Ball State University

Office of Charter Schools

REQUEST FOR PROPOSAL

For

CORE Academy

Correctional Organizations Reinforcing Education

Opening in the 2016-17 School Year

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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: Laurie Elliott, Youth Law T.E.A.M. of Indiana

Mailing address: 445 N. Pennsylvania Street, Suite 520, Indianapolis, IN 46204

Phone: (day) (317)916-0786 (evening) __________________________

Email address: lelliott@youthlawteam.org Fax: (317) 916-5369

Primary contact for facilities planning: __________________________

Phone Number: __________________________ e-mail: __________________________

Name of team or entity applying: Youth Law T.E.A.M. of Indiana

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>Laurie Elliott</td>
<td>Executive Director</td>
<td>Board member</td>
</tr>
<tr>
<td></td>
<td>Youth Law T.E.A.M. of Indiana</td>
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</tr>
<tr>
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<tr>
<td>Hon. Thomas Stefaniak</td>
<td>Judge, Lake Superior Court, Juvenile Division</td>
<td>Board member (invited)</td>
</tr>
</tbody>
</table>
*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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</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): _______________________________________________________

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>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Lake County Juvenile Detention Center</td>
<td>6-12</td>
<td>6-12</td>
</tr>
<tr>
<td>2016</td>
<td>LaPorte County Juvenile Services Center</td>
<td>6-12</td>
<td>6-12</td>
</tr>
<tr>
<td>2016</td>
<td>Porter County Juvenile Detention Center</td>
<td>6-12</td>
<td>6-12</td>
</tr>
</tbody>
</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:

Credit recovery and education advancement for at-risk, court-involved delinquent youth.
*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: _________________________________________________

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>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 (2016/2017)</td>
<td>80 (3 identified facilities)</td>
<td>Depending on Bed Space</td>
<td>6-12</td>
</tr>
<tr>
<td>Year 2</td>
<td>140 (e.g. 5 facilities)</td>
<td>Depending on Bed Space</td>
<td>6-12</td>
</tr>
<tr>
<td>Year 3</td>
<td>225 (e.g. 8 facilities)</td>
<td>Depending on Bed Space</td>
<td>6-12</td>
</tr>
<tr>
<td>Year 4</td>
<td>325</td>
<td>Depending on Bed Space</td>
<td>6-12</td>
</tr>
<tr>
<td>Year 5</td>
<td>400</td>
<td>Depending on Bed Space</td>
<td>6-12</td>
</tr>
<tr>
<td>At Capacity</td>
<td>See Narrative Below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above data reflects the number of students at any one time detained at participating facilities. The nature of detention is that students are held for shorter periods of time. In 2013, 67% of juveniles in detention were detained for 13 or less days with a total of 15,000 admissions throughout the year.
While a facility may have a maximum number of total beds (e.g. 12 beds and can hold only 12 juveniles at a time), it will serve many more youth over the course of a year because youth cycle in and out of detention.
SCHOOL NARRATIVE

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

School Overview
The School Overview should provide a concise summary of the following:

- the proposed plan for the school;
- the geographic and population considerations of the school environment;
- the challenges particular to those considerations; and
- the applicant team’s capacity to successfully open and operate a high quality school given the above considerations.

1. **Mission and Vision.**

CORE Academy will exist to provide a safe and caring learning environment for juveniles who are detained pre-adjudication pending further court proceedings, or who are adjudicated for committing a delinquent act and sentenced to a secure juvenile detention facility. CORE Academy students will be able to develop the skills and competencies necessary to maintain their educational progress and rejoin their home school community with success or to address educational gaps and gain academic credit if they are behind academically or are not currently enrolled in an education program.

Students will successfully engage in relevant educational programming designed to lead to an Indiana Core 40 High School Diploma or a High School Equivalency Certificate (HSE). Successful programming will meet proposed Indiana detention standards found in Title 210 of the Indiana Administrative Code. Upon release, CORE Academy will connect students with an entity that can provide support through the completion of educational goals.

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.

