBERT CROSS
2164 SPENCER PIKE RD
SPRINGVILLE, IN 47462

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 87-1342879. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1120 04/15/2022

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, Election by a Small Business Corporation.
If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, Electronic Choices to Pay All Your Federal Taxes. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is SPRI. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.
Your Telephone Number:  (   ) -  

Best Time to Call:  

DATE OF THIS NOTICE: 06-23-2021
EMPLOYER IDENTIFICATION NUMBER: 87-1342879
FORM: SS-4 
NOBOD 

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

SPRINGVILLE COMMUNITY AND RURAL FOUNDATION INC
2164 SPENCER PIKE RD
SPRINGVILLE, IN 47462
# Application for Recognition of Exemption

**Under Section 501(c)(3) of the Internal Revenue Code**

Do not enter social security numbers on this form as it may be made public. Go to www.irs.gov/Form1023 for instructions and the latest information.

**Note:** If exempt status is approved, this application will be open for public inspection.

Use the "F" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

## Part I Identification of Applicant

<table>
<thead>
<tr>
<th>Identification of Applicant</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Full Name of Organization (exactly as it appears in your organizing document)</td>
<td>SPRINGVILLE COMMUNITY AND RURAL FOUNDATION INC</td>
</tr>
<tr>
<td>1c Mailing Address (Number, street and room/suite)</td>
<td>PO BOX 14</td>
</tr>
<tr>
<td>1d City</td>
<td>SPRINGVILLE</td>
</tr>
<tr>
<td>1f State</td>
<td>INDIANA</td>
</tr>
<tr>
<td>1g Zip Code + 4</td>
<td>47462</td>
</tr>
<tr>
<td>2 Employer Identification Number</td>
<td>87-1342879</td>
</tr>
<tr>
<td>3 Month Tax Years Ends</td>
<td>JUNE</td>
</tr>
<tr>
<td>5 Contact Telephone Number</td>
<td>812-583-1329</td>
</tr>
<tr>
<td>6 Fax Number (optional)</td>
<td></td>
</tr>
</tbody>
</table>

## Additional Officers, Directors, or Trustees

- **Justin Spoonmore**, 581 Wells Lane, Springville, IN 47462, Trustee
- **Joby Jerrells**, 1618 5th St, Bedford, IN 47421, Trustee
**Part II  Organizational Structure**

1. You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt. Select your type of organization.

   - **Corporation**
     At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

   - **Limited Liability Company (LLC)**
     At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

   - **Unincorporated Association**
     At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

   - **Trust**
     At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

2. Enter the date you formed, (MM/DD/YYYY)  
   
   06/08/2021

3. Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country.

   Indiana

4. Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," 
   
   - **Yes**
   - **No**

   explain how you select your officers, directors, or trustees.

5. Are you a successor to another organization? 
   
   - **Yes**
   - **No**

   Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.
Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

1 Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Does your organizing document meet this requirement?  
☐ Yes  ☐ No

1a State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

Article II, Page 1

2 Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Does your organizing document meet this requirement?  
☐ Yes  ☐ No

2a State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

Article VII, Page 2
Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document.

For each past, present, or planned activity, include information that answers the following questions:

a. What is the activity?
b. Who conducts the activity?
c. Where is the activity conducted?
d. What percentage of your total time is allocated to the activity?
e. How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
f. How does the activity further your exempt purposes?

a) Organizing and operating a charter school in Lawrence County, Indiana.

b) The charter school will be operated by a volunteer Board of Trustees and employees of the charter school.

c) The charter school will be operated only within Lawrence County, Indiana. It is conceivable that there will be participation from neighboring counties, however, the operation and its activities will be conducted exclusively in Lawrence County.

d) Approximately 98% of total time is allocated to operating a charter school activity. 2% is allocated to community support.

e) Charter school will be primarily funded by a State of Indiana per student tuition allocation. Additional funding will be secured through donations, federal and state grants, and some through traditional lending. 100% of our overall expenses are allocated to operating the charter school.

f) Our charter school will provide K-12 education to all attendees, regardless of race, creed, nationality, or limitations (physical, mental, or emotional). Attendees will not be limited or restricted to Lawrence County, Indiana.
2. Enter the 3-character NTEE Code that best describes your activities.

B29

Or check here if you want the IRS to select the NTEE Code that best describes your activities.

3. Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.

4. Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds.

Charter school students may include family members of the Board of Trustees or employees of the school. A registration for school will take place annually where students of an eligible age will be able to register for attendance at the charter school. Students who are related to Board members or employees will be given preference should the school reach maximum capacity. After the first year of operation, returning students and siblings of returning students will also be given preference.

5. Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain.

6. Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation.
6a Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

7 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.

8 Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain.

9 Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10.
9a Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes.

☐ Yes ☐ No

9b Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10.

9c Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.

☐ Yes ☐ No

9d Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.

☐ Yes ☐ No

9e Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately.

☐ Yes ☐ No
9f. Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships.

9g. When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.

9h. Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?

9i. Will you acquire from OFAC the appropriate license and registration where necessary?

10. Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11.

10a. When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.

10b. Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?

10c. Will you acquire from OFAC the appropriate license and registration where necessary?
### Part IV  Your Activities (continued)

11 Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

12 Do you or will you operate a school?
If "Yes," complete Schedule B.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

13 Is your principal purpose or function to provide hospital or medical care?
If "Yes," complete Schedule C.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

14 Do you or will you provide low-income housing?
If "Yes," complete Schedule F.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

15 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?
If "Yes," complete Schedule H - Section I.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

16 Check any of the following fundraising activities that you will undertake (check all that apply):

- Website, mail, email, personal, and/or phone solicitations
- Foundation grant solicitations
- Receive donations from another organization’s website
- Government grant solicitations
- Bingo
- Other (describe)
- Other (non-bingo) gaming activities

We may undertake some fundraising activities with our students much akin to similar activities seen in schools (material sales at wholesale pricing with profit benefitting the school).

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

17 Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
### Part V Compensation and Other Financial Arrangements

1. Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2.

   - Yes
   - No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Do or will the individuals that approve compensation arrangements follow a conflict of interest policy?</td>
<td>Yes</td>
</tr>
<tr>
<td>1b</td>
<td>Do or will you approve compensation arrangements in advance of paying compensation?</td>
<td>Yes</td>
</tr>
<tr>
<td>1c</td>
<td>Do or will you document in writing the date and terms of approved compensation arrangements?</td>
<td>Yes</td>
</tr>
<tr>
<td>1d</td>
<td>Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?</td>
<td>Yes</td>
</tr>
<tr>
<td>1e</td>
<td>Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations?</td>
<td>Yes</td>
</tr>
<tr>
<td>1f</td>
<td>Do or will you record in writing both the information on which you relied to base your decision and its source?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1g. Do you or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices.

   - Yes
   - No

2. Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves.

   - Yes
   - No

3. Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services.

   - Yes
   - No
Part V Compensation and Other Financial Arrangements (continued)

4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm’s length, and how you determine you pay no more than fair market value or you are paid at least fair market value.

5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm’s length, and how you determine you pay no more than fair market value or you are paid at least fair market value.

6 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm’s length, and how you determine you will pay no more than fair market value for services.

Given the amount of start-up expense we expect to incur by way of furniture, office equipment, kitchen equipment, technology, and any necessary improvements to infrastructure, we anticipate we will need to acquire external funding for our planning year. At the time of application, Springville Community and Rural Foundation (SCARF) has obtained a $60,000 line of credit through Old National Bank (ONB) to allow us to pay for the initial expenses we incur in taking over responsibility of our building from the Springville Community Association (SCA) prior to obtaining our charter authorization. At the same time, we are looking for various loan options, using our building as collateral, for such time as we do obtain the deed property. We have a working relationship with Illinois Facilities Fund, Charter School Capital, and Old National Bank that we believe will be able to help us in securing the financing needed.
Part V  Compensation and Other Financial Arrangements (continued)

7 Does or will someone other than your own employees or volunteers manage your activities or facilities?  
   If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more than fair market value for services.

8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes.

Part VI  Financial Data

1 Select the option that best describes you to determine the years of revenues and expenses you need to provide.
   - You completed less than one tax year.
     Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
   - You completed at least one tax year but fewer than five.
     Provide a total of four years financial information (including the current year and three years of actual financial information or reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
   - You completed five or more tax years.
     Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues and Expenses.
### Financial Data (continued)

#### A. Statement of Revenues and Expenses

<table>
<thead>
<tr>
<th>Type of revenue</th>
<th>Current tax year</th>
<th>4 prior tax years or 2 succeeding tax years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From: 07/01/2021</td>
<td>From: 07/01/2022</td>
</tr>
<tr>
<td>From: 06/30/2022</td>
<td>To: 06/30/2023</td>
<td>To: 06/30/2024</td>
</tr>
<tr>
<td>1 Gifts, grants, and contributions received (do not include unusual grants)</td>
<td>$4,000</td>
<td>$2,170,894</td>
</tr>
<tr>
<td>2 Membership fees received</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Gross investment income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Net unrelated business income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Taxes levied for your benefit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Value of services or facilities furnished by a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>governmental unit without charge (not including the value of services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>generally furnished to the public without charge)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Any revenue not otherwise listed above or in lines 9 -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 below (provide an itemized list below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Total of lines 1 through 7</td>
<td>$4,000</td>
<td>$2,170,894</td>
</tr>
<tr>
<td>9 Gross receipts from admissions, merchandise sold or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>services performed, or furnishing of facilities in any</td>
<td></td>
<td></td>
</tr>
<tr>
<td>activity that is related to your exempt purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(provide an itemized list below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Total of lines 8 and 9</td>
<td>$4,000</td>
<td>$2,170,894</td>
</tr>
<tr>
<td>11 Net gain or loss on sale of capital assets (provide an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>itemized list below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Unusual grants (provide an itemized list below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Total Revenue (add lines 10 through 12)</td>
<td>$4,000</td>
<td>$2,170,894</td>
</tr>
</tbody>
</table>

### Type of expense

<table>
<thead>
<tr>
<th>Type of expense</th>
<th>Current tax year</th>
<th>4 prior tax years or 2 succeeding tax years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Fundraising expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Contributions, gifts, grants, and similar amounts paid out (provide an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>itemized list below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Disbursements to or for the benefit of members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(provide an itemized list below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Compensation of officers, directors, and trustees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Other salaries and wages</td>
<td>$29,997</td>
<td>$1,755,565</td>
</tr>
<tr>
<td>19 Interest expense</td>
<td>$22,134</td>
<td>$36,692</td>
</tr>
<tr>
<td>20 Occupancy (rent, utilities, etc.)</td>
<td>$72,027</td>
<td>$56,621</td>
</tr>
<tr>
<td>21 Depreciation and depletion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 Professional fees</td>
<td>$11,500</td>
<td>$135,918</td>
</tr>
<tr>
<td>23 Any expense not otherwise classified, such as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>program services (provide an itemized list below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 Total Expenses (add lines 14 through 23)</td>
<td>$705,914</td>
<td>$2,279,356</td>
</tr>
</tbody>
</table>

### Itemized financial data

- 23) Instructional supplies & resources: CY $56,800; Yr1 $58,500; Yr 2 $123,400
- Food Service & Transportation CY $75,000; Yr 1 $197,700; Yr 2 $242,000
- Insurance CY $20,426; Yr 1 $29,000; Yr 2 $29,000
- Internet & Telephone CY $0; Yr 1 $9,360; Yr 2 $10,200
- Improv CY $418,030; Yr 1 $0; Yr 2 $0

Facility
<table>
<thead>
<tr>
<th>Assets</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Cash</td>
<td>$0</td>
</tr>
<tr>
<td>2 Accounts receivable, net</td>
<td></td>
</tr>
<tr>
<td>3 Inventories</td>
<td></td>
</tr>
<tr>
<td>4 Bonds and notes receivable (provide an itemized list below)</td>
<td></td>
</tr>
<tr>
<td>5 Corporate stocks (provide an itemized list below)</td>
<td></td>
</tr>
<tr>
<td>6 Loans receivable (provide an itemized list below)</td>
<td></td>
</tr>
<tr>
<td>7 Other investments (provide an itemized list below)</td>
<td></td>
</tr>
<tr>
<td>8 Depreciable assets (provide an itemized list below)</td>
<td>$0</td>
</tr>
<tr>
<td>9 Land</td>
<td></td>
</tr>
<tr>
<td>10 Other assets (provide an itemized list below)</td>
<td></td>
</tr>
<tr>
<td>11 Total Assets (add lines 1 through 10)</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Accounts payable</td>
<td></td>
</tr>
<tr>
<td>13 Contributions, gifts, grants, etc. payable</td>
<td></td>
</tr>
<tr>
<td>14 Mortgages and notes payable (provide an itemized list below)</td>
<td>$0</td>
</tr>
<tr>
<td>15 Other liabilities (provide an itemized list below)</td>
<td></td>
</tr>
<tr>
<td>16 Total Liabilities (add lines 12 through 15)</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fund Balances or Net Assets</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Total fund balances or net assets</td>
<td>$0</td>
</tr>
<tr>
<td>18 Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)</td>
<td>$0</td>
</tr>
</tbody>
</table>

| Itemized financial data      |        |
Part VII Foundation Classification

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

1 Select the foundation classification you are requesting from the list below.

- You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.
- You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.
- You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.
- You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.
- You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.
- You are a publicly supported organization and would like the IRS to decide your correct classification.
- You are a private foundation.

1a As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document includes these provisions or you rely on state law.

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

1b Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?
- Yes
- No

If "Yes," complete Schedule H - Section II.

1c Are you a private operating foundation?
- Yes
- No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.
1d. Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

2. If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

i. Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A?  
   - Yes  - No

   If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

ii. Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization?  
   - Yes  - No

2a. If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

i. Did you receive amounts from any disqualified persons?  
   - Yes  - No

   If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

ii. Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of $5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses?  
   - Yes  - No

   If "Yes," identify each individual or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

iii. Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income?  
   - Yes  - No
Part VIII  Effective Date

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

1. Are you submitting this application within 27 months of the end of the month in which you were legally formed?  
   - Yes  
   - No

   If "No," complete Schedule E.

Part IX  Annual Filing Requirements

If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.

1. Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N?  
   - Yes  
   - No

   If "Yes," are you claiming you are excepted from filing because you are:

   - A church or association of churches
   - An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)
   - A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577
   - A school below college level affiliated with a church or operated by a religious order
   - A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries
   - An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)
   - Other (describe)

Part X  Signature

☒ I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, and to the best of my knowledge it is true, correct, and complete.