Students will be assigned to CORE Academy as a result of their involvement with law enforcement and the courts leading to detention in a secure juvenile detention facility. All detained youth in the school sites will be eligible for enrollment, regardless of whether they were engaged in a school program before being detained. Through their involvement with CORE Academy, youth will re-engage with formal education and connect with staff who will guide them through the process of academic remediation, high school credit recovery, high school equivalency assessments, and the pursuit of post-secondary options. The school will serve as the "bridge" between the past and the future, providing students with
opportunities to engage with meaningful, relevant, academic pursuits that can transfer to their local schools or other entities at the time of their reentry into their communities.

Court-involved youth are typically in need of academic remediation. Most are not on track to graduate with their age-appropriate peers and need to engage in credit recovery. Many are in need of wrap-around services from social agencies upon release from detention or incarceration and would benefit from adult mentors to guide them through the process of completing their education.

The proposed name of the school will be CORE Academy, with administrative offices located at 445 N. Pennsylvania Street, Suite 520, Indianapolis, IN 46204.

The following Juvenile Detention Centers are the initial sites of the CORE Academy:

<table>
<thead>
<tr>
<th>County</th>
<th>Facility Name</th>
<th>City</th>
<th>Maximum Bed Capacity</th>
<th>Daily Average Number of Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake</td>
<td>Juvenile Detention Center</td>
<td>Crown Point</td>
<td>146</td>
<td>56</td>
</tr>
<tr>
<td>LaPorte</td>
<td>Juvenile Services Center</td>
<td>LaPorte</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Porter</td>
<td>Juvenile Detention Center</td>
<td>Valparaiso</td>
<td>24</td>
<td>13</td>
</tr>
</tbody>
</table>

A list of the remaining juvenile detention centers and possible CORE Academy sites follows. During the planning process, facilities with the highest need will be identified and given priority to join the charter. After the first year of operation, an additional two (2) to three (3) juvenile detention centers will be added each year.

<table>
<thead>
<tr>
<th>County</th>
<th>Facility Name</th>
<th>City</th>
<th>Maximum Bed Capacity</th>
<th>Daily Average Number of Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen</td>
<td>Juvenile Center</td>
<td>Fort Wayne</td>
<td>142</td>
<td>103</td>
</tr>
<tr>
<td>Bartholomew</td>
<td>Youth Services Center</td>
<td>Columbus</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Clark</td>
<td>Juvenile Detention Center</td>
<td>Jeffersonville</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Dearborn</td>
<td>Juvenile Detention Center</td>
<td>Lawrenceburg</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Delaware</td>
<td>Youth Opportunity Center</td>
<td>Muncie</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td>Elkhart</td>
<td>Juvenile Detention Center</td>
<td>Goshen</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Grant</td>
<td>Juvenile Detention Center</td>
<td>Marion</td>
<td>46</td>
<td>21</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------</td>
<td>------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Hamilton</td>
<td>Youth Center</td>
<td>Noblesville</td>
<td>60</td>
<td>21</td>
</tr>
<tr>
<td>Howard</td>
<td>Robert J. Kinsey Youth Center</td>
<td>Kokomo</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>Jackson</td>
<td>Juvenile Detention Center</td>
<td>Brownstown</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>Johnson</td>
<td>Juvenile Detention Center</td>
<td>Franklin</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>Knox</td>
<td>Southwest Indiana Regional Youth Village</td>
<td>Vincennes</td>
<td>80</td>
<td>21</td>
</tr>
<tr>
<td>Kosciusko</td>
<td>Pierceton Woods Academy</td>
<td>Pierceton</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Madison</td>
<td>Youth Center</td>
<td>Anderson</td>
<td>32</td>
<td>18</td>
</tr>
<tr>
<td>Marion</td>
<td>Juvenile Detention Center</td>
<td>Indianapolis</td>
<td>96</td>
<td>85</td>
</tr>
<tr>
<td>Montgomery</td>
<td>Muskegon River Youth Home</td>
<td>Ladoga</td>
<td>74</td>
<td>21</td>
</tr>
<tr>
<td>St. Joseph</td>
<td>Juvenile Justice Center</td>
<td>South Bend</td>
<td>90</td>
<td>60</td>
</tr>
<tr>
<td>Vanderburgh</td>
<td>Youth Care Center</td>
<td>Evansville</td>
<td>38</td>
<td>23</td>
</tr>
<tr>
<td>Vigo</td>
<td>Juvenile Center</td>
<td>Terre Haute</td>
<td>19</td>
<td>16</td>
</tr>
</tbody>
</table>