Albert Cross

(Type name of signer)

PRESIDENT

(Type title or authority of signer)

08/21/2021

(Date)
Upload checklist:

☒ Organizing document (and any amendments)

☒ Bylaws, if adopted

☐ Form 2848, Power of Attorney and Declaration of Representative (if applicable)

☐ Form 8821, Tax Information Authorization (if applicable)

☐ Supplemental responses (if applicable)

☐ Expedited handling request (if applicable)
### Schedule A. Churches

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have a written creed, statement of faith, or summary of beliefs? If &quot;Yes,&quot; describe your written creed, statement of faith, or summary of beliefs.</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>2. Do you have a literature of your own? If &quot;Yes,&quot; describe your literature.</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>3. Do you have a formal code of doctrine and discipline? If &quot;Yes,&quot; describe your code of doctrine and discipline.</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>4. Describe your religious hierarchy or ecclesiastical government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Are you part of a group of churches with similar beliefs and structures? If &quot;Yes,&quot; explain.</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>6. Do you have a form of worship? If &quot;Yes,&quot; describe your form of worship.</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>7. Do you have regularly scheduled religious services? If &quot;Yes,&quot; describe the nature of the services.</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>7a. What is the average attendance at your regularly scheduled religious services?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you have an established place of worship? If &quot;Yes,&quot; describe your established place of worship or where you meet to hold regularly scheduled religious services.</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>Do you have an established congregation or other regular membership group? If &quot;No,&quot; continue to Line 10.</td>
<td>Yes</td>
</tr>
<tr>
<td>9a</td>
<td>How many members do you have?</td>
<td></td>
</tr>
<tr>
<td>9b</td>
<td>Do you have a process by which an individual becomes a member? If &quot;Yes,&quot; describe the process.</td>
<td>Yes</td>
</tr>
<tr>
<td>9c</td>
<td>Do your members have voting rights, rights to participate in religious functions, or other rights? If &quot;Yes,&quot; describe the rights your members have.</td>
<td></td>
</tr>
<tr>
<td>9d</td>
<td>May your members be associated with another denomination or church?</td>
<td>Yes</td>
</tr>
<tr>
<td>9e</td>
<td>Are all of your members part of the same family?</td>
<td>Yes</td>
</tr>
<tr>
<td>10</td>
<td>Do you conduct baptisms, weddings, funerals, or other religious rites?</td>
<td>Yes</td>
</tr>
<tr>
<td>11</td>
<td>Do you have a school for the religious instruction of the young?</td>
<td>Yes</td>
</tr>
<tr>
<td>12</td>
<td>Do you have ministers or religious leaders? If &quot;Yes,&quot; describe these roles and explain whether the ministers or religious leaders are ordained, commissioned, or licensed after a prescribed course of study.</td>
<td>Yes</td>
</tr>
<tr>
<td>13</td>
<td>Do you have schools for the preparation of your ordained ministers or religious leaders?</td>
<td>Yes</td>
</tr>
<tr>
<td>14</td>
<td>Do you ordain, commission, or license ministers or religious leaders? If &quot;Yes,&quot; describe the requirements for ordination, commission, or licensure.</td>
<td>Yes</td>
</tr>
<tr>
<td>15</td>
<td>Do you have other information you believe should be considered regarding your status as a church? If &quot;Yes,&quot; explain.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
# Schedule B. Schools, Colleges, and Universities

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Is the primary function of your school the presentation of formal instruction? If &quot;No,&quot; continue to Line 3.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2a. Select the best description(s) of your school:

- ☐ Elementary school
- ☐ Secondary school
- ☑ Charter school
- ☐ College or university
- ☐ Technical school
- ☐ Other school (describe) 

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If &quot;Yes,&quot; explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If &quot;Yes,&quot; explain.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If &quot;Yes,&quot; explain.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

## Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body?</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>State where the policy is located or if adopted by resolution of your governing body.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Discrimination Policy is located in By-Laws Page 1, Sections 1.05 Non-Discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If &quot;Yes,&quot; continue to Line 9.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

8a. ☐ By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
9 Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10.

☐ Yes ☐ No

9a By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

10 Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully.

11 Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

<table>
<thead>
<tr>
<th>Racial Category</th>
<th>(a) Student Body</th>
<th>(b) Faculty</th>
<th>(c) Administrative Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Year</td>
<td>Next Year</td>
<td>Current Year</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0</td>
<td>215</td>
<td>0</td>
</tr>
<tr>
<td>African Amer</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>218</td>
<td>0</td>
</tr>
</tbody>
</table>

12 In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

☐ Check here if you will not provide any loans or scholarships to students.

<table>
<thead>
<tr>
<th>Racial Category</th>
<th>Number of Loans</th>
<th>Amount of Loans</th>
<th>Number of Scholarships</th>
<th>Amount of Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Year</td>
<td>Next Year</td>
<td>Current Year</td>
<td>Next Year</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
Schedule B. Schools, Colleges, and Universities (continued)

13 List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

Incorporators/founders: Albert Cross, Gerald Hill, Brandt Kimmel

Cross, Gerald Hill, Brandt Kimmel, Joby Jerrells, Beth Feldman, Jayme Davis, Justin Spoonmore

Board Members: Albert

14 Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain.

☐ Yes  ☐ No

15 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain.

☐ Yes  ☐ No
**Schedule C: Hospitals and Medical Research Organizations**

1. **Are you a medical research organization (an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research) operated in conjunction with a hospital? If "No," continue to Line 2.**

   - **Yes**
   - **No**

1a. Name the hospitals with which you have a relationship and describe the relationship.

1b. List your assets showing their fair market value and the portion of your assets directly devoted to medical research.

---

**Do not complete the remainder of Schedule C.**

2. **Are you applying for exemption as a cooperative hospital service organization described in section 501(e)? If "Yes," explain.**

   - **Yes**
   - **No**

**Do not complete the remainder of Schedule C.**

3. **Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected.**

   - **Yes**
   - **No**
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Do or will you provide medical services to all individuals in your community who can pay for themselves or are able to pay through some form of insurance? If “No,” explain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Do you or will you maintain a full-time emergency room? If “Yes,” continue to Line 6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a Are you a specialty hospital or would emergency services be duplicative based on your region or locality?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Do you provide free or below cost services? If “Yes,” describe your policy for determining when and to whom you provide these services and how these services promote the organization’s benefit to the community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Do you or will you carry on a formal program of medical training or medical research? If “Yes,” describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Do you or will you carry on a formal program of community education? If “Yes,” describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9 Is your board of directors composed of a majority of individuals who are representative of the community you serve, or do you operate under a parent organization whose board of directors is composed of a majority of individuals who are representative of the community you serve? If "Yes," continue to Line 10.

9a List each board member’s name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. If you operate under a parent organization whose board of directors is not composed of a majority of individuals who are representative of the community you serve, provide the requested information for your parent’s board of directors as well.

10 Do you operate a facility which is required by a state to be licensed, registered, or similarly recognized as a hospital? If "No," do not complete the rest of Schedule C.

10a Do you conduct a community health needs assessment (CHNA) at least once every three years and adopt an implementation strategy to meet the community health needs identified in the assessment as required by section 501(r)(3)? If "No," explain.

10b Do you have a written financial assistance policy (FAP) and a written policy relating to emergency medical care as required by section 501(r)(4)? If "No," explain.
<table>
<thead>
<tr>
<th>10c</th>
<th>Do you both (1) limit amounts charged for emergency or other medically necessary care provided to individuals eligible for assistance under your FAP to not more than amounts generally billed to individuals who have insurance covering such care, and (2) prohibit use of gross charges as required by section 501(f)(6)? If &quot;No,&quot; explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10d</th>
<th>Do you make reasonable efforts to determine whether an individual is FAP-eligible before engaging in extraordinary collection actions as required by section 501(f)(6)? If &quot;No,&quot; explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Schedule D. Section 509(a)(3) Supporting Organizations

1 List the names, addresses, and EINs of the organizations you support.

2 Are all your supported organizations public charities under section 509(a)(1) or (2)? If "Yes," continue to Line 3. ☐ Yes ☐ No

2a Are your supported organizations tax exempt under section 501(c)(4), 501(c)(5), or 501(c)(6) and do your supported organizations meet the public support test under section 509(a)(2)? If "No," explain how each organization you support is a public charity under section 509(a)(1) or 509(a)(2).

3 Which of the following describes your relationship with your supported organization(s)?

☐ A majority of your governing board or officers are elected or appointed by your supported organization(s). (Type I supporting organization)

☐ Your control or management is vested in the same persons who control or manage your supported organization(s). (Type II supporting organization)

☐ One or more of your officers, directors, or trustees are elected or appointed by the officers, directors, trustees, or membership of your supported organization(s), or one or more of your officers, directors, trustees, or other important office holders, are also members of the governing body of your supported organization(s), or your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s). (Type III supporting organization)

4 Describe how your governing board and officers are selected. If you are a Type III organization, also describe how your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s).
### Schedule D. Section 509(a)(3) Supporting Organizations (continued)

<table>
<thead>
<tr>
<th>5</th>
<th>Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) with respect to you or persons who have a family or business relationship with any disqualified persons appoint any of your foundation managers? If &quot;Yes,&quot; (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) have any influence regarding your operations, including your assets or activities? If &quot;Yes,&quot; (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons.</td>
</tr>
<tr>
<td>7</td>
<td>Does your organizing document specify your supported organization(s) by name? If &quot;Yes&quot; and you selected Type I above, continue to Line 8. If &quot;No,&quot; and you selected Type II, do not complete the rest of Schedule D.</td>
</tr>
<tr>
<td>7a</td>
<td>Does your organizing document name a similar purpose or charitable class of beneficiaries as to your supported organization(s)? If &quot;No,&quot; amend your organizing document to specify your supported organization(s) by name, purpose, or class or you will not meet the organizational test and need to reconsider your requested public charity classification.</td>
</tr>
<tr>
<td>8</td>
<td>Do you or will you receive contributions from any person who alone, or combined with family members or an entity at least 35% controlled by that person, controls any of your supported organizations, or will you receive contributions from any family member of, or an entity at least 35% controlled by, any person who controls any of your supported organizations? If &quot;Yes,&quot; explain.</td>
</tr>
</tbody>
</table>

If you selected Type I above, do not complete the rest of Schedule D.
Schedule D. Section 509(a)(3) Supporting Organizations (continued)

9. Do the officers, directors, or trustees of your supported organization have a significant voice in your investment policies, the timing and making of grants, the selection of grant recipients, and in otherwise directing the use of your income or assets? If "Yes," explain.
   - Yes
   - No

10. In each taxable year, do you or will you provide each of your supported organizations with (a) a written notice addressed to a principal officer of the supported organization describing the type and amount of all of the support you provided to the supported organization during the immediately preceding taxable year, (b) a copy of your most recently filed Form 990-series return or notice, and (c) a copy of your governing documents? If "No," explain.

11. Do you exercise a substantial degree of direction over the policies, programs, and activities of your supported organization(s) and appoint or elect (directly or indirectly) a majority of the officers, directors, or trustees of your supported organization(s)? If "Yes," explain.

12. Do substantially all of your activities directly further the exempt purposes of one or more supported organizations to which you are responsive by performing the functions of, or carrying out the purposes of, such supported organization(s) and but for your involvement would normally be engaged in by such supported organization(s). If "Yes," explain and do not complete the rest of Schedule D.
Schedule D. Section 509(a)(3) Supporting Organizations (continued)

13 Do you distribute at least 85% of your annual net income or 3.5% of the aggregate fair market value of all of your non-exempt-use assets (whichever is greater) to your supported organization(s)? If "No," explain.  
   ☐ Yes  ☐ No

13a How much do you contribute annually to each supported organization?

13b What is the total annual revenue of each supported organization?

13c Do you or the supported organization(s) earmark your funds for support of a particular program or activity? If "Yes," explain.  
   ☐ Yes  ☐ No
### Schedule E. Effective Date

1. Are you applying for reinstatement of exemption after being automatically revoked for failure to file required returns or notices for three consecutive years? If "No," continue to Line 2.
   - [ ] Yes
   - [ ] No

1a. Revenue Procedure 2014-11, 2014-1 C.B. 411, provides procedures for reinstating your tax-exempt status. Select the section of Revenue Procedure 2014-11 under which you want us to consider your reinstatement request.

   - [ ] Section 4. You are seeking retroactive reinstatement under section 4 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 4, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future. Do not complete the rest of Schedule E.
   - [ ] Section 5. You are seeking retroactive reinstatement under section 5 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 5, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.
     Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in at least one of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.
   - [ ] Section 6. You are seeking retroactive reinstatement under section 6 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 6, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.
     Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in each of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.
   - [ ] Section 7. You are seeking reinstatement under section 7 of Revenue Procedure 2014-11, effective the date you are filing this application. Do not complete the rest of Schedule E.

2. Generally, if you did not file Form 1023 within 27 months of formation, the effective date of your exempt status will be the date you filed Form 1023 (submission date). Requests for an earlier effective date may be granted when there is evidence to establish you acted reasonably and in good faith and the grant of relief will not prejudice the interests of the government.

   - [ ] Check this box if you accept the submission date as the effective date of your exempt status. Do not complete the rest of Schedule E.
   - [ ] Check this box if you are requesting an earlier effective date than the submission date.

2a. Explain why you did not file Form 1023 within 27 months of formation, how you acted reasonably and in good faith, and how granting an earlier effective date will not prejudice the interests of the Government.

   You may want to include the events that led to the failure to timely file Form 1023 and to the discovery of the failure, any reliance on the advice of a qualified tax professional and a description of the engagement and responsibilities of the professional as well as the extent to which you relied on the professional, a comparison of (1) what your aggregate tax liability would be if you had filed this application within the 27-month period with (2) what your aggregate liability would be if you were exempt as of your formation date, or any other information you believe will support your request for relief.
Schedule F. Low-income Housing

1  Describe each facility including the type of facility, whether you own or lease the facility, how many residents it can accommodate, the current number of residents, and whether the residents purchase or rent housing from you.

2  Describe who qualifies for your housing in terms of income levels or other criteria and explain how you select residents.

3  Do you meet the safe harbor requirements outlined in Revenue Procedure 96-32, 1996-1 C.B. 717, which provides guidelines for providing low-income housing that will be treated as charitable, including for each project that (a) at least 75 percent of the units are occupied by residents that qualify as low-income and (b) either at least 20 percent of the units are occupied by residents that also meet the very low-income limit for the area or 40 percent of the units are occupied by residents that also do not exceed 120 percent of the area's very low-income limit, and less than 25 percent of the units are provided at market rates to persons who have incomes in excess of the low-income limit?

4  Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents.

5  Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions.

   ☐ Yes  ☐ No
6. In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined.

7. Do you provide social services to residents? If "Yes," describe these services.

8. Do you participate in any government housing programs? If "Yes," describe these programs.
Schedule G. Successors to Other Organizations

1 List the name, last address, and EIN of your predecessor organization and describe its activities.

2 List the owners, partners, principal stockholders, officers, and governing board members of your predecessor organization. Include their names, addresses, and share/interest in the predecessor organization (if for-profit).

3 Are you a successor to a for-profit organization? If “Yes,” explain your relationship with the predecessor organization that resulted in your creation and explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status; continue to Line 4.

3a Explain your relationship with the other organization that resulted in your creation and why you took over the activities or assets of another organization.
Schedule G. Successors to Other Organizations (continued)

4 Do or will you maintain a working relationship with any of the persons listed in question 2 or with any for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the relationship.

5 Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof and describe any restrictions that were placed on the use or sale of the assets.

6 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed.

7 Will you lease or rent any property or equipment to or from the predecessor organization or any persons listed in Line 2 or a for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the arrangement(s) including how the lease or rental value was determined.
### Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

**Section I**

Public charities and private foundations complete lines 1 through 8 of this section.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc., including the purpose, number and amount(s) of grants, how the program is publicized, and if you award educational loans, the terms of the loans.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If &quot;No,&quot; explain.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Describe the specific criteria you use to determine who is eligible for your program (for example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.).</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Describe the specific criteria you use to select recipients (for example, specific selection criteria could consist of prior academic performance, financial need, etc.).</td>
</tr>
</tbody>
</table>
5 Describe any requirement or condition you impose on recipients to obtain, maintain, or qualify for renewal of a grant (for example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.).

6 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Explain whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

7 How do you determine who is on the selection committee for the awards made under your program?

8 Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If “Yes,” what measures do you take to ensure unbiased selections?

Do not complete the rest of Schedule H. If you are a private foundation, you will be directed to complete Section II of Schedule H later in the application.
### Private foundations complete lines 1 through 7 of this section. Public charities do not complete this section.

**1** As a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures?

- [ ] Yes
- [x] No

If "No," do not complete the rest of Schedule H.

**1a** Check the box(es) indicating under which section(s) you want your grant making procedures to be considered.

- [ ] 4945(g)(1) - Scholarship or fellowship grant to an individual for study at an educational institution
- [ ] 4945(g)(3) - Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product

**2** Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring?

- [ ] Yes
- [ ] No

**3** Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in Line 2?

- [ ] Yes
- [ ] No

**4** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an employee of a particular employer?

If "No," do not complete the rest of Schedule H.

**5** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives?

- [ ] Yes
- [ ] No

**6** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? If "No," continue to Line 7.

- [ ] Yes
- [ ] No

**6a** Will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39?

- [ ] Yes
- [ ] No

**7** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer?

If "No," do not complete the rest of Schedule H.

**7a** Will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39?

If "Yes," do not complete the rest of Schedule H.
Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures (continued)

7b Will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution: do not complete the rest of Schedule H.