*reflects average daily population for 2013


Like their peers in public settings, court-involved youth should attend school five days per week, six hours per day, and engage in meaningful, relevant learning that will move them towards achieving a high school credential. Typically, court-involved youth have not been successful in a traditional public school setting, and many are either drop-outs or truants. As a result, they often need academic remediation and credit recovery programs to “catch up” with their age-appropriate peer groups.

CORE Academy will provide direct services to the youth in its care, through the employment of licensed teachers providing oversight for instruction in coursework aligned to the Indiana Core 40 High School Diploma.

Students attending school in CORE Academy sites will experience a blended model of service provision. Students will be able to access virtual learning opportunities such as GradPoint, the Indiana Connections Academy or the Indiana On-Line Academy. Licensed teachers and teacher assistants will facilitate instruction and accommodate those students who need extra support to be successful. Staffing ratios will be determined based on the number of students at the facility and the required teacher certifications.
In addition, CORE Academy will be staffed with individuals qualified to assess the needs of each student in order to develop an individualized learning plan. The plan will involve re-engaging the student with formal education via direct instruction or virtual instruction, using a platform that can be used throughout the students’ period of incarceration and continued afterwards upon his reentry into the community. Any virtual coursework will be aligned to the Indiana Core 40 High School Diploma, the Test for Assessing Secondary Completion (TASC), or Indiana’s curricula for junior high/middle school students.

CORE Academy will have qualified individuals tasked with re-connecting each youth to education services upon his reentry into the community.

4. **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.

CORE Academy will embrace the use of technology to provide students with relevant, meaningful curricula to support their individual learning goals. For those students who do not have time to complete a high school credit, the access to a virtual learning environment will provide for a seamless delivery of content throughout the youth’s stay in detention and his reentry into his community. Access to a virtual learning environment also allows more flexibility for those students who need a course that cannot be provided at the facility.

Indiana has 22 county or privately owned juvenile detention facilities. The range of educational services varies widely across facilities, including:

- **Daily instructional hours:** Range from 1 or 2 hours per day up to 6 hours per day
- **Instructional days per calendar year:** Range from 9 months per year or less, up to 12 months per year
- **Classroom instructors:** Range from detention workers performing as instructors to licensed teachers
- **Subjects and curriculum taught:** Range from general life skills classes taught using information gathered over the internet to course curriculum aligned to Core 40
- **Accountability measures and awarding credits:** Range from nothing to the local school corporation awarding grades and credits for work completed
- **Relationship with local school district:** Range from no relationship to the local school district providing educators and materials to the detention facility
- **Accommodations for Special Education Students:** Range from no special education services to the local school district providing special education teachers to the detention facility who following an established IEP

The variation in the delivery of education services is due to factors such as budgetary allowance for programming and the quality of relationship between the facilities and the juveniles’ home school corporations.
It is imperative that court-involved youth continue to progress in their academic skill sets. Research has well established a relationship between delinquent behavior and poor school performance and has produced the following conclusions:

- Poor school performance, truancy, and leaving school at a young age are connected to juvenile delinquency.
- Verbal and reading deficits are linked to victimization (both inside and outside school), drug use, aggression, and delinquent behavior when students who fall behind in reading become marginalized as failures.
- School failure undermines a student’s interest in and commitment to school and learning.
- Serious and violent delinquents have more school-related problems (e.g., low grades, truancy, and suspension, dropping out) than nonviolent children.
- Poor school performance was related to the frequency of delinquent offending, the seriousness of offenses, and persistence in delinquency offending.\(^1\)