7c Will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test or the 10% test in questions 7a and 7b.
Attachment 12: Statement of Assurances.
Statement of Assurances

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

☒ 1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with the application and to provide such additional information as required.

☒ 2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

☒ 3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.

☒ 4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

☒ 5. Organizer will comply with all relevant federal laws including, but not limited to, the Age Discrimination in Employment Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and section 427 of the General Education Provision Act.

☒ 6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

☒ 7. Organizer shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the Individuals with Disabilities Education Act, will follow the student, in accordance with applicable federal and state law.

☒ 8. Organizer will comply with all provisions of the No Child Left Behind Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.

☒ 9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee’s activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.
10. Organizer will at all times maintain all necessary and appropriate insurance coverage.

11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.

12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.

13. Organizer will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.

14. Organizer understands that if any findings of misuse of funds are discovered, the said funds must be returned to the Indiana Department of Education, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.

15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

Signature

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Charter School Organizer Authorized Representative  Date:

[Signature]

4 AUG 21
Attachment 13: Organizational Charts.
Springville Community Academy - At Capacity

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SCARF Board

HEADMASTER

NURSE/EMT

COUNSELOR

ADMIN/SAFT

TRANSPORTATION

COOKING - (5)

CUSTODIAL - (9)

RESOURCE OFFICER

DEAN OF STUDENTS

DATA ANALYST

K-2 STAFF - (7 EDUCATORS)

3-12 STAFF - (9 EDUCATORS)

SPECIAL SUBJECTS - (3 EDUCATORS)

SPECIAL ED EDUCATOR - (1)

TITLE I AIDE

ASSISTANT EDUCATORS - (9)

PARaprofessional - (2)
Attachment 14: Board Member Information Forms
Charter School Board Member Information Form

Board Member: Albert Cross

Background
1. Name of charter school on whose Board of Directors you intend to serve:
   Springville Community Academy
2. Full name: Albert William Cross
   Home Address: 2164 Spencer Pike, Springville, IN, 47462
   Business Name and Address: 105 GM Drive, Bedford, IN, 47421
   Telephone No.: 812-279-1377
   E-mail address: albert.cross@gm.com

   3. Brief educational and employment history. (No narrative response is required if
      resume and professional biography are attached to the application)
      ☑ Resume and professional biography are provided.

   4. Indicate whether you currently or have previously served on a board of a school district,
      another charter school, a non-public school or any not-for-profit corporation.
      ☐ Does not apply to me. ☑ Yes

   5. Why do you wish to serve on the board of the proposed charter school?
      I wish to ensure local public education remains available as a choice for the
      families of our rural community.

   6. What is your understanding of the appropriate role of a public charter school board
      member?
      A board member provides governance for the school’s operation, ensuring it
      remains financially viable and has a presence as a voice of leadership within the
      community.

   7. Describe any previous experience you have that is relevant to serving on the charter
      school’s board (e.g., other board service). If you have not had previous experience
      of this nature, explain why you have the capability to be an effective board member.
      I was on the start-up board of the Lawrence County Independent Schools charter
      school which is opening at full capacity (300 students) in their first year of
      operation.

   8. Describe the specific knowledge and experience that you would bring to the board.
      I have a background in industrial / mechanical engineering and maintenance
      which is very helpful when planning and working with physical facilities. My
      experience as a career military reserve officer provides a wealth of experiences in
      strategic and tactical planning for an ever-changing situation.

School Mission and Program
1. What is your understanding of the school’s mission and guiding beliefs?
   I was involved in writing the mission statement. We wanted to keep it meaningful
   yet short enough to be easily remembered and capable of rolling naturally off the
   tongue when spoken.
Mission Statement:
To instill education in an innovative manner, honor rural opportunities and responsibilities, serve as a model for others, and develop servant leaders with a passion for life-long learning.

As a school we want to transmit or, as we say in our mission statement, “instill education” within our students so that they learn life-skills and abilities that they will be able to draw upon throughout their lives. We don’t want to be boring; we want to do this in an “innovative manner” by engaging the students, always looking for ways and opportunities to improve both the educational materials we present and the ways in which they are presented.

We are a rural community. We will honor the educational opportunities offered by being a rural community by being relevant to the community. We have a responsibility to the community to be a center of community activities. We have the largest enclosed building in the township and want to be an organization that offers programs that will attract and benefit area residents. The programs may be educational, health or wellness related, directed at varying age groups, etc. but the bottom line is that we want school families and local residents productively involved in and at the school.

We want our function and charter school organization to serve as a “model” for other similar communities that might like to investigate the benefits having a local community charter school offers to the community.

We want everyone connected with the school, not just students matriculating from Springville Community Academy, to have a developing sense of servant leadership and civic engagement. We want them to take that with them wherever they may go in the future, becoming the community leaders of tomorrow. We want them to burn with a passion to learn more or improve a skill in every activity they pursue.

2. What is your understanding of the school’s proposed educational program?
We will identify and take advantage of local educational opportunities to strengthen the connection between the school and the local community. The Core Knowledge Sequence (CKS) is intended to help children establish strong foundations of knowledge with each level building on previous levels. Augmenting with the Riggs Reading phonics program at the earliest levels will strengthen students’ spelling, reading, and writing skills tremendously. The Singapore Math program is world renowned for improving mathematical abilities and subject matter comprehension in all students. We also intend to bind all of this together with the Pillars of Character from the Character Counts program and the 55 Essentials from the Ron Clark Academy in Atlanta, Georgia.

3. What do you believe to be the characteristics of a successful school?
One of the most important characteristics is that we have effective and timely communication. Communication is not just up and down the “chain of command”, if you will, but needs to run across the organization also. Everyone needs to be able to communicate and collaborate with others. It will take the whole village to create and maintain a great school and we will have to have high levels of family and community involvement. The efforts of our local township government and community association in bringing this school to fruition can’t be overlooked.

Everyone down to the lowest primary levels needs to know and understand our mission and the focus it brings to our operation. It needs to be reflected on every day in that it is the reason we are here. We need to have a tremendous school leader/headmaster/principal who will develop the staff to function at the highest levels. Strong leadership and character from the school leader and teachers will tend to model and create the same strong leadership traits in students.

Our curriculum needs to be challenging and presented in a supportive learning environment. Our staff needs to be well trained to identify that which is working and that which is not and make plans and suggestions for improvement. We have no higher administrative office driving the curriculum. Our teachers and school staff will do that to ensure we are meeting Indiana state standards.

We need to identify great professional development opportunities for our staff to improve their skills. These could be as simple as local presentations or networking with other schools or as complicated as visiting out of state schools with proven track records of success. Our charter school authorizer could also be a source for professional development programs.

We need to be capable of continually monitoring and assessing where our students are to implement the best possible program for each student. Not all students will learn in the same way or at the same pace so we must be able to tailor our educational approach to their needs. We should have the highest standards and expectations for all students to do their best.

4. How will you know that the school is succeeding (or not) in its mission?

I will know the school is succeeding by hearing parents talking about how much their students are enjoying attending Springville Community Academy. I would hope that we can create an attitude of anticipation instead of dread and boredom in students whereby they are excited to come to school each day and see what new adventure awaits them. I want that same feeling of excitement to emanate from the staff. When I see correlating evaluation results and community engagement then I know we are on the right track for success. Seeing students grow in exhibiting and using good character traits shows that they are listening to what we teach.

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Governance

1. Describe the role that the board will play in the school’s operation.

The board will ensure the school has the physical facility, financing, and employees needed to provide a world class, place based, classical education to our students.

2. How will you know if the school is successful at the end of the first year of operation?
I will know we are successful by hearing the exclamations from students and staff excited about coming back for the next year. We need to have state assessment results that are at or above those similar results for the local district schools to show families that choosing Springville Community Academy was the right choice for them. Along with that, we need to be in the black financially and have a plan for meeting our debt obligations. Seeing an increased demand through higher enrollment for our school will also provide a good barometer of success.

3. How will you know at the end of four years if the school is successful?
By seeing that our school has matured in that innovative education has become second nature with matriculating students attaining success and displaying great character traits after being at Springville Community Academy. We will be successful with above average results on state assessment tools and the school functioning as a center for community activities. Our school must be able to consistently meet our budget and operate within budget constraints with enrollment at or near full capacity. The personnel on the board will most likely have changed significantly at that time but our mission of providing leadership for an effective local school will not have changed.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Continue regularly evaluating where we are now and identify best practices for improvement. Visit other schools (district, charter, and private) to determine what is creating the greatest results in students’ education. Recruit great people as employees, for our committees, and as future board members. Create partnerships with local employers that enhance curriculum offerings. Develop a marketing plan that extends beyond the township boundaries. Plan for transportation assets. Continue to keep local government and community associations advised as to school activities. Involve families in school centered activities. Regularly and promptly maintain our physical facility. Remain prudent with our finances.

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?
I would bring it to the attention of the full board immediately in an executive session of the board. The actions and conduct of the board members should serve as a model and guide for the educators employed by the school as well as the students attending the school. There is no excuse to condone or conceal unethical behavior by anyone.

Disclosures
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. □ 1 / we do not know any such trustees. ☑ Yes
As a life-long resident of Perry Township and nearing 65 years of age, I have knowledge of almost every family in the area.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
   ☒ I / we do not know any such employees.  ☐ Yes

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

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

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

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

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

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

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

Certification
I, Albert William Cross, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Springville Community Academy Charter School is true and correct in every respect.

Signature  

Date
Charter School Board Member Information Form

Board Member: Jayme Davis

Background

1. Name of charter school on whose Board of Directors you intend to serve: Springville Community Academy

2. Full name: Jayme Lynn Davis
   Home Address: 527 Wells Lane Springville, IN 47462
   Business Name and Address: NA
   Telephone No.: 812-318-2440
   E-mail address: jaymelynndavis14@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
   ☒ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   X Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?
   Families need choices for their children when it comes to education. Our vision offers a choice for families in a rural setting. The school is unique because it will also serve the community. Students will learn the importance of supporting the community in which they live.

6. What is your understanding of the appropriate role of a public charter school board member?
   A public charter board member will collaborate to make collective decisions to form a successful educational opportunity for students.

7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   Seventeen years in the education setting, with leadership roles, describes my experience. Being directly affected by school consolidation is also valuable experience.
8. Describe the specific knowledge and experience that you would bring to the board.

The school building is the building I worked in for most of my career. I know the community very well. I've worked on creating curriculum for specific grade levels, and curriculum alignment. I was the first to be consulted on running procedures throughout the building and for coordinating school-wide events.

School Mission and Program
1. What is your understanding of the school's mission and guiding beliefs?

Character training is an important part of the mission for SCA. This will be accomplished through a house system, by which students will be a part of a support system for each other. There is a strong emphasis on bridging any gaps students might have in both their academic and social-emotional growth.

2. What is your understanding of the school's proposed educational program?

A rigorous curriculum with a strong focus on each of the three tiers of education. Students will participate in cross-curricular learning to build their background knowledge. Background knowledge is often a gap for rural students, so this is a key part of the education. Cross-curricular learning also provides real-world situations so students can be successful outside the walls of the school.

3. What do you believe to be the characteristics of a successful school?

In a successful school, students, staff, and families feel pride and ownership. Of course, measuring growth through data analysis is also important, but when creating a positive culture in a school is a priority, students will grow.

4. How will you know that the school is succeeding (or not) in its mission?

Listen to the students. What do they say about their school? Positive student behavior shows success. Student and staff growth shows success. Data can be used to show growth. Physical evidence of project-based learning around the school shows success. Support for students, staff, and families can be measured in countless ways. Does the school have plenty of volunteers? Do the families feel comfortable communicating with staff? Does staff feel supported and safe to share ideas? If the answer to all those questions is yes....success!

Governance
1. Describe the role that the board will play in the school's operation.

At the beginning, the board will make all decisions collectively to ensure a successful start to a school year. Charter boards are unique in that aspect. Just before the time of the start of the first school year, the board will see a shift in their responsibilities. After all hires are made, the administrators hired will take a more active role. As administrators take the lead in the day-to-day duties of running a school, the board will take a less-
active role. The administrator(s) will bring their policies and staffing needs to the board for approval or disapproval.

2. How will you know if the school is successful at the end of the first year of operation?

If the students enrolled grow, and plan to return, it is an indication of success. If staff members plan to return the following year, it indicates they were treated fairly and well-supported.

3. How will you know at the end of four years if the school is successful?

At the end of four years, our school could see its first graduating class. If those students grew and have future plans to become contributing members of society, that indicates success. Staff members should be returning and taking steps to grow in a successful school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Communicate clearly and often. Actively seek professional development that is beneficial for staff members. Listen to families, staff members, and students. Be cautious with big ideas when they are new. Educate staff members on their roles and hold them accountable. Be sensitive to the needs of the community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Quickly and honestly. Kind, but firm confrontation is always best.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   □ I / we do not know any such trustees. X Yes

   I know all the prospective board members.
   Justin Spoonmore: Brother
   Brandt Kimmel: Long-time friend
   Albert Cross: Long-time family friend
   Gerald Hill: Community friend
   Joby Jerrells: Community friend

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   I / we do not know any such employees. X Yes

   I am a teacher in a traditional public school in a nearby district. I've been in education for 17 years, so I know a lot of people who are school employees.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I do not know any such persons. ☐ Yes

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

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

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

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

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

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school’s board. ☒ None ☐ Yes

Certification

I, Jayme Lynn Davis certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Springville Community Academy Charter School is true and correct in every respect.
Charter School Board Member Information Form

Board Member: Gerald Hill

Background
1. Name of charter school on whose Board of Directors you intend to serve:
   Springville Community Academy
2. Full name: Gerald Kenneth Hill
   Home Address: 911 Popcorn Rd, PO Box 31, Springville, IN, 47462
   Business Name and Address: Retired

   Telephone No.: 812-508-1568
   E-mail address: hill_gerald@att.net

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
   ☑ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   ☐ Does not apply to me. ☑ Yes

5. Why do you wish to serve on the board of the proposed charter school?
   I wish to ensure local public education remains available as a choice for the families of our rural community. I feel that I bring valuable experience in nonprofit budgeting, finance, and oversight of nonprofit organization staff.

6. What is your understanding of the appropriate role of a public charter school board member?
   A board member provides governance for the school’s operation, ensuring it remains financially viable and has a presence as a voice of leadership within the community. A Board Member also represents the school in public and must speak for the Board as a united group without any individual agenda.

7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   I was an elected member of the Cherry Hill, NJ 10,000 student school district from 1990 to 1992. I was also on the start-up board of the Lawrence County Independent Schools charter school which is opening August 2021 at full capacity (300 students) in their first year of operation. My resume includes a list of other nonprofit organizations for which I am or have been a Board Member. Many of those organizations had paid executive director and other paid staff for which I participated in hiring decisions and annual performance evaluations.

8. Describe the specific knowledge and experience that you would bring to the board.
   I have a background in managing large diverse groups of employees for which I was responsible for oversight of overall performance, and safety. Much of the organization function had to do with large building and building systems management, maintenance, and major repair projects.
School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   I was involved in writing the mission statement. We wanted to keep it simple enough for all students and School staff to memorize. But it covers those individual attributes that we want to see our students develop in the way of leadership, character, and life-long learning.

2. What is your understanding of the school's proposed educational program?
   Since I am not an "educator" I was determined to visit as many rural and other local charter schools as possible. I wanted to hear their experience with various innovative learning and teaching programs and techniques. So along with other board members I visited rural charter schools in Otwell, Dugger, Graysville, and Mays. I also visited or spoke with representatives of the Project School in Bloomington, and Seven Oaks in Ellettsville. I was able to hear what they tried, what worked, and what they changed after several years of operation. So, I became comfortable with the specific educational programs and methods proposed for adoption by the educators on our Board or those advising us.

3. What do you believe to be the characteristics of a successful school?
   Although we have a "traditional" School Board, we are committed to empowering our Headmaster with the operation of and spokesperson for our school with the faculty, public and the parents. He/she will be totally responsible for managing the teaching and support staff. Our By Laws keep us involved but not running things. We will include both a parent advisory committee and a separate faculty advisory committee. We feel that this approach will keep a high level of communication with students, parents, and staff/faculty.

4. How will you know that the school is succeeding (or not) in its mission?
   I plan to watch and listen. I know many of the families that we expect to enroll in our school. They have been the most vocal in expressing their dissatisfaction with the local Public School District. As a community Scout leader, I get regular exposure to the opinions of youth that will be attending our school. I will be a regular attendee at school events whether fund raisers, play days, PTO meetings, or athletic events. I am also a believer in the 360-degree evaluation process. So, I will be looking for that process for our Headmaster, faculty and staff to be rated by students, parents, board members, and peers. Of course, we will have testing and the normal reports that we must submit to the IDOE.

Governance

1. Describe the role that the board will play in the school's operation.
   The board will provide soft oversight of the headmaster and through him/her the staff and faculty. We will provide close oversight of the expenses as measured against the budget. We will be closely monitoring the safety and the security of the building and occupants. We will be open to changes as needed to adjust our curriculum and programs to meet emerging needs. If it is not working, we will support our headmaster and faculty in evaluating changes.
2. How will you know if the school is successful at the end of the first year of operation? I will know long before the end of the first year. We will expect our headmaster and staff to keep us advised as we go along with informal and formal assessments. Our first-year budget and expenditure plan/actual will be closely managed. Communication with families will be constant and transparent.

3. How will you know at the end of four years if the school is successful? We will keep both our budget and expenditures under tight control with a surplus growing for planned improvements to the school building as well as the curriculum. We will see our original enrollment plan exceeded with a very high retention rate. We will evaluate our staff and faculty turnover and watch for any systemic problems.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Communication with parents, faculty, and staff will be the primary vehicle. Making decisions on changing discretionary budget lines with faculty/staff/parents' involvement. Raising additional funds through available grants. Maintain a succession plan for board members so we stagger changes in members, so we keep improving the knowledge and skills of the board members as the school needs evolve. Keep faculty and staff “happy”. Treat them with respect and appropriate rewards.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would have a meeting with the Board president and one other trusted board member. After discussing the issue, we likely would decide we need to consult with our Ball State liaison. Then we would either let the Board President handle it one-on-one with the problem member or decide to ask for external investigation of the actions or behavior if appears to be of a nature that requires official or legal action.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes. The only members I know are Albert Cross through my involvement in Springville Scouts, Brandt Kimmel as member of the same church for many years, and Jayme Davis though the Scout program.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ✔ I / we do not anticipate conducting any such business. ☐ Yes

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

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

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

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

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school’s board. ☑ None ☐ Yes

Certification

I, Gerald Hill, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Springville Community Academy Charter School is true and correct in every respect.

[Signature]

[Date]
Charter School Board Member Information Form

Board Member: Brandt Kimmel

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name: Brandt Andrew Kimmel
   Home Address: 433 Harold Smith Road, Bedford, IN47421
   Business Name and Address: NA

   Telephone No.: (812)-279-1325
   E-mail address: bakimmel@yahoo.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
   ✧ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   □ Does not apply to me. ✧ Yes

5. Why do you wish to serve on the board of the proposed charter school? I wish to serve the community that served me for so long especially in my youth. I was raised in Springville and attended Springville Elementary K-6. I was both a scout and former board member of the local Boy Scout Troop 343 and member of a local church for many years. I would spend hours at the school both during and after school hours playing basketball and softball in the evenings and weekends. The school truly was the center of our community that had a small general store, a gas station, a fire barn, a post office and intertwined with homes and churches. When the local school district decided to close the school it seemed a betrayal to all those who had put blood, sweat and tears in running and operating the school but more importantly those who wouldn’t be able to experience Springville school for themselves in the future. Therefore, I would like to keep the heart of the community pumping its vibrancy into our community and serve the future generations with this educational option.

6. What is your understanding of the appropriate role of a public charter school board member? First, a board member should be the strongest advocate for our school to include the students, their families, school staff and the community to which he/she serves. He/she should guide the school to see its maximum educational effectiveness attained all while doing it responsibly, ethically, fairly, flexibly, with maximum humility and kindness.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I currently work for the United States Navy and have chaired and been a member on many boards and committees that deal with critical objectives, manpower, budgets, schedules and outcomes. I have also served on a local church board and Boy Scout Troop in the past.

8. Describe the specific knowledge and experience that you would bring to the board.

I have been a lifelong resident of the Springville community, which gives me a great knowledge of the area and the people to which we intend to serve. Currently, I am a parent of a school-aged child and have had two older children complete their K-12 education in the local district school corporation. My wife is also a teacher with 20 years’ experience in both regular education and special education, which has afforded me a unique view into many often, overlooked but important details of education.

As previously mentioned, I have served as a board member of our local scout troop and was a member of the Springville Gym Restoration Committee, which served to successfully restore a somewhat dilapidated historical gymnasium in Springville built by the WPA. I have been a longstanding member of a local congregation where I served as youth leader and high school teacher for many years and currently serve as a lay minister for local congregations in our surrounding community.

I also have a strong background in athletics, which is extremely important to a school and community, just below to education. I have been a coach for over 15 years in many different sports (primarily basketball) and age levels (K-12). I can provide service and/or advice with athletic offerings, facility requirements, improvements, scheduling and planning.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The schools mission is to provide a family oriented innovative place based education with a strong passion on serving and learning. We want each child and family to excel using the best of our unique surrounding resources of our community.

2. What is your understanding of the school's proposed educational program? A major building block to our proposed education program will be a hands-on place-based classical education school that will utilize the resources in the community to enhance the educational process. We want to immerse our students in our local heritage, culture, ecological landscapes, opportunities and experiences as a foundation for the study of language arts, mathematics,
social studies, science, and other subjects. This place-based education approach encourages teachers and students to use the schoolyard, community, public lands and other special places as resources, turning the community into classrooms. The rural landscape and rich heritage of the Springville Community will provide many unique learning experiences for students at SCA. We want our citizens to be actively involved in the student’s development and we envision using the community to prepare a student to become a valuable and proud member of its own one day that will then prepare the next generation.

SCA will have a unique innovative learning and teaching approach. Board members have visited many other charter and district schools and collected information about curriculum, methodologies, structure, and programs. Board members have also sought out both active and retired educators and administrators to garner their best ideas and proven strategies for education. The goal is to blend proven successful best practices and methods together from local, regional and national sources and incorporating them into our place based classical approach.

One example of a national source is the adoption of the House System as instituted originally by the Ron Clark Academy in Atlanta, GA. SCA will plan to institute a version of the House System described below:

a. On the first day of the school year, incoming students will be assigned into a house at random. This house is different from your class.

b. Students will remain in this group until they graduate.

c. Each House is composed of every child in the school including teachers, faculty, and staff. This will allow students to socialize with one another across grades and with positive adult role models beyond just the classroom setting.

d. Throughout the year, the Houses compete against one another in a variety of competitions by accumulating House points. Individual students can also accumulate points for their House based on behavior and academic success.

e. At the end of the school year, the House with the most points wins the House Championship — and all of the honor and glory that comes with it!

Implementing the Ron Clark Academy House System at SCA will provide benefits that will deeply impact students and teachers alike. Students and teachers at schools where the House System has been adopted have raved about the impact it has had on the educational experience. Children have noted such things as how it has helped them to form friendships and create closer bonds with their peers. Teachers have noted how students perform at higher levels when points are assigned and their peers are cheering them on. Additional benefits include a culture of belonging, school wide community, character building, healthy competition, encourages staff involvement.
3. What do you believe to be the characteristics of a successful school?
We will strive to be an “A” rated school in aptitude and experience. We want to create an environment where staff and students thrive due to the environment created through the leadership and knowledge of the staff, innovative and challenging curriculum, program, extracurricular activities and strong parental and community involvement. We want to see and hear students who are excited to learn. We want to have a highly qualified staff, competent and strong leadership (administration), and a school board that genuinely listens to the concerns and cares of the staff and community to which it serves. We want effective communication to occur from the top down and bottom up.

When one thinks of Springville Community Academy, we want words like family, team, challenging, exciting, grounded, assistance, able, specialized, fair, caring, and over communicative used to describe our school.

4. How will you know that the school is succeeding (or not) in its mission?
I will know if the school is successful if the students and teachers come in happy and excited to learn and teach daily. I will know when I see and hear parents and community members talk of the pride in our school. Certainly, Student progress and achievement based on grades, test, and evaluations will also be an indicator of our school’s success. Having a high volume of parental and community involvement is a characteristic of successful school.

Governance

1. Describe the role that the board will play in the school’s operation.
The board will be responsible for the financial, legal, reporting, and overseeing the school. It is also crucial the board listen to parents, teachers and students to ensure we are providing and meeting their needs.

2. How will you know if the school is successful at the end of the first year of operation? Certainly, we will evaluate grades, performance and progress of each student, use educator evaluations, assess staff satisfaction and retention, results of periodic surveys by parents, students and staff but it is important not to wait until the end of year. Assessing our school’s success will need to happen daily, weekly, and quarterly. Addressing problems and recognizing successes will need to be done immediately. It is important to provide and foster a learning environment that is cooperative for both the student and the educator. It is also important to create a measurable and superior high quality and rewarding working environment for the
educators, administrators and support staff of the school. Lastly, all of this needs to be done within the budget allowed.

3. How will you know at the end of four years if the school is successful? *Continuous Improvement will be the theme in which we review success.* Are we seeing increased student enrollment or holding at sustainable numbers? Are we seeing reasonable or low student and staff turnover? Are we seeing a majority of the students improving each year? Are we seeing more cooperatives and agreements with higher learning institutions for our high school students? Will we see an expansion of our extracurricular activities including sports, music, and clubs available to our students? While somewhat subjective, Are we seeing a genuine relationship continually growing between the school and the community? Community involvement is foundational to our school success. Are we continuously staying within our approved budget? Ultimately, do we see parents, students and staff excited about learning and working at our school?

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   1. *Maintain a visible and high level of commitment to parents, staff, students and the community.*
   2. *Provide and maintain a safe campus and building.*
   3. *Be responsible with financial obligations and budget needs.*
   4. *Invest in and work closely with surrounding communities.*
   5. *Recruit people with passion, experience, and knowledge that complements our mission and vision.*
   6. *Ensure that staff, parents and students feel their voice is being heard with closed loop communication.*
   7. *Hold students, educators, and staff accountable.*
   8. *Advocate strongly for a family oriented educational experience.*
   9. *Maintain constant awareness of best practices and be willing to change course if necessary.*
   10. *Continuous Improvement.*

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?
   *I would first approach the individual board member to discuss the actions that had occurred and inform them of their unethical behavior or action detrimental to the school. Where possible, I would have another board member present for the conversation. Whether resolved or not, the matter must be brought to the entire board for overall awareness and further action. If warranted, the school or board attorney should also be informed in order to receive next legal action. If it were a criminal offense, I would contact the appropriate authorities immediately.*

Disclosures
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☑️ I / we do not know any such trustees. ☑️ I know of most of the individual board members through family or community relationships.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑️ I / we do not know any such employees. ☑️ Yes

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

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

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

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

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

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

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school’s board. ☑️ None ☐ Yes

Certification

I, Brandt Andrew Kimmel certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Springville Community Academy Charter School is true and correct in every respect.

___ Brandt A. Kimmel ___ August 21, 202

Signature Date
Charter School Board Member Information Form

Board Member:

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Springville Community Academy

2. Full name: Justin Neil Spoonmore
   Home Address: 581 Wells Ln, Springville, IN 47462
   Business Name and Address: NA

   Telephone No.: 812-276-7194
   E-mail address: justin.spoonmore@icloud.com

3. Brief educational and employment history. (No narrative response is required if
   resume and professional biography are attached to the application)
   ✔ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district,
   another charter school, a non-public school or any not-for-profit corporation.
   ✔ Does not apply to me. □ Yes

5. Why do you wish to serve on the board of the proposed charter school?
   I believe that school choice is important, and our community does not have
   enough alternatives to traditional public schools. The building we intend to
   occupy in Springville was part of North Lawrence Community Schools and was
   closed as part of a recent consolidation. This elementary school was thriving
   largely due to great community support and involvement. The location is close to
   a Naval Installation that employs over 4,000 workers in Crane, IN, and is an easy
   commute from Bloomington, IN. I think having a charter school in this location
   serves not only our town but the county as a whole as it helps to continue to draw
   families from neighboring counties to settle in Springville and Lawrence County.

6. What is your understanding of the appropriate role of a public charter school board
   member?
   I believe the role is to work cohesively as a team to ensure resources are
   dedicated wisely in support of the school's startup and mission. Initially there
   will be a high demand for active involvement in setting up the school and
   developing policy, but over time, the role will become more in line with a
   traditional public school board where the focus becomes management of the
   school leadership and fiscal planning.

7. Describe any previous experience you have that is relevant to serving on the charter
   school's board (e.g., other board service). If you have not had previous experience
   of this nature, explain why you have the capability to be an effective board member.
   I do not have any direct school board experience. The closest experience I have is
   serving on a "Visionary Committee" for North Lawrence Community Schools
   (NLCS) in the fall of 2019. Participation on that committee opened my eyes to the
financial challenges of operating a public school, as well as the political nature by which some public schools find themselves run. In the end, I do not believe the NLCIB administration listened to the committee's input, but the involvement was a great learning experience for me personally. I also have many years of experience in public sector service and leadership at the federal level, as outlined in my resume.

8. Describe the specific knowledge and experience that you would bring to the board. I come from a career in the federal government; a different sector of public management and administration. I think I bring outside/non-educational perspective, but still have a civic mind and experience dealing with public policy and finance. Other than the public sector experience outlined in my resume, I will say that I come from a family of educators. My wife currently works as a middle school librarian, I have two sisters who are elementary teachers in two different Indiana districts, my mother was a long-time teacher's aide, and I have other family members who have made their love and passion for children into careers as teachers and counselors. This has helped shape my perspective of education over my adult life. I've been personally impacted by both the good and the bad decisions that have taken place in our local community schools, and I believe I have a good understanding of what it will take to run a successful charter school. I have also spent many years volunteering as a coach in youth sports in our local communities, gaining understanding of what it takes to teach and lead children and how to help them with their journey into becoming successful young men and women.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

   Our mission talks about innovation in education, becoming a model for school choice, honoring our rural roots, and developing and demonstrating servant leadership. These aren't just buzzwords or catchy trends in our community, these are the values by which we were taught and raised.

2. What is your understanding of the school's proposed educational program?

   The school will use a rigorous classical curriculum, and use a blend of hard copy textbooks and Chromebooks, varied in use by age, subject, and activity. Curriculum will be research based, looking at Singapore math, Riggs Reading, and cross-curricular work through project-based learning and Core Knowledge language arts.

3. What do you believe to be the characteristics of a successful school?

   1. Great Teachers, that's where the magic happens
   2. Staff satisfaction and retention
   3. Student growth, regardless of socioeconomic status
   4. Happy students and parents
   5. Active community and parent engagement
   6. Financial stability
4. How will you know that the school is succeeding (or not) in its mission?

I believe if we honor our commitment to innovative education while honoring our rural roots, we will in fact become a model for school choice in the area. We also need to see that our goal of fostering servant leadership is being realized in both the staff and student populations. One way to measure this will be community participation in clubs and programs like 4H, Scouting, and local sports programs.

Governance

1. Describe the role that the board will play in the school's operation.

Upon startup, the board will assume a very active role in administrative efforts, staffing, curriculum, facilities and more, but over time many of these functions can be turned over to school administrators allowing the board to operate in a more traditional role. At that time the board will vote on initiatives brought forth by the school administration.

2. How will you know if the school is successful at the end of the first year of operation?

Student growth and retention should be the primary metrics. Staff satisfaction and retention will also be another major indicator. Reflection on how we are doing compared to our mission statement will also be an important consideration. We must also be fiscally responsible and make sure that we hit 1st year budget targets.