The state of Indiana has already developed a formula for educational success by adopting the Indiana Core 40 High School academic standards, setting instructional day standards, and setting required qualifications for teaching staff. The Indiana Department of Correction, Division of Youth Services and the multi-disciplinary detention standards committee developed proposed educational standards for detention centers. The proposed standards will be adhered to for all students at the CORE Academy Junior/Senior High School. These proposed standards include:

a) An education program that operates year round, or a minimum of 210 instructional days a year;

b) An instructional day consists of at least six (6) hours of educational programming provided to juveniles in grades 7 through 12; and at least five (5) hours of educational programming provided to juveniles in grades 6 and lower;

c) Educational programming may be provided;
   1) through an on-site classroom teacher;
   2) through an approved on-line instructional program with teacher oversight;
   3) through coursework assigned from the juvenile’s home-school with teacher oversight;
   4) through an approved virtual learning program that includes teacher instruction.
   5) All educational program personnel shall possess the appropriate certification or licensure, or be shall be supervised by a licensed teacher appropriate for the classroom setting;

6) An approved education screening is conducted within 3 days of admission, and follow-up assessments are conducted as necessary, to determine the juvenile’s educational needs;

7) Juvenile enrollment and participation in the educational program shall occur at the earliest opportunity, and no later than 3 days following facility admission;

8) A system for obtaining previous school records (including, at a minimum, the juvenile’s most recent school schedule, course progress, transcript, and IEP, if applicable) is initiated within 3 days of admission, excluding weekends and holidays, with regular follow-up until records are obtained;

9) Educational programming is held in classrooms or multi-purpose areas;

10) Juveniles in isolation, room confinement, or special security rooms or units are allowed to continue to progress in their educational program and are returned to the classroom environment as soon as safely possible.

Ensuring that educational services for court involved youth meet state standards and standardizing the provision of these services to court-involved youth with access to a blended model including direct services and access to virtual learning opportunities will de-marginalize this population by offering a unique chance for juveniles to continue their education in a way that will allow for credit recovery and participation post-release in the event returning to the home school is not a good option for the juvenile’s graduation success.

5. **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.

Youth Law T.E.A.M. works closely with the Indiana Juvenile Detention Association (IJDA), a member organization dedicated to addressing issues and concerns related to the secure detention of juveniles, including issues affecting the staff that serves these youth. The IJDA membership includes detention administration, detention staff, probation, mental health professionals and juvenile justice professionals. For several years, Youth Law T.E.A.M. has provided training, technical assistance, and grant oversight to IJDA.

The Indiana Department of Correction/Division of Youth Services (IDOC/DYS), with the assistance of Youth Law T.E.A.M., has been developing new juvenile detention center standards. IDOC/DYS convened a diverse group of local and state level stakeholders to form the Indiana Juvenile Detention Center Standards Advisory Committee. The Committee includes detention center directors, representatives from the Department of Education, prosecuting attorney, a public defender, pediatricians, and juvenile court judges. The committee considered ACA (American Correctional Association) standards and JDAI (Juvenile Detention Alternative Initiatives) Conditions of Confinement standards as well the education practices in facilities and needs of youth in developing education standards. Surveys were sent out to every detention center, and follow-up pre-audits in the areas of
Education, Medical and Mental Health were conducted by Youth Law T.E.A.M. staff in every detention center in the state. Under current circumstances it is apparent that many facilities will have a difficult time meeting the new standards on their own.

In 2013, the Indiana Legislature established the Commission on Improving the Status of Children. This eighteen (18) member Commission consists of leadership from all three branches of government. The Commission is charged with studying and evaluating services for vulnerable youth, promoting information sharing and best practices, and reviewing and making necessary legislative recommendations. One of the identified areas of study is improving the educational outcomes of system involved youth. To assist in this area, the Commission has appointed an Educational Outcomes Task Force, which is chaired by Dr. Susan Lockwood, Indiana Department of Correction. Laurie Elliott, Executive Director, Youth Law T.E.A.M. of Indiana is a member of this Task Force. This Task Force is actively engaged in identifying practices and strategies to improve the educational outcomes of detained youth.

The Youth Law T.E.A.M. of Indiana has long standing relationships with the initial three communities invited to participate in the CORE Academy. Attached letters of support indicate their interest in participating in the school.

The established relationships between IDOC/DYS, Youth Law T.E.A.M., and the local detention centers have generated new ideas on how to address education needs at the local detention level. The IDOC/DYS is collaborating with the Porter County Juvenile Detention Center, in Valparaiso, to allow integration of IDOC/DYS’s SIMS – Student Information Management System in the facility. As a result of the needs identified in the audit process, IDOC/DYS is exploring assisting with the development of a stronger partnership with GradPoint at Vigo County Juvenile Detention Center and possibly at additional centers.

6. 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 (add lines to this table 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>Laurie Elliott</td>
<td>Executive Director, Youth Law T.E.A.M. of Indiana</td>
<td>Board of Directors</td>
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<td>Hon. Mary Harper</td>
<td>Judge, Porter Circuit Court</td>
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<td>Hon. Thomas Alevizos</td>
<td>Judge, LaPorte Circuit Court</td>
<td>Board of Directors</td>
</tr>
<tr>
<td>Hon. Thomas Stefanlak</td>
<td>Judge, Lake Superior Court, Juvenile Division</td>
<td>Board of Directors</td>
</tr>
<tr>
<td>School Administration Expertise</td>
<td></td>
<td>Board of Directors</td>
</tr>
<tr>
<td>Special Education Expertise</td>
<td></td>
<td>Board of Directors</td>
</tr>
<tr>
<td>School Finance Expertise</td>
<td></td>
<td>Board of Directors</td>
</tr>
<tr>
<td>Business Attorney</td>
<td></td>
<td>Board of Directors</td>
</tr>
<tr>
<td>Legislator</td>
<td></td>
<td>Board of Directors</td>
</tr>
<tr>
<td>E-learning Expertise</td>
<td>Board of Directors</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>Detention Administrator Expertise</td>
<td>Board of Directors</td>
<td></td>
</tr>
<tr>
<td>Education Director</td>
<td>Special Education Consultant</td>
<td></td>
</tr>
</tbody>
</table>

Provide, as Attachment 1, full resumes (including contact information) and professional biographies for the individuals listed above.

7. **Age and Grade Range of Students to be enrolled.** *
   Complete the following table, removing any rows for grades the school will not serve.

   The school will serve youth typically assigned to grades 6 through 12 due to their age. However, the number of students served will be determined by court commitments. Students will be educated where they are academically, which may be at content level below the grade level associated with their age.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td></td>
<td>20_</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
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</tr>
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<td>10</td>
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</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</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 growth plan anticipates starting with three pilot centers: LaPorte, Lake, and Porter juvenile detention facilities. Two to three facilities would be added each year. Maximum capacity would be reached if all 22 detention centers decide to participate. The basis for the growth plan is the charter’s goal to provide comprehensive education for all youth in detention in Indiana.
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.

CORE Academy will expect academic engagement and success from youth who are at risk, who are facing delinquency charges, who may have long histories of behavior problems, who have a higher risk of mental health issues than youth in the general population, who have a higher risk of having been abused or neglected than youth in the general population, who are more likely to have a history of drug and/or alcohol use than youth in the general population, and who may already be excluded from a traditional school setting either from "dropping out", or from suspension or expulsion prior to arrival at a juvenile detention center. CORE Academy will assume high expectations for educational progress for our students as well as high expectations for behavioral success.

A non-negotiable element of the model is that children in detention settings will be held to the same requirements regarding attendance and class time as children in a regular school setting. An appropriate plan will be developed to assure youth are educated even when subject to disciplinary measures within the facility.

A non-negotiable element of the model is that each student will complete a needs assessment with a qualified staff person who will help the student and his family design an Individual Learning Plan, including goals to achieve while enrolled in the school, and goals to achieve upon reentry into the community.

Students will either enroll in high school classes aligned to the Indiana Core 40 High School Diploma (via direct instruction or virtual learning) or courses aligned to the completion of a High School Equivalency (HSE) Certificate. If appropriate, the student will enroll in a credit recovery program such as GradPoint.