3. How will you know at the end of four years if the school is successful?

I think analysis of student educational growth, achievement of staff and student retention goals (or incremental increases each subsequent school year) will be a major indicator. We also need to determine if we are fostering servant leadership in our staff and students, and measure staff, student and parent satisfaction. Those things along with measurements of community and family engagement will be the key indications. We also must prove financial solvency and maintain solid business case analysis in order to continue to be successful.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I think a top priority is expertly managing the public finances we receive and budgeting to maximize the use of our limited resources. Doing this well will reduce the amount of pressure that comes with starting the school. By doing this early, the remaining focus can be on staffing, curriculum, facilities, and the intense coordination required to bring the school online. Another important step is community engagement, public relations, and communication. We still need to educate the community on what a public charter school is, and what it is not. There is a lot of misinformation about charter schools in America, and this will be one of the first for our community. Another important step is to make great hires for administrative, teaching and staff positions. Getting the human resources piece right is critical.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

It would need to be handled quickly and efficiently by addressing the conduct directly. If the behavior persisted, or could not be corrected, the board would need to vote to remove that or those members.

Disclosures
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   □ 1 / we do not know any such trustees. ☑ Yes

   Jayme Davis – Sibling
   Brandt Kimmel – Long-time friend
   Albert Cross – Acquaintance through community involvement in Scouting (BSA)
   Jerry Hill – Acquaintance through Charter School discussions only
   Joby Jerrels – Acquaintance through Charter School discussions only

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ 1 / we do not know any such employees. □ Yes

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

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

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

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A  ☑ 1 / we have no such interest.  ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A  ☐ 1 / we or my family do not anticipate conducting any such business.  ☐ Yes

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

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

Certification

I, Justin N. Spoonmore, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Springville Community Academy Charter School is true and correct in every respect.

[Signature] 8/10/2021
Signature  Date
Charter School Board Member Information Form

Board Member: Joby D. Jerrells

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Springville Community Academy

2. Full name: Joby D. Jerrells
   Home Address: 1618 5th St., Bedford, IN 47421
   Business Name and Address: Department of Army, 8899 E. 56th St., Indianapolis, IN 46249
   Telephone No.: (812) 318-8302
   E-mail address: joby.jerrells@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
   □ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   □ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?

   Although I never attended Springville Elementary school, I grew up in a surrounding community. The school has always been an integral part of the community and I was disappointed when NLCS decided to close the school. I firmly believe that community needs the school, and the school needs the community.

   I have friends, family, and extended family who live in the community and have been distressed by the closure of the school. The community is important to me and ultimately shaped who I am today. I have a duty to give back to the people who influenced and helped me as a young person. Serving on this board would satisfy that duty.

6. What is your understanding of the appropriate role of a public charter school board member?

   A charter school can service a unique purpose of fulfilling the educational needs unmet by existing educational institutions. In this instance, Springville Community Academy will fill the void and give parents in the community a choice to educate their children.

   When the school closed, there was a substantial void and sadness within the Springville community. This charter school will not only bring back the pride and dignity of the community, but more importantly fill an educational void. Students must now ride a bus longer each day to a school where parents have little or no connection.
7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Although I have never served on a board, I have advised many boards as an attorney, including the Town of Stinesville, and the Indiana Gaming Commission. I am well-versed in Indiana’s open door law, access to public records, and corporate governance. I am well-versed in the requirements of serving as a trusted board member.

8. Describe the specific knowledge and experience that you would bring to the board.

Working as an attorney with nearly 20 years of experience in a variety of capacities has afforded me the opportunity to learn and advise a variety of organizations. I have experience in labor and employment law, ethics, finance, banking, contracts, and property law. I have more than 80 published cases and have argued approximately two dozen times in the Indiana Supreme Court, Court of Appeals, and Tax Court in several high-profile, criminal law and tax cases.

In addition, I hold a Master’s in Public Affairs and have worked with policy makers in multiple fields.

School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs?

I have been actively involved in shaping the school’s mission, vision, and guiding beliefs. While the concepts are organic and evolve over time, I believe the current mission and vision are a great start.

2. What is your understanding of the school’s proposed educational program?

The basis of the program is the Core Knowledge Sequence (CKS). CKS will allow students to establish strong foundations of knowledge which build upon the core knowledge learned in previous levels. The Riggs Reading program and Singapore Math program are both proven methods to develop these key areas of student learning. We have reviewed the charters of many, many successful programs, within Indiana as well as other states. We have attempted to glean the best practices from other programs, including the Pillars of Character from Character Counts and the 55 essentials from the Ron Clark Academy.

3. What do you believe to be the characteristics of a successful school?

A successful school is an inclusive environment where all students, teachers, parents, and the community members are treated with dignity and respect – a place where students and teachers cannot wait to come to every morning, and do not want to leave every afternoon. A school will be successful if its students and teachers are happy, performing well, and want to continuously improve the environment.

4. How will you know that the school is succeeding (or not) in its mission?
The board will measure success by evidence-based practices to assess student performance, teacher satisfaction, and parental involvement.

**Governance**

1. Describe the role that the board will play in the school’s operation.

The board will set policies for the school and be responsible for safeguarding the school as a community asset. While the Headmaster will manage the day-to-day activities and business of the school, the board will strive to uphold the highest standards of ethics, sound fiscal management, and good stewardship. The board will also play an important role as a member of the community.

2. How will you know if the school is successful at the end of the first year of operation?

I assess the success of the school by evidence-based practices that would measure student performance, teacher satisfaction, re-enrollment rates of existing students, and whether there was a waitlist for students. While I personally would like to see every child who wants to attend the school have a seat, I recognize there are limits to the capacity of the school itself, which may necessitate a waitlist.

3. How will you know at the end of four years if the school is successful?

By the end of four years, the school will be successful if we are able to matriculate and graduate high school students. My personal goal is that every student who graduates should be prepared to attend college, technical training, or achieve gainful employment within three months of graduation.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will play a key role to ensure success by frequent, open, public meetings to actively assess school performance and make adjustments. I anticipate the first two years of the board’s existence, pre-opening and the first year of operation, will be extremely busy.

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?

First, I would personally discuss the issue with the board member. If the issue went unresolved, I would raise the issue in an executive session for the entire board to consider. Disclosure is key to ethical conduct by board members. In the case of conflicts, the Board, and community, is best served by disclosure, and where appropriate recusal, or even resignation or termination in extreme cases.

**Disclosures**

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes
I have known Albert Cross, Brandt Kimmel, and Beth Feldman for over thirty years in a personal capacity.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. ☒ I / we do not know any such employees. ☐ Yes

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

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

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

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

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

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

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

I, Joby D. Jerrells, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Springville Community Academy Charter School is true and correct in every respect.

Signature

Date
Charter School Board Member Information Form

Board Member: Beth Feldman

Background

1. Name of charter school on whose Board of Directors you intend to serve: Springville Community Academy

2. Full name: Beth A. Feldman
   Home Address: 2992 Avoca Eureka Road, Bedford, IN 47421
   Business Name and Address: NA
   Telephone No.: (812)-583-1329
   E-mail address: bac608@icloud.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
   ☑ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
   □ Does not apply to me. ☑ Yes

5. Why do you wish to serve on the board of the proposed charter school?
   I wish to serve on this particular charter school board because it is near and dear to my heart as a fellow Springvillian and also because I have a passion for serving children. I attended the Springville Elementary School in my youth and was very saddened when the local school district decided to close it. That school served as the foundation of a lifelong love of learning for me. It is my honor to serve as a member of this board where I can share my business and life experiences and give back to the community that gave so much to me.

6. What is your understanding of the appropriate role of a public charter school board member?
   The prudent role of the board members collectively is to establish policies and regulations for the school that are in compliance with state and federal laws. They also promote the well-being and effectiveness of the school to enhance learning and teaching. They set the tone at the top of the organization.
7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have sat on several nonprofit boards during my adulthood and have worked with countless board members in my capacity as an auditor throughout my public accounting career. Deciding to be a board member of any organization comes with much responsibility and a fiduciary duty.

8. Describe the specific knowledge and experience that you would bring to the board.

I grew up in Springville where the charter school will be located so I am familiar and understand the dynamics of a small town. My public accounting experience with a focus on nonprofit accounting and auditing allows me to bring a specific skill set to the board of this charter school. I am well versed on the importance of maintaining transparency and compliance as well as adhering to regulatory requirements.

School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs?

The school’s mission and guiding belief is to promote academic excellence through a place-based education, where student engagement is valued and nurtured. A place-based education positively impacts the surrounding community involved. Offering this type of education to children will set the foundation for creating a well-rounded understanding of the world at large.

2. What is your understanding of the school’s proposed educational program?

The school’s proposed educational program is to build a culture of belonging and a sense of community both inside and outside of the school. Children will be a part of a cohort throughout their educational experience to learn and work together. In this capacity, instead of just memorizing facts, they will learn to make their own connections and draw their own conclusions based on the material – in other words, they will develop critical thinking skills, which are vital to becoming successful adults.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school will embody a village mentality that not only sets high standards and expectations but also helps students reach their potential in a supportive, respectful, and nurturing environment.
4. How will you know that the school is succeeding (or not) in its mission?

*A successful school includes happy and engaged students, active parents, caring teachers, and a supportive staff. All of these working toward the common goal of helping the students become the best version of themselves as productive citizens in the world. This is achieved in an environment that is open and receptive to diversity, while adhering to a foundation of respect for all.*

**Governance**

1. Describe the role that the board will play in the school’s operation.

*The role of the board is to uphold the mission and vision of the school and to focus on serving the students. They provide academic and fiscal oversight. They also hire the leaders to run the school and then hold those leaders accountable.*

2. How will you know if the school is successful at the end of the first year of operation?

*A successful first year of operation will have the community talking and there will be an increase in the succeeding year enrollment. Students (and parents) will be thrilled with their learning experience and looking forward to returning the following year. The budget will be balanced and the teachers will remain.*

3. How will you know at the end of four years if the school is successful?

*As our fourth year of operations wind down, our success will be exhibited by happy students, teachers, staff, and community! Our enrollment numbers will have continued to increase. The learning opportunities at our school will have expanded. We will be operating within a balanced budget.*

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. *Create a culture of collaboration with parents, teachers, and the community.*
2. *Build a supportive and accessible environment for all students.*
3. *Establish clearly stated goals and communicate them.*
4. *Hire strong leaders.*
5. *Actively listen to teachers, parents, and students.*
6. *Set the appropriate tone at the top and then lead by example.*
7. *Be fiscally responsible.*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

*I would follow the board policy in addressing any activity that I suspected as unethical or illegal.*

**Disclosures**

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   - ☐ I / we do not know any such trustees. ☑ I *know of most of the individual board members through family or community relationships.*

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   - ☑ I / we do not know any such employees. ☐ Yes

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

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

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

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   - ☐ N/A ☑ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☐ Yes / we or my family do not anticipate conducting any such business.
☐ Yes

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

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

Certification

I, Beth Ann Feldman, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Springville Community Academy Charter School is true and correct in every respect.

[Signature]

August 21, 2021
Date
Attachment 15: Conflict of Interest Forms.
The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: Judy Jervolks

Name of Employer: Department of Army

Nature of Employer’s Business: Attorney

Sole Proprietorship or Professional Practice: N/A

Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer is a member: N/A

Nature of the business of the partnership or the limited liability company: N/A

Name of a corporation (other than a church) of which the filer is an officer or a director: N/A

Nature of the corporation’s business: N/A

2) Organizer Board Member Spouse Name: N/A

Name of Employer: 

Nature of Employer’s Business: 

Sole Proprietorship or Professional Practice: 

Nature of Proprietorship or Professional Practice: 

Name of any partnership or limited liability company in which the filer’s spouse is a member: 

2
Nature of the business of the partnership or the limited liability company: ______________________

_________________________________________________________________________________

Name of a corporation (other than a church) of which the filer’s spouse is an officer or a director: ______________________

Nature of the corporation’s business: _______________________________________________________

_________________________________________________________________________________

[Signature]   8/23/21
The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: Albert Cross
Name of Employer: GM Bedford Castings
Nature of Employer’s Business: Aluminum Foundry & Diecasting Plant

Sole Proprietorship or Professional Practice: N/A
Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer is a member: N/A
Nature of the business of the partnership or the limited liability company: N/A

Name of a corporation (other than a church) of which the filer is an officer or a director:
Scottish Society of Greater Bloomington - Celtic Activities
Nature of the corporation’s business: Knobstone Hiking Trail Association Trail Maintenance & Development

2) Organizer Board Member Spouse Name: Roxie Cross
Name of Employer: N/A
Nature of Employer’s Business: N/A

Sole Proprietorship or Professional Practice: N/A
Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer’s spouse is a member: N/A
Nature of the business of the partnership or the limited liability company:  

N/A

Name of a corporation (other than a church) of which the filer’s spouse is an officer or a director:  

N/A

Nature of the corporation’s business:  

N/A
The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: Brandt Andrew Kimmel
Name of Employer: Naval Surface Warfare Center Crane Division
Nature of Employer’s Business: Dept of Defense (United States Navy)

Sole Proprietorship or Professional Practice: N/A
Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer is a member: N/A
Nature of the business of the partnership or the limited liability company: N/A

Name of a corporation (other than a church) of which the filer is an officer or a director: N/A
Nature of the corporation’s business: N/A

2) Organizer Board Member Spouse Name: Ashlie Nicole Kimmel
Name of Employer: North Lawrence Community Schools
Nature of Employer’s Business: Education

Sole Proprietorship or Professional Practice: N/A
Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer’s spouse is a member: N/A
Nature of the business of the partnership or the limited liability company: N/A

Name of a corporation (other than a church) of which the filer’s spouse is an officer or a director: N/A

Nature of the corporation’s business: N/A

______________________________  ________________________________
Brandt Q. Kemmel                      August 15, 2021
The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: Jayme Davis

Name of Employer: Eastern Greene Elementary School
Nature of Employer’s Business: Education

Sole Proprietorship or Professional Practice: N/A
Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer is a member:

Name of the business of the partnership or the limited liability company: N/A

Name of a corporation (other than a church) of which the filer is an officer or a director:

Nature of the corporation’s business: N/A

2) Organizer Board Member Spouse Name: Andrew Davis

Name of Employer: Hilton Ventilation Industrial Company
Nature of Employer’s Business: Sheet Metal

Sole Proprietorship or Professional Practice: N/A
Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer’s spouse is a member: N/A
Nature of the business of the partnership or the limited liability company:  

N/A

Name of a corporation (other than a church) of which the filer’s spouse is an officer or a director:  

N/A

Nature of the corporation’s business:  

N/A
The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: Justin Spoonmore

Name of Employer: NSWC-Crane
Nature of Employer's Business: Dept. of Navy

Sole Proprietorship or Professional Practice: N/A
Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer is a member: N/A
Nature of the business of the partnership or the limited liability company: N/A

Name of a corporation (other than a church) of which the filer is an officer or a director: N/A
Nature of the corporation's business: N/A

2) Organizer Board Member Spouse Name: Emily Spoonmore

Name of Employer: NLCS
Nature of Employer's Business: Education

Sole Proprietorship or Professional Practice: N/A
Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer's spouse is a member: N/A
Nature of the business of the partnership or the limited liability company: N/A

Name of a corporation (other than a church) of which the filer’s spouse is an officer or a director: N/A

Nature of the corporation’s business: N/A
The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: Beth Feldman

Name of Employer: Bloomington Shuttle Service

Nature of Employer's Business: Transportation

Sole Proprietorship or Professional Practice: NA

Nature of Proprietorship or Professional Practice: NA

Name of any partnership or limited liability company in which the filer is a member: NA

Nature of the business of the partnership or the limited liability company: NA

Name of a corporation (other than a church) of which the filer is an officer or a director: Accounting Services Inc.