All students will be assigned to a Community Liaison, who will expertly guide them through a transition process that will keep them engaged with education through the completion of their learning goals. The Community Liaison will be critical to the success of the student since the student will need an adult to help advocate for placement into appropriate educational programs upon reentry into the community.

The majority of students currently receiving educational services in local juvenile detention facilities do not progress educationally during their stay due to lack of instructional time, lack of relevant curriculum, lack of relationships/communication with students' home school, and lack of transition planning as they leave detention for their next educational placement. The CORE Academy Junior/Senior School addresses all of these needs.

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:
1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure. The basic learning environment will be a blend of classroom-based and independent virtual learning, depending on the needs of the student. If students are currently attending their home school at the time of their detention and intend to return after release, efforts will be made to continue participation and progress in the home school curriculum with assistance from teachers and assistants. These students will also have the opportunity to engage in credit recovery if it is determined they are behind in credit achievement.

Students who are suspended, expelled, or otherwise not currently enrolled in an educational program will engage in the virtual learning opportunities with assistance of teachers and aids designed to meet their needs according to the Individual Learning Plan developed at the time of admission.

Classrooms will include an adequate number of computers or tablets to allow all students access to the virtual learning community. Only virtual learning or e-learning curriculum that meet or exceed Indiana Academic Standards will be utilized.

Individual instruction and remediation will be available to all students determined to be in need of such services.

When allowed by facility policy and procedure, students will have access to tablets or other learning material so they can work on their learning objectives during evening hours.

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.

Students will enroll in courses approved by the Indiana Department of Education, aligned to the Indiana Academic Standards, which meet requirements for the Indiana Core 40 High School Diploma. (See Attachment 2)

Students will earn credits based on their completion of the requirements for the course as set forth by the Indiana Department of Education.

If appropriate, students will enroll in courses in preparation for taking the Test Assessing High School Completion (TASC), which is Indiana's High School Equivalency (HSE) Exam.

Students who are in junior high-middle school will enroll in courses approved by the Indiana Department of Education and typical of their age-appropriate peers in public school.
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.

Textbooks used will be those used in the student’s home school corporation or the curriculum will be that of the chosen online provider. The rationale for not having a single source of textbooks and relying on virtual learning program curriculum is the high turnover of students and the multitude of home school corporations involved with students in the detention centers.

The curricula will be aligned to the expectations of the Indiana Department of Education and designed to prepare students to be college or career-ready.

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.

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

Teachers are expected to provide instruction that engages each learner at his level. This expectation will be monitored through the use of the RISE teacher appraisal process, in which teachers are held accountable to the following:

Domain 1: Purposeful Planning
1.1 Utilize Assessment Data to Plan
1.2 Set Ambitious and Measurable Achievement Goals
1.3 Develop Standards-Based Unit Plans and Assessments
1.4 Create Objective-Driven Lesson Plans and Assessments
1.5 Track Student Data and Analyze Progress

Domain 2: Effective Instruction
2.1 Develop student understanding and mastery of lesson objectives
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
2.3 Engage students in academic content
2.4 Check for Understanding
2.5 Modify Instruction as Needed
2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work
2.7 Maximize Instructional Time
2.8 Create Classroom Culture of Respect and Collaboration
2.9 Set High Expectations for Academic Success

Domain 3: Leadership
3.1 Contribute to the School Culture
3.2 Collaborate with Peers
3.3 Seek Professional Skills and Knowledge
3.4 Advocate for Student Success
3.5 Engage Families in Student Learning

Teachers will be provided with on-going professional development which supports their ability to differentiate instruction in meaningful ways. Professional Development will include resources such as "The Art and Science of Teaching" by Robert Marzano, "Classroom Instruction that Works, by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, and Bj Stone, and “Teach Like A Champion” by Doug Lemov. Also, materials written by Carol Ann Tomlinson, widely known for her expertise in providing differentiated instruction, will be utilized.

In addition, teachers will connect with the Center for Educational Excellence in Alternative Settings (CEEAS) to complete various professional development modules aligned to the RISE teacher competencies. CEEAS, through its “Raising the Bar” initiative, has developed on-line modules for teachers and school administrators to access to assist with improving Indiana-specific RISE teacher competencies.

**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.

   Youth who continue their home school curriculum will be subject to their home school’s performance standards. Youth placed in virtual learning opportunities will successfully engage in programs aligned to state standards.

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.

   Not Applicable.

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.

   Not Applicable.
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.

Not Applicable.

**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.

   School curricula will be aligned to Indiana’s Core 40 High School Diploma. All courses will be selected from Indiana State Approved Course Titles and Descriptions, with curricula aligned to established academic standards for each course. Students will take the End of Course Assessments if they are enrolled during the test window.

   Students will earn credits upon demonstration that they have mastered the content standards. A typical time-frame for accomplishing this would be 90 days, with some students achieving credits more quickly via credit-recovery or extended time in classes. The average length of stay for most students is less than two weeks. Therefore, some youth may not have earned credits prior to their release.

   Transcripts will include a list of credits earned at the school, along with all the credits earned from other schools. Transcripts will also include the grade earned in each course, and information regarding ISTEP+ and ECA.

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

   Graduation requirements will be aligned to the requirements set forth by the Indiana Department of Education. School staff will receive on-going professional development relevant to the integration of college and career readiness standards into their curricula.

   Each student will be evaluated by a teacher who will develop an individual learning plan (ILP). Before the student transitions back into the community, his progress and plan will be staffed by the teacher and Community Liaison to review progress towards academic and transition goals.

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.

   Each student will be assigned to a Community Liaison who will assist the student with connecting to an alternative education program, an adult basic education program, a virtual learning environment, or other appropriate program in which he can continue his education and complete his high school credential. Some of the alternative placements could include a connection to a local in-school or out-of-school JAG (Jobs for America’s Graduates) that
could support him through the completion of his program. The Community Liaison will also work with the student and family to identify needed interventions that must be included to assure educational success.

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.

    CORE Academy will operate 5 days per week/52 weeks per year with the exception of Christmas, Memorial Day, Fourth of July, Labor Day and Thanksgiving. CORE Academy will maintain a trained pool of substitutes to cover vacation, personal time, other holidays and professional development days of full-time staff. CORE Academy will provide 6 hours of instruction per day.

    There are youth in detention all year. This is an opportunity to not only keep students engaged and progressing during the traditional school year, but also an opportunity for students to engage in credit recovery and remediation, when appropriate.

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.

    The structure of the school day will be mutually determined by facility staff and CORE Academy staff to accommodate the safety and security issues of the facility, as well as our obligation to meet all educational standards.

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.

    Developing a positive school environment and culture of high behavioral expectations is critical to the mission of CORE Academy. All CORE staff will strive to motivate positive change in and celebrate all successes of the students. Since all students will be currently involved in the juvenile justice system, it is likely that they have experienced behavioral issues at school, and it is likely they have not experienced much educational success. It is expected that through the individual attention and multiple learning environments provided, that all students will experience educational success.

    Additionally, each CORE Academy site will operate within the culture of each individual facility. All facilities are required by state standard to utilize a positive behavior management system. CORE Academy will work with each facility to develop policies and procedures for maintaining a positive school environment within the overall facility culture.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

All CORE Academy staff and contractors will be provided orientation training on the facility's policies and procedures, including expectations within the classroom prior to placement in the school. This training is required by state standards regulating juvenile detention facilities. Additionally, training will be developed and implemented for all CORE staff and contractor on the mission, policies and procedures of CORE Academy classroom management and service delivery. The majority of students will be part of CORE Academy for 14 days or less. As part of the intake procedure into the facility, students will be provided information regarding policies, procedures, and expectations for attending school.

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.

The philosophy and culture of CORE Academy is that every student will be successful and make relevant educational progress during the period of their detention. All students will be given an educational assessment upon entry into the facility and an Individual Learning Plan will be developed. Services will be provided according to the Individual Learning Plan.

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.