Nature of the corporation's business: Accounting Services

2) Organizer Board Member Spouse Name: None

Name of Employer: NA

Nature of Employer's Business: NA

Sole Proprietorship or Professional Practice: NA

Nature of Proprietorship or Professional Practice: NA

Name of any partnership or limited liability company in which the filer's spouse is a member: NA
Nature of the business of the partnership or the limited liability company: 

Name of a corporation (other than a church) of which the filer’s spouse is an officer or a director: 

Nature of the corporation’s business: 

NA
The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: Gerald K. Hill

Name of Employer: Retired
Nature of Employer's Business: NA

Sole Proprietorship or Professional Practice: NONE
Nature of Proprietorship or Professional Practice: NONE

Name of any partnership or limited liability company in which the filer is a member: NONE
Nature of the business of the partnership or the limited liability company: NONE

Name of a corporation (other than a church) of which the filer is an officer or a director: (See below)
Nature of the corporation's business: (See below)

2) Organizer Board Member Spouse Name: Karen B. Wright

Name of Employer: Retired
Nature of Employer's Business: NA

Sole Proprietorship or Professional Practice: NONE
Nature of Proprietorship or Professional Practice: NONE

Name of any partnership or limited liability company in which the filer's spouse is a member: NONE
Nature of the business of the partnership or the limited liability company: **NONE**

Name of a corporation (other than a church) of which the filer’s spouse is an officer or a director: **NONE**

Nature of the corporation’s business: **NONE**

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<th>Organization</th>
<th>IRS Code</th>
<th>Position</th>
<th>Description</th>
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<td>Hoosier Trails Council, Boy Scouts of America</td>
<td>501(c)3</td>
<td>Executive Board Member</td>
<td>Youth Programs</td>
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<tr>
<td>Springville Community Association</td>
<td>501(c)3</td>
<td>Board Member and Treasurer</td>
<td>Community fund to benefit local community organizations</td>
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<td>Serenity Club of Bedford, Indiana</td>
<td>501(c)3</td>
<td>Board Member and Assistant Treasurer</td>
<td>Provides meeting space and program materials for addiction recovery programs</td>
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<tr>
<td>Lawrence County Drug Treatment Center</td>
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<td>Board Member</td>
<td>Manage and fund raising for residence for men in drug treatment</td>
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<tr>
<td>Lawrence County Independent Schools</td>
<td>501(c)3</td>
<td>Trustee</td>
<td>Charter School</td>
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Resigned 4/14/21

Signed 8/19/21
Attachment 17: Staffing Chart.
### School Staffing Model (all grades included) and Rollout

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<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>Headmaster / Principal (also House Activity Coordinator until Year 3)</td>
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<td>Assistant Principal</td>
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<td>Social Worker / Psychologist</td>
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<tr>
<td>School Operations Support Staff - Custodial</td>
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Attachment 18: Employee Manual

Not yet developed
Attachment 19: Leadership Evaluation Tools

No tools developed
Attachment 20: MOU with Proof of Intent.
AGREEMENT BETWEEN SPRINGVILLE COMMUNITY ASSOCIATION INC. AND THE PERRY TOWNSHIP TRUSTEE AND ADVISORY BOARD

WHEREAS, the Springville Community Association Inc., (hereinafter referred to as “SCA”) is a not-for-profit corporation authorized to operate in the State of Indiana, and has, by due corporate resolution passed, authorized the signing officers as set forth herein to contract on its behalf; and,

WHEREAS, the Springville Community Association Inc. desires to acquire real estate for use in the staging of such community-related functions and educational enterprises as the Association’s Board of Directors in its sole discretion shall deem appropriate from time to time; and

WHEREAS, Perry Township (hereinafter referred to as “Township”) is a governmental entity, with Robert E. Phillips being its duly elected Trustee; Doug Kelley being President of the said Township’s Advisory Board; Marilyn G. Kimmel, being the duly elected Secretary of said Board; and Amy M. Voorhies, being a Board Member; and

WHEREAS, the North Lawrence Community School Corporation has consolidated its schools within the county, one of such properties heretofore belonging to said Township. The property is commonly known as the Springville Elementary School; and

WHEREAS, the Springville Elementary School is located in Perry Township in Lawrence County, Indiana, and its mailing address is 126 Brick Street, Springville, IN 47462; and

WHEREAS, the North Lawrence Community School Corporation operated Springville Elementary School as part of its school system until the said Corporation’s Board of School Trustees voted to close it on January 6, 2020; and

WHEREAS, pursuant to the provisions of Indiana Code 20-23-6-9 which provides in part as applicable to the within real estate:

(d) This subsection applies when the consolidated governing body of a consolidated school corporation decides that property acquired under subsection (b) from a township is no longer needed for school purposes. The governing body shall offer the property as a gift to the township that owned the property before the school was consolidated... The township shall, within ninety (90) days after receiving the notice, inform the governing body in writing as to whether the township wishes to retain the structure... (Emphasis added); and

WHEREAS, the North Lawrence Community School Corporation, in a letter dated May 7, 2021, advised the Township that the NLCS has determined that the Springville Elementary School building is no longer needed for school purposes and that by reason of such, the NLCS is required to offer the property that previously belonged to Perry Township back to the Township as a gift pursuant to the above-
referred Indiana Code citation. The letter further said that, when the offer to transfer is accepted by the Perry Township Trustee and Advisory Board, the NLCS will deliver a Quitclaim Deed to the Township.

The real estate description of the Springville School is unknown at this time but is the same as that reflected in the Property Records of the Office of the Recorder of Lawrence County, Indiana. The real estate description is incorporated by reference into this document.

**IT IS NOW THEREFORE CONTRACTED AND AGREED** by and between the parties to this agreement (for and in consideration of the mutual covenants contained herein which are acknowledged by all parties as being sufficient consideration) as follows:

1.) That, assuming the NLCS will transfer free and clear of liens the real estate and improvements of the Springville Elementary School to the Township as it should pursuant to Indiana law, the Township will thereafter immediately sell and convey by quitclaim deed to SCA said real estate for One Dollar ($1.00) and Other Valuable Considerations.

2.) It is agreed and understood between the parties that, unless a Quitclaim Deed to the Springville School in proper and recordable form is delivered to the President of the SCA Board of Trustees or his agent by 5 p.m. on July 9, 2021, this agreement shall be deemed to be null and void and its provisions shall thereafter be unenforceable against either party to this Agreement. As contemplated by this contract, the Quitclaim Deed so delivered to the SCA shall not be subject to any conditions or restrictions imposed by the Perry Township Trustee or the NLCS.

3.) That, as is stated above, the Trustee’s acceptance of the real estate from the NLCS is conditioned on the fact that SCA will immediately become the title holder of, and accept ownership of, the real estate. The SCA understands and accepts the fact that the Township would not accept the real estate from NLCS if in fact it had to accept the financial burdens that are associated with the ownership of said real estate.

4.) That this agreement is enforceable by an action for Specific Performance, along with attorney fees, costs of litigation and reasonable attorney fees of said action and this remedy is available to all parties to this agreement should one of the parties attempt to dishonor this agreement.

5.) That upon the Township receiving a deed from the NLCS to said property as outlined above, SCA shall indemnify and hold harmless the said Township, its Trustee, and Board members from any debts, expenses, liability, liens or damages of any nature whatsoever, along with any court costs or attorney fees of any claimant or claimants.

6.) SCA shall immediately upon receiving from the Township the quitclaim deed to the Springville Elementary School property: (1) Accept all costs related to the facility, including insurance, maintenance, grounds, and maintenance of any improvements or structures and (2) accept full liability for any person or entity entering or coming upon said real estate.
7.) This agreement is not conditioned upon SCA obtaining any permission or license to engage in any activity whatsoever. This is purely a real estate transaction.

8.) That all parties executing this document are doing so with full board authority, be it advisory board or corporate board.


PERRY TOWNSHIP

Robert E. Phillips, Trustee

Doug Kelley, Advisory Board President

Marilyn G. Kimmel, Advisory Board Secretary

Amy M. Voorhies, Advisory Board Member

SPRINGVILLE COMMUNITY ASSOCIATION INC.

Kenneth Thompson, President

Gerald Hill, Secretary/Treasurer
STATE OF INDIANA,  )
COUNTY OF LAWRENCE, SS:    )

COMBINED NOTARY AND ACKNOWLEDGEMENT
Pursuant to I.C. 32-21-2 to 7

Subscribed and sworn to before me this ___ day of _____________, 2021, by Robert E. Phillips, Doug Kelley, Marilyn G. Kimmel, and Amy M. Voorhies who personally appeared before this notary and executed the within document, in my presence, swearing to the truth of all information therein contained and further acknowledging the execution hereof as their voluntary acts and deeds, AND acknowledging the signing of the same for the intended purpose stated therein. Further, as to any affirmation of fact, the fact stated is true.

IN WITNESS WHEREOF I have hereunto set my Hand and affixed my Seal this date last above written. I am a resident of _____________ County, Indiana. My Commission Expires: ______________

______________________________
Signature of Notary

______________________________
Printed Name of Notary

(SEAL)
COMBINED NOTARY AND ACKNOWLEDGEMENT
Pursuant to I.C. 32-21-2 to 7

Subscribed and sworn to before me this ___ day of _____________, 2021, by Kenneth Thompson and Gerald Hill who personally appeared before this notary and executed the within document, in my presence, swearing to the truth of all information therein contained and further acknowledging the execution hereof as their voluntary acts and deeds, AND acknowledging the signing of the same for the intended purpose stated therein. Further, as to any affirmation of fact, the fact stated is true.

IN WITNESS WHEREOF I have hereunto set my Hand and affixed my Seal this date last above written. I am a resident of _____________ County, Indiana. My Commission Expires: _____________

______________________________
Signature of Notary
______________________________
Printed Name of Notary

(SEAL)

This agreement prepared by: Terry L. English, Attorney at Law, 820 N. College Avenue, Bloomington, IN 47404; 812-334-2192; tlenglishlaw@gmail.com
AGREEMENT BETWEEN SPRINGVILLE COMMUNITY ASSOCIATION INC. AND THE PERRY TOWNSHIP TRUSTEE AND ADVISORY BOARD

WHEREAS, the Springville Community Association Inc., (hereinafter referred to as “SCA”) is a not-for-profit corporation authorized to operate in the State of Indiana, and has, by due corporate resolution passed, authorized the signing officers as set forth herein to contract on its behalf; and,

WHEREAS, the Springville Community Association Inc. desires to acquire real estate for use in the staging of such community-related functions and educational enterprises as the Association’s Board of Directors in its sole discretion shall deem appropriate from time to time; and

WHEREAS, Perry Township (hereinafter referred to as “Township”) is a governmental entity, with Robert E. Phillips being its duly elected Trustee; Doug Kelley being President of the said Township’s Advisory Board; Marilyn G. Kimmel, being the duly elected Secretary of said Board; and Amy M. Voorhies, being a Board Member; and

WHEREAS, the North Lawrence Community School Corporation has consolidated its schools within the county, one of such properties heretofore belonging to said Township. The property is commonly known as the Springville Elementary School; and

WHEREAS, the Springville Elementary School is located in Perry Township in Lawrence County, Indiana, and its mailing address is 126 Brick Street, Springville, IN 47462; and

WHEREAS, the North Lawrence Community School Corporation operated Springville Elementary School as part of its school system until the said Corporation’s Board of School Trustees voted to close it on January 6, 2020; and

WHEREAS, pursuant to the provisions of Indiana Code 20-23-6-9 which provides in part as applicable to the within real estate:

(d) This subsection applies when the consolidated governing body of a consolidated school corporation decides that property acquired under subsection (b) from a township is no longer needed for school purposes. The governing body shall offer the property as a gift to the township that owned the property before the school was consolidated... The township shall, within ninety (90) days after receiving the notice, inform the governing body in writing as to whether the township wishes to retain the structure... (Emphasis added); and

WHEREAS, the North Lawrence Community School Corporation, in a letter dated May 7, 2021, advised the Township that the NLCS has determined that the Springville Elementary School building is no longer needed for school purposes and that by reason of such, the NLCS is required to offer the property that previously belonged to Perry Township back to the Township as a gift pursuant to the above-
referred Indiana Code citation. The letter further said that, when the offer to transfer is accepted by the Perry Township Trustee and Advisory Board, the NLCS will deliver a Quitclaim Deed to the Township.

The real estate description of the Springville School is unknown at this time but is the same as that reflected in the Property Records of the Office of the Recorder of Lawrence County, Indiana. The real estate description is incorporated by reference into this document.

**IT IS NOW THEREFORE CONTRACTED AND AGREED** by and between the parties to this agreement (for and in consideration of the mutual covenants contained herein which are acknowledged by all parties as being sufficient consideration) as follows:

1.) That, assuming the NLCS will transfer free and clear of liens the real estate and improvements of the Springville Elementary School to the Township as it should pursuant to Indiana law, the Township will thereafter immediately sell and convey by quitclaim deed to SCA said real estate for One Dollar ($1.00) and Other Valuable Considerations.

2.) It is agreed and understood between the parties that, unless a Quitclaim Deed to the Springville School in proper and recordable form is delivered to the President of the SCA Board of Trustees or his agent on or before 5 p.m. on July 30, 2021, this agreement shall be deemed to be null and void and its provisions shall thereafter be unenforceable against either party to this Agreement. As contemplated by this contract, the Quitclaim Deed so delivered to the SCA shall not be subject to any conditions or restrictions imposed by the Perry Township Trustee or the NLCS (other than a hold harmless provision which the parties have properly negotiated prior to the execution of this agreement).

3.) That, as is stated above, the Trustee’s acceptance of the real estate from the NLCS is conditioned on the fact that SCA will immediately become the title holder of, and accept ownership of, the real estate. The SCA understands and accepts the fact that the Township would not accept the real estate from NLCS if in fact it had to accept the financial burdens that are associated with the ownership of said real estate.

4.) That this agreement is enforceable by an action for Specific Performance, along with attorney fees, costs of litigation and reasonable attorney fees of said action and this remedy is available to all parties to this agreement should one of the parties attempt to dishonor this agreement.

5.) That upon the Township receiving a deed from the NLCS to said property as outlined above, SCA shall indemnify and hold harmless the said Township, its Trustee, and Board members from any debts, expenses, liability, liens or damages of any nature whatsoever, along with any court costs or attorney fees of any claimant or claimants.

6.) SCA shall immediately upon receiving from the Township the quitclaim deed to the Springville Elementary School property: (1) Accept all costs related to the facility, including insurance, maintenance, grounds, and maintenance of any improvements or structures and (2) accept full liability for any person
or entity entering or coming upon said real estate.

7.) This agreement is not conditioned upon SCA obtaining any permission or license to engage in any activity whatsoever. This is purely a real estate transaction.

8.) That all parties executing this document are doing so with full board authority, be it advisory board or corporate board.

IN WITNESS WHEREOF, THE PARTIES HAVE SET THEIR HANDS THIS ____
DAY OF ____________________, 2021.

PERRY TOWNSHIP

______________________________
Robert E. Phillips, Trustee

______________________________
Doug Kelley, Advisory Board
President

______________________________
Marilyn G. Kimmel, Advisory
Board Secretary

______________________________
Amy M. Voorhies, Advisory
Board Member

SPRINGVILLE COMMUNITY
ASSOCIATION INC.

______________________________
Kenneth Thompson,
President
STATE OF INDIANA, )
COUNTY OF LAWRENCE, SS: )

COMBINED NOTARY AND ACKNOWLEDGEMENT
Pursuant to I.C. 32-21-2 to 7

Subscribed and sworn to before me this ___ day of _____________, 2021, by Robert E. Phillips, Doug Kelley, Marilyn G. Kimmel, and Amy M. Voorhies who personally appeared before this notary and executed the within document, in my presence, swearing to the truth of all information therein contained and further acknowledging the execution hereof as their voluntary acts and deeds, AND acknowledging the signing of the same for the intended purpose stated therein. Further, as to any affirmation of fact, the fact stated is true.

IN WITNESS WHEREOF I have hereunto set my Hand and affixed my Seal this date last above written. I am a resident of ___________ County, Indiana. My Commission Expires: ___________

___________
Signature of Notary

___________
Printed Name of Notary

(SEAL)
COMBINED NOTARY AND ACKNOWLEDGEMENT
Pursuant to I.C. 32-21-2 to 7

Subscribed and sworn to before me this ___ day of _____________, 2021, by Kenneth Thompson and Gerald Hill who personally appeared before this notary and executed the within document, in my presence, swearing to the truth of all information therein contained and further acknowledging the execution hereof as their voluntary acts and deeds, AND acknowledging the signing of the same for the intended purpose stated therein. Further, as to any affirmation of fact, the fact stated is true.

IN WITNESS WHEREOF I have hereunto set my Hand and affixed my Seal this date last above written. I am a resident of _____________ County, Indiana. My Commission Expires: ______________

____________________________
Signature of Notary

____________________________
Printed Name of Notary

(SEAL)

This agreement prepared by: Terry L. English, Attorney at Law, 820 N. College Avenue, Bloomington, IN 47404; 812-334-2192; tenglishlaw@gmail.com
QUITCLAIM DEED

THIS INDENTURE WITNESSETH, That NORTH LAWRENCE COMMUNITY SCHOOL CORPORATION, an Indiana School Corporation ("Grantor") organized and existing under the laws of the State of Indiana, releases and quitclaims to PERRY TOWNSHIP, of Lawrence County, in the State of Indiana, pursuant to Indiana Code § 20-23-26-9(d), the following described real estate in Lawrence County, in the State of Indiana:

A part of the southeast quarter of Section 22, township 6 north, range 2 west, described as follows, to-wit: Beginning at a point in the Bedford Turnpike Road where the same is intersected by the alley which bounds Garten's Addition to the Town of Springville on the east; thence north 44 and 2/3 rods to the southwest corner of Lot Number 19 in Garten's Addition to the Town of Springville; thence east 17 rods; thence south 44 and 2/3 rods; thence west 17 rods to the place of beginning, containing 5 acres, more or less.

By accepting the transfer of the subject real estate by this instrument, the Grantee affirms that the Perry Township Trustee and the Perry Township Advisory Board or their successors in interest shall agree to, and will, indemnify and hold harmless the North Lawrence Community School Corporation (hereinafter "the NLCS"), its successors, employees, agents and assigns from any monetary damages claimed or asserted against it in the future by third-parties who are injured on or in that portion of the Springville Elementary School or its environs which the NLCS shall continue to own and control after the recording of this deed. This pledge of indemnification shall run with the land and shall bind any and all successors in interest of the subject property. The Grantee or Grantees or any or their successors in interest may comply with the provisions of this hold harmless clause by the maintenance of a comprehensive property damage and liability insurance policy naming the NLCS as an additional insured as to that portion of the Springville Elementary School or its environs which the NLCS shall continue to own and control. The Grantee or Grantees or any successors in interest shall provide NLCS with a written copy of a Certificate of Insurance annually or upon request by NLCS showing NLCS is named as an additional insured on said policy. The Perry Township Trustee and the Perry Township Advisory Board or their successors in interest in the subject property shall be responsible for the payment of the expenses of such insurance coverage.

So long as the above-referenced indemnification clause remains in force in favor of the NLCS and so long as the Perry Township Trustee and the Perry Township Advisory Board or their successors in interest shall maintain in effect a comprehensive property damage and liability insurance policy naming the NLCS as an additional insured as to that portion of the
Springville Elementary School or its environs which the NLCS shall continue to own and control, then the Grantee or Grantees shall have the exclusive use, possession and quiet enjoyment of that portion of the Springville Elementary School Building which is located upon the NLCS real estate and shall not be subject to interference in any fashion on the part of NLCS. This right to quiet enjoyment and possession shall be limited to the portion of the Springville Elementary School building which is located approximately 7.8 feet +/- onto the NLCS real estate located immediately to the east of the subject real estate.

By accepting the transfer of the subject real estate by this instrument, the Grantee or Grantees further affirm that the Perry Township Trustee and the Perry Township Advisory Board or their successors in interest shall agree to, and will, only transfer their ownership interest in the subject property once received to a not-for-profit organization which is exempt from taxation under Section 501(c) of the Internal Revenue Code.

By accepting the transfer of the subject real estate by this instrument, the Grantee or Grantees affirm that a restriction upon the real estate herein conveyed shall be that the Lawrence County Independent Schools, Inc. and its directors, officers, successors, employees, representatives and authorizers, shall not own, lease, occupy or otherwise use in any manner the real estate herein conveyed for educational purposes. This restriction shall run with the land and shall bind any and all successors in interest of the subject property.

The Grantor and Grantee or Grantees under this deed and any and all successors in interest of the subject property, further agree that, in the event of litigation to enforce the covenants of this instrument, the losing party shall be responsible for paying the attorney fees and legal costs of the winning party.

All covenants and restrictions set forth herein shall inure to the benefit of and be binding upon the parties hereto and their respective Grantees, transferees, successors and assigns and said covenants and restrictions shall run with the land.

The undersigned persons executing this deed on behalf of Grantor represent and certify that they are the are duly elected officers of Grantor and have been fully empowered, by proper resolution of the Board of Directors of Grantor, to execute and deliver this deed; that Grantor has full corporate capacity to convey the real estate described herein; and that all necessary corporate action for the making of such conveyance has been done.

IN WITNESS WHEREOF, Grantor has executed this deed this 22st day of

[Signature]
NORTH LAWRENCE COMMUNITY SCHOOL CORPORATION

By:  

Trent Todd, President

ATTEST:

Kirsten Collier, Secretary

STATE OF INDIANA  )
 ) SS:
COUNTY OF LAWRENCE )

Before me, a Notary Public, in and for said County and State, personally appeared Trent Todd and Kirsten Collier, the President and Secretary, respectively, of the NORTH LAWRENCE COMMUNITY SCHOOL CORPORATION, who acknowledged the execution of the foregoing Quitclaim Deed for and on behalf of said Grantor, and who, having been duly sworn, stated that any representations therein contained are true.

Witness my hand and Notarial Seal this 22nd day of July 2021.

My Commission Expires:  

July 21, 2022

Notary Public
Resident of LAWRENCE County, IN

The governing board for Perry Township accepts transfer of the above-described real estate from NORTH LAWRENCE COMMUNITY SCHOOL CORPORATION, on this, the 22nd day of July 2021.

Marilyn G. Kimmel

Amy M. Voorhies
THIS INSTRUMENT WAS PREPARED BY JAMES G. PITTMAN, ATTORNEY AT LAW, BEDFORD, INDIANA.

MAIL TAX STATEMENTS TO:

Perry Township Trustee
Robert Phillips
P.O. Box 160
Springville, Indiana 47462

I affirm, under the penalties for perjury, that I have taken reasonable care to redact each Social Security Number in this document, unless required by law. James G. Pittman

ELIGIBLE FOR FILING
AUG 02 2021
LAWRENCE CO. SURVEYOR

DULY ENTERED FOR TAXATION
THIS 4 DAY OF AUG 2021

Jesse Saggio
Grantee’s Address:
Springville Community Association Inc.
c/o Kenneth Thompson
950 Spencer Pike,
Springville, IN 47462

Parcel No.: 47-04-22-400-051-500-00-7

QUITCLAIM DEED

This Indenture Witnesseth that Perry Township of Lawrence County, State of Indiana, RELEASES and QUITCLAIMS to the Springville Community Association Inc., an Indiana not-for-profit corporation, for and in consideration of One Dollar ($1.00) and other good and valuable considerations, the receipt of which is hereby acknowledged, the following real estate in Lawrence County in the State of Indiana, to wit:

A part of the southeast quarter of Section 22, township 6 north, range 2 west, described as follows, to-wit: Beginning at a point in the Bedford Turnpike Road where the same is intersected by the alley which bounds Garten’s Addition to the Town of Springville on the east; thence north 44 and 2/3 rods to the southwest corner of Lot Number 19 in Garten’s Addition to the Town of Springville; thence east 17 rods; thence south 44 and 2/3 rods; thence west 17 rods to the place of beginning, containing 5 acres, more or less.
1. Subject to any and all utility easements, highway rights of way, encumbrances and other observable or recorded restrictions, conditions and limitations.

2. Subject to those covenants, restrictions and conditions contained in a certain Quitclaim Deed from the North Lawrence Community School Corporation as Grantor to Perry Township as Grantee, which said deed was entered of record on the 2nd day of August, 2021, as Instrument Number 2021005740 in the Office of the Lawrence County Recorder.

3. The undersigned persons executing this Deed on behalf of Perry Township represent and certify that they have been empowered by proper resolution or by law to execute and deliver this deed.

4. The undersigned persons executing this Deed on behalf of Perry Township further represent and certify that they have full legal or corporate capacity to convey the real estate described herein and that all necessary corporate action for the making of such conveyance has been done.

Robert Phillips, Perry Township Trustee, Grantor

Douglas Kelley, President, Perry Township Advisory Board, Grantor

Marilyn G. Kimmel, Member Perry Township Advisory Board, Grantor
STATE OF INDIANA
COUNTY OF Lawrence

Before me, a Notary Public in and for said County and State, personally appeared Robert E. Phillips, Douglas Kelley, and Marilyn G. Kimmel, on the 3rd day of August, 2021, and executed the above and foregoing Quitclaim Deed in my presence.

LAURA D KATTAU
Seal
Notary Public - State of Indiana
Lawrence County
My Commission Expires Feb 16, 2025

Notary Public residing in Lawrence County

My Commission Expires: 2/16/2025

I, Terry L. English, affirm under penalties for perjury that I have taken reasonable care to redact each Social Security number in this document unless required by law.

_/s_/Terry L. English
Terry L. English

This instrument prepared by: Terry L. English, Attorney at Law, 820 N. College Avenue, Bloomington, IN 47404; 812-334-2192; tenglishlaw@gmail.com
Memorandum of Understanding

May 11, 2021

On this date the Springville Community Association (SCA) met to discuss and agree upon the level of support the SCA was willing to provide to the group that would like to operate the Springville School and as Community Building with a primary use as a Charter School.

The community group represented by Albert Cross and Gerald Hill, presented a plan that consisted of:

- A new nonprofit 501(c)3 organization to be established that would guarantee paying expenses for legal fees, insurance, maintenance, and utilities. That organization to be named Springville Community and Rural Foundation (SCARF)
- SCA to agree to except a school deed transfer from Perry Township and act as interim owner until such time that SCARF was approved by the IRS for 501(c)3 nonprofit status
- Once SCARF has 501(c)3 approval the school will be transferred from SCA to SCARF by quit claim deed

After considerable discussion the SCA took a vote of all members present and that vote was unanimous in favor of approving the plan.

Springville Community Association

[Signature]

Kenneth Thompson

Springville Community and Rural Foundation

[Signature]

Albert Cross

[Signature]

Gerald Hill
Attachment 22: Startup Plan.
Startup Plan & Timeline

Below is the Start-Up Plan for events leading up to the first day of school for all students.

The first day of school for teachers is August 1, 2022 (with days prior for Professional Development)

The first day of school for students is August 8, 2022.

APPLICATION SUBMISSION (AUGUST 2021) THROUGH DECEMBER 2021

- Secure all building and fire/safety inspections --- Board of Trustees
- Recruit and hire Headmaster before January 1, 2022 -- Board of Trustees
- Seek grant opportunities and funding mechanisms necessary to start school -- Board of Trustees
- Plan for Technological Infrastructure -- Technology Committee; and Board of Trustees
- Plan for and begin purchase of equipment, technology, furniture, and supplies needed for startup -- Board of Trustees; Facilities Committee; Technology Committee
- Establish utilities in school buildings for (phone, internet, electricity, waste disposal) -- Board of Trustees
- Begin writing employee and student manuals and handbooks -- Board of Trustees
- Establish Consulting Agreement with support contractor(s) -- Board of Trustees
- Establish agreement with ADP for Payroll Services -- Board of Trustees
- Firm up mortgage options, explore grant opportunities to initially fund -- Board of Trustees, Treasurer

JANUARY 2022

- Begin Open Enrollment and Enrollment Marketing Efforts -- Headmaster, Board of Trustees; Media and Public Relations Committee; Office Manager
- Headmaster to begin recruitment of key personnel – Headmaster Conduct interviews for Leadership Team positions – Headmaster
- Procure computer/technology/software needs for Leadership Team-- Board of Trustees; Technology Committee
- Review and continue writing employee and student manuals -- Headmaster, Board of Trustees

FEBRUARY 2022

- Continue interviews, as necessary, for Leadership Team – Headmaster
- As Leadership Team is hired, begin developing curriculum details for start of school – Headmaster
- Conduct advertising campaign to attract students -- Board of Trustees Media/Public Relations Committee

MARCH 2022

- Offers made to key personnel -- Headmaster, Board of Trustees
- Continue developing curriculum and school day activities Headmaster, Leadership Team
• Review and finalize employee and student manuals and handbooks -- **Headmaster, Leadership Team, Board of Trustees**

**APRIL 2022**

• Award support contractor Contract(s) – **Board of Trustees**
• Make a list of the state and federal reporting requirements by the school – **Support Contractor(s)**
• Purchase and set-up accounting software – **Support Contractor(s), Business Manager; Headmaster**

**MAY 2022**

• Make offers to Hire Food Services Manager / Head Cook – **Headmaster**
• Make offers to Hire a Counselor – **Headmaster**
• Make offers to Hire Special Education Teachers – **Headmaster**
• Make offers to Hire Educators -- **Headmaster**

**JUNE 2022**

• Register the school on The Learning Connection -- **Headmaster**
• Register the school and get a school ID number – **Headmaster**
• Continue making offers to Educators – **Headmaster**
• Assess curricular needs (textbooks or supplemental materials) and order any materials needed – **Headmaster**
• Assess technology needs and order any equipment needed – **Headmaster**
• Hold an Open House and Tour of the schools for prospective students/parents and provide registration packets to students and parents -- **Board of Trustees, Headmaster, Counselor, and Special Education Educators**
• Build Master Schedule – **Headmaster, Counselor, Educators**
• Continue to interview and make offers for any remaining staff openings – **Headmaster**
• Conduct background checks upon the hiring of all staff members – **Business manger**
• Develop individual plans for students with special needs and meet with parents/students to write or revise IEPs -- **Special Education Teachers and Counselor**
• Begin to enroll and schedule students in classes – **Headmaster and Counselor**
• Make sure ESL population has turned in surveys or arrange to conduct surveys for those who do not have survey on file – **Counselor**
• Hire cooks -- **Food Services Manager / Head Cook**
• Assess kitchen equipment to see what needs purchased -- **Food Services Manager / Head Cook**
• Contact IN-DOE regarding Free/Reduced Meal Program and Applications -- **Food Services Manager / Head Cook**
• Contact HPS regarding membership -- **Food Services Manager / Head Cook**
• Contact GFS for food service -- **Food Services Manager / Head Cook**
• Work on commodities and reimbursables -- **Food Services Manager / Head Cook**
• Contact IN-DOE regarding Breakfast Program -- **Food Services Manager / Head Cook**
• Begin working on plans to develop a Summer Meal Program for the summer of 2022 -- Food Services Manager / Head Cook
• Hire Custodians -- Headmaster

JULY 2022

• Continue advertising campaign to attract students -- Board of Trustees Media/Public Relations Committee
• Hold another Open House and Tour of schools for students and parents -- Board of Trustees, Headmaster, Building Principal, Counselor and Special Education Educators
• Continue to enroll and schedule students -- Headmaster and Counselors

PROFESSIONAL DEVELOPMENT:
conduct and orientation session with staff to educate them on charter schools and the development of LCIS, the Indiana Charter Law, the expectations of the Indiana Charter School Board, -- Board of Trustees, and Headmaster

• Prepare copies of the School Rules & Guidelines, Anti-Bullying Policy, and Acceptable Use Policy for Board of Trustees approval -- Headmaster and Office Manager

AUGUST 2022

• Orientation session for all staff -- Headmaster
• Prepare for all-school assembly to be held on first day of school -- Headmaster
Attachment 23: Insurance Estimate
August 12, 2021

Springville Community & Rural Foundation
2164 Spencer Pike
Springville, IN 47462

RE: Commercial Package
CPS7415485

Dear Albert,

We are privileged you have selected Springer Insurance & Financial Services to handle your insurance needs. Enclosed please find your new commercial policy from Scottsdale Insurance. Please review the policy carefully and advise us immediately if any changes are needed.

Meagan Hamilton, Commercial Risk Manager, has been assigned your account and will help with any questions or concerns you may have after reviewing your policy. Please contact her directly at 812-905-0743 or email at mhamilton@springerinsurance.com.

Thank you for allowing Springer Insurance & Financial Services Inc. the opportunity to provide your commercial insurance. We appreciate the trust you place in us to provide you with these important coverages. For a complete list of our services, please visit our website at www.springerinsurance.com.

Sincerely,

[Signature]
Nikki Scott
Commercial Risk Marketing Manager

Enclosure

Thank you for your business!
Springer Insurance & Financial Services

Springville Community & Rural Foundation

August 2, 2021 to August 2, 2022

Steve Simmons
ssimmons@springerinsurance.com

Meagan Hamilton
mhamilton@springerinsurance.com
823 N. Section Street
PO Box 406
Sullivan, IN 47882
Office Phone: (812) 268-4711
Fax: (812) 268-3466
Attachment 24: Budget Worksheets.
### Table 25 – Budget Worksheet A

<table>
<thead>
<tr>
<th>Preoperational Year 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOL NAME:</strong> Springville Community Academy</td>
</tr>
</tbody>
</table>

#### INCOME

<table>
<thead>
<tr>
<th>Cash In -- Funding Source</th>
<th>Budget Amount</th>
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**TOTAL CASH IN (INCOME)**: $79,9134

#### EXPENSES

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<td>Mortgage, debt service, water, electric utilities, line of credit payoff</td>
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# Table 25 - Budget Worksheet B

## Budget Schedule B

### Projected Enrollment Year 1 - 218

- **School Name:** Springville Community Academy

- **Dates Covered:** July 1, 2022 – June 30, 2023

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<th>October</th>
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## I. CASH IN (INCOME):

- **Donations/Gifts (Please Describe)**: 1000
- **Food Service**
- **Investment Earnings**
- **Loan From Mortgage Proceeds**
- **Other Grants (Please Describe)**: 107734
- **State Grants (Please Describe)**: 81750
- **State Tuition Support**: 881973
- **Transportation**
- **Other – Fund Raising & Student Fees**: 25980

**Minimum Revenue for Financial Viability:**

**Covered:** July 1, 2022 – June 30, 2023

**Total:** 2096
## Table 25 - Budget Worksheet B

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## Budget Worksheet
### Projected Five Year Cash Flow

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(DEFICIT)
Attachment 25: Budget Narrative.
Planning Year Revenue and Expenses

Given the amount of start-up expense we expect to incur by way of furniture, office equipment, kitchen equipment, technology, and any necessary improvements to infrastructure, we anticipate we will need to acquire external funding for our planning year. At the time of application, Springville Community and Rural Foundation (SCARF) has obtained a $60,000 line of credit through Old National Bank (ONB) to allow us to pay for initial expenses we incur in taking over responsibility of our building from the Springville Community Association (SCA) prior to obtaining our charter authorization. At the same time, we are looking for various loan options, using our building as collateral, for such time we do obtain the deeded property. We have a working relationship with both Illinois Facilities Fund and Charter School Capital that we believe will be able to help us in securing the financing needed. We anticipate our greatest expenses outside of the above purchasing requirements will be legal fees, building maintenance and renovation, upkeep, necessary insurance for the buildings, and the initial salaries of our leadership team. As we are aware, obtaining additional funding through our first day of school and thus our first basic tuition payment is imperative to our ability to open in August 2022.

Five-Year Revenue

Per Pupil Funding

Springville Community Academy (SCA) has put a meticulous amount of thought behind their projections for enrollment, which drive the per-pupil funding calculations described below. We’ve reviewed and used other factors which our local school district, NLCS Corporation, uses for their per-pupil funding, including their complexity multiplier and estimate of percentage of special needs students enrolled.

The following explains the primary components of the per-pupil funding calculation:

**FOUNDATION FUNDING: $6,944 per pupil**

**COMPLEXITY GRANT:**

The complexity multiplier is estimated as 16.32% - which is approximately what our local school district, NLCS Corporation, is awarded. This amount is based on the percentage of students that are recipients of governmental services such as TANF or food stamps.

The complexity grant is determined by the product of $3,675 and the multiplier of 16.32% listed above.

\[
\begin{align*}
$3,675 & \times 0.1632 \\
& = $600
\end{align*}
\]

Foundation Funding $6,944
Complexity Grant +$600
**TOTAL PER PUPIL FUNDING $7,544**

SCA has not included an annual increase in per pupil funding throughout this budget.

Special Education Funding (State)

SCA understands that a separate monthly contribution is made at the same time the state pays its per pupil funding amount for special education students. While we understand that there are different levels of funding based upon the level of need (Severe Disability, Mild and Moderate Disability, and Communication Disorders or multiple disabilities), for the purposes of this application and to remain conservative, SCA chose to budget for only the “Mild and Moderate” category, realizing this may change with actual enrollment. We also chose to estimate that of our special needs population (estimated at 20.8% of our student population), roughly two-thirds would either qualify with Communication Disorders or multiple disabilities.

Using Year One enrollment as an example:
Mild and Moderate Disability: $2300 x (218 Students x .208) = $104,291
Communication Disorders: $500 x (((218 Students x .208) / 3) x 2) = $15,115 TOTAL: $119,406

Charter and Innovation Network School Grant (State)
Beginning in FY2020, new charter schools are entitled to $750 per student to be used for capital, technology, and transportation costs. Subsequent awards depend on continued funding of the grant in the biennial budget.

Using Year One enrollment as an example:
Charter and Innovation Network School Grant: $750 x 218 students = $163,500

Part B IDEA (Federal)
Part B of the Individuals with Disabilities Education Act (IDEA) provides a reimbursement for the additional associated costs of providing education to students with special needs. The federal funding formula requires each state to consider additional criteria to determine how to equitably distribute funds to local educational agencies. The variables considered in this funding formula include: the number of special needs students enrolled during the first year of operation, total school population, and poverty factors (based of free and reduced lunch counts). While difficult to predict the actual funding amount, we’ve used an estimate of $520 per special needs student estimated to be enrolled. These grants are due to be submitted in the summer with reimbursements available beginning in the October timeframe. We continue to use the same estimated figure per pupil in all years of the budget.

Using Year One enrollment as an example:
PART B IDEA Annual Reimbursement (estimated): $520 x (218 Students x .208) = $23,579

Title I Funding (Federal)
For the purposes of this application, SCA has used a conservative estimate for the amount of Title I Funding eligible based on information from our local school corporation, NLCS, and understanding the requirement is that at least 40% of our students must be considered low-income. For the 2019-2020 school year, NLCS reported that roughly 52% of their student populous was low-income, thus we have conservatively estimated $25,000 in Year One in Title I funds to use primarily toward instructional costs and additional classroom aides. We have opted to take that up in steps through Year Five with amounts of $28,000, $31,000, $35,000, and $38,000, respectively.

Title II Funding (Federal)
The purpose of Title II funding is to increase student academic achievement through recruiting and training quality teachers and principals and promoting student academic achievement. Again, using our local school district, NLCS Corporation for estimating purposes, we have budgeted to receive $5,000 annually from this funding mechanism while proceeding through steps of $6,000, $7,000, $8,000, and $9,000 in succeeding years.

Lunch Program and Breakfast Reimbursement (Federal)
According to NLCS Corporations reporting, over 52% of the student population in their district qualifies for the free and reduced lunch program. The USDA Food and Nutrition Service offers funding and reimbursements for Breakfast and Lunch programs as well as a special milk program for children. Knowing our student population will have similar or the same demographics as NLCS, we anticipate qualifying for these federal programs. Understanding there are levels of reimbursement and payments based on whether meals are free, reduced, or paid for by the student's family (referenced: https://www.govinfo.gov/content/pkg/FR-2019-11-01/pdf/2019-23946.pdf), we have conservatively estimated $386 per pupil for the Federal Lunch Program and $240 per pupil for Breakfast Reimbursement and continued with the estimations throughout the projected five year period.

Using Year One as an example:
Lunch Program: 218 students x 52% (FRL estimate) = 113 students FRL; 105 students paid
Payment factors / Reimbursement Rates (less than 60%)
Paid: $0.32/day x 105 students x 180 days = ~$7,372.80
FRL: $3.41/day x 113 students x 180 days = ~$69,359.40
Milk: 0.215/day × 218 students × 180 days = ~$8436.60

TOTAL PER PUPIL ESTIMATE: $85,168.80 / 218 students = $390.68/pupil

Breakfast: 267 students × 52% (FRL estimate) = 113 students FRL; 105 students paid

Payment factors / Reimbursement Rates (less than 60%)

Paid: $0.31/day × 105 students × 180 days = ~$5,859.00
FRL: $1.84/day × 113 students × 180 days = ~$37,425.60
Milk: 0.215/day × 218 students × 180 days = ~$8436.60

TOTAL PER PUPIL ESTIMATE: $51,721.20 / 218 students = $237.25/pupil

Other Revenues:

Student Fees: Given the economic climate in Lawrence County, it is SCA’s goal to not charge parents any fees for their children to attend SCA. However, we believe it will be necessary in Year 1 to charge $110/student in fees to cover technology insurance, infrastructure, and textbook purchase/rental. In ongoing years, this fee will be removed. If our enrollment exceeds expectation, or other grant funds are awarded in Year 1, removing this $110 fee/student will be a high priority.

Other Grants: SCA has not included the potential of grant funding in our budget estimates due to their unpredictable nature. We also see the value in submitting proposals for potential awards that will allow our budget to go further, specifically, and perhaps most importantly during our start-up period. SCA is preparing an application to the IDOE CSP Quality Counts program, due on July 31st, 2022. We also will be investigating and applying to other applicable grant programs and funding agencies that have yet to be determined specifically, including but not limited to: Lawrence County Community Foundation, Rural Electric Membership Cooperative, United Way, Dollar General, Walton Family, General Motors, Rogers Group, and the Indiana Department of Education.

Five-Year Budgeted Costs

Staffing Levels and Personnel Costs

By far, the most challenging factor in budgeting for a start-up charter school is balancing the right number of staff with the number of enrolled students while sacrificing neither educational quality or opportunity for students nor fair and equitable pay and benefits for staff. SCA will have an adult to student ratio of no more than 13.5 students per one adult. SCA will meet an enrollment of 25 students per classroom before initiating a wait list. The ratio of teacher to student will be no more than one teacher per twenty-seven students; additionally, there will be a minimum of one full time classroom aide for each section of Grades 1-4 offered.

SCA’s expected average certified staff salary is estimated at $50,000 annually. The salary range will be $40,000 for a beginning teacher, and top at $65,000 for a master teacher. For our leadership team, we estimate Headmaster’s salary beginning at $71,000/year and Office Manager/Administrative Assistant at $33,000/year. We arrived at the estimated starting salary by looking at similar positions in surrounding school districts and determining an average salary point. For the leadership team positions SCA relied heavily on the salaries of the local NLCS school district to provide a starting point. Having a knowledge of the teachers, principals and administrators in this district, we were able to closely compare those with similar skills in similar positions and provide a solid average for positions. Ultimately, our goal is to meet or modestly exceed the average rates provided by neighboring districts, but final, decided pay will be determined depending on the qualifications of the right applicant. Full time teachers and staff will be offered a competitive compensation package including health insurance, participation in TRF/retirement plan, dental, vision, and life insurance. We have built in small salary increases at Years 3 and 5 of the five-year budget period for all staff.

Our classroom aides will start out averaging $14.00/hour for 7 hours/day, 186 days/year – totaling an estimated $19,000 in Year One. Custodians will begin in Year One averaging $18.00/hour for 35 hours/week, 52 weeks/year. We have budgeted to provide some health care benefits but no retirement benefits for these positions. Over the five-year budget period we will work ensure all staff members have the opportunity to be employed at a full-time level with offered health and retirement benefits.

Certified employees have the option to participate in INPRS (TRF) retirement or a qualified 403(b) plan. Our budget includes an estimated $980/year/employee in Year One for SCA’s contribution to employees’ retirement
benefits. This amount is anticipated to increase over the five-year period, and SCA will incur up to 4% of the benefit increase annually.

Health, dental and vision insurance will be offered to all full-time certified staff employees at a to-be-determined rate. SCA has estimated this will cost an average of $7,800 / full-time certified staff employee in Year One, with an average 2% rate increase annually that SCA will incur. Non-certified staff employees will have the opportunity to participate in a lesser health benefit program with SCA’s contribution being $4,800 per employee annually. The 2% annual increases in premium rates previously mentioned are factored into our budget plan.

**Total Salary and Benefits for Year One are: $1,763,946.**

**Facility Costs**
As mentioned above and presented in our budget worksheet, we anticipate needing an estimated $750,000 in secured loans to purchase our start-up needs and pay the planning year salary for our leadership team. Our biggest expenses for our facilities will be for furniture and equipment. We anticipate needing furniture for each classroom and office, including desks/tables, chairs, bookshelves, cubbies, etc., as well as major kitchen equipment (ovens, warmers, dishwasher/sterilizers, etc.), and a potential investment in the school’s HVAC and septic systems prior to opening. Once these initial expenses are made, we will only need to purchase more furniture as the school’s enrollment continues to rise and our staffing increases. In addition to this, it is expected our loan instrument will likely be a mortgage, and thus we will have a monthly mortgage payment of principal and interest reflected in our budget worksheet.

**Purchased or Contracted Services**
SCA anticipates using Indiana Charter Services or similar organization in a consultant capacity to fill critical support roles in our organization without the extensive costs of hiring additional personnel. Indiana Charters’ business partners, employees, and sub-contractors will perform tasks in the following service areas to help ensure a successful future for SCA:

- Administrative Consultation/Project Management
- Data Management and Reporting
- Special Education Director Services
- Grant Management
- Financial and Accounting Services
- PowerSchool Support Services

While members of the SCA Board have expertise in some of the areas anticipating support from Indiana Charters, a majority of our Board of Trustees have other obligations that will not allow their full support in these areas as the school takes off. These areas are of high importance to the operation of our school and need a great attention to detail that the Board, by itself, will be unable to provide. Additionally, while we plan to hire an experienced Administrative Assistant who will be able to handle most of the simpler tasks in administration, data management, grant management, finance, and accounting, we may not be able to recruit such a person with an education background.

We envision the role of an organization such as Indiana Charter Services to be to provide start-up support and to fill in any gaps in knowledge as well as to help our Administrative Assistant become more independent in tasking as he/she becomes increasingly comfortable with requirements in our environment. In the future, we may not need as much support from Indiana Charter Services and would consider reducing our consulting agreement to include only areas where increased support is still necessary.

**Transportation:** Providing transportation to our students and their families is essential to the success of SCA. Our rural community is comprised mostly of commuting parents, with jobs in our neighboring counties, and thus they depend upon their school to offer transportation options. After communicating with several other rural charter schools in Indiana to discuss their experience and lessons learned, we feel it is in our best interest to offer transportation to best serve our students and maximize enrollment. Based upon our anticipated enrollment, we anticipate buying one bus late in our planning year in preparation for Year 1. We intend to contract with local owner-operators to meet our additional transportation needs. We intend to train and certify at least five staff
members as bus operators and use the purchased bus for field trips, school events, etc. Our purchased bus will also function as a spare should one of our contract busses suffer a mechanical breakdown. We will use these busses to offer transportation from regional pick-up locations throughout the surrounding area. Based on enrollment data for student residences and models for strategic growth in the community, we will look for dense areas of student population and create public bus stops in or near those locations. Should initial year enrollment numbers require it, we will be ready to augment the transportation plan with owner-operator contract busses. We also plan to provide assistance for special needs students by contracting out those transportation needs.

**Contingency Planning**
SCA understands that some of the funding that we’ve included is based on a good faith, educated estimate of funds we should receive. Given that it is an estimate, we also understand there is a possibility we have overstated our available revenue. We have budgeted a line item each year for years two through five, $10,000 in “contingency” funds. The purpose for these funds would be to cover any shortfalls in revenue, or additional expenses we might not have planned for. This is also why we recognize the need to continuously apply for applicable grant funding, and secure additional financing to ensure that we can overcome any cash-flow issues we might be presented with.