The school day will be developed with each individual facility within the parameters of the overall facility schedule. A sample may be:

6:00 – 8:00 a.m. Shower and breakfast
8:00 – 11:00 a.m. School instruction (receiving services according to the ILP through direct instruction from the teacher and/or assistant or through the virtual learning opportunities, with assistance from the teacher and/or assistant)
11:00 – 1:00 p.m. Lunch
1:00 – 4:00 p.m. School instruction (To the extent that facility policy and procedure will allow, students will have access to tablets and other educational materials in the evening.)

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

7:30 – 8:00 a.m. Classroom preparation
8:00 – 11:00 a.m. Providing direct instruction or assistance to virtual learning opportunities according the students’ ILPs
11:00 – 1:00 p.m. Lunch and classroom/lesson preparation
1:00 – 4:00 p.m. Providing direction instruction or assistance to virtual learning Opportunities according the students’ ILPs

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?

CORE Academy will operate 5 days per week 52 weeks per year. The participants will be the detained youth in each of the participating facilities. All students will receive 6 hours of instructional time per day. CORE Academy staff will be year round, full time employees. CORE Academy will have a staffing model that includes a pool of trained substitutes to ensure full coverage for vacation, holidays, personal time, and professional development time of full time staff.

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.

   Not Applicable.

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

   All students are required by state standards to be assessed for mental heath and health needs upon admission to the facility. These needs will be addressed by the facility and the court. CORE Academy will work with facility staff to ensure all needs are met while students are in school. Our Community Liaisons will also be available to ensure all needs are communicated to the next educational placement.

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

   Many of the behavior practices and thinking patterns that lead juveniles to make choices resulting in their secure detention also prevent them from achieving educational success. Students will participate in programs sponsored by the detention center, and often facilitated by community organizations/volunteers, to meet the following Indiana Detention Center Standards:

   210 IAC 8-10-6 Social service program

Sec. 6. (a) Written policy, procedure, and practice provide for a social service program that makes available a wide range of resources appropriate to the needs of juveniles, including the following:

   (1) Individual, group, and family counseling.
   (2) Treatment based on assessed risk and need.
   (3) Special programs for juveniles with specifically identified needs.
   (4) Social skills for all juveniles.

   210 IAC 8-9-2 Mental health screening MANDATORY

Sec. 2. Written policy, procedure, and practice provide that juveniles receive an initial mental health screening at the time of admission to the facility by a qualified mental health professional or mental health care trained personnel.

   210 IAC 8-8-21 Health education and wellness information
Sec. 21. Written policy, procedure, and practice provide that all juveniles receive health education and wellness information from a curriculum approved by the health care authority.

CORE Academy teachers, assistants and community liaisons will work with facility staff to the extent possible to address all needs.

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.

   CORE Academy will follow a comprehensive plan for providing services to students who qualify for special education services under IDEA, those with Section 504 plans, English Language Learners, students identified as intellectually gifted and students at risk for academic failure or dropping out.

   CORE Academy will seek to partner with the Indiana Department of Correction to use the Student Information Management System (SIMS) developed by IDCC to track student intake assessment scores, student behavior scores, student standardized test scores, assignment completions, course completions, and other relevant educational data, including data for functional behavior assessments and behavior intervention plans.

   CORE Academy staff will be trained to review student records to determine needs based on relevant data. Additionally, SIMS is designed to recognize information that would alert staff members to a student who might need a pre-referral intervention or other interventions related to Child Find. The SIMS alert appears on the dashboard of the program, and staff members will be trained to follow up as appropriate.

   Students attending CORE Academy will be currently involved with the juvenile justice system and will typically have a history of poor academic performance. Additionally, it is anticipated over half of CORE Academy's students will require special education services. CORE Academy will recruit highly qualified and special education licensed teachers. As a result, the school will be able to adapt to the needs of the students by offering a continuum of services based on the least restrictive education environment.

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);

CORE Academy will attempt to recruit a Director of Education with special education administration experience as well as school administration experience. In conjunction with facility staff, the Director of Education will develop specific policies and procedures to identify and serve students with mild, moderate, and severe disabilities in the least restrictive environment within the detention setting.

Given the short stay of most students, efforts will be made to determine whether students have already been identified. CORE community liaisons will assist in getting the IEPs of special ed students. To the extent possible, the IEP will be followed. If the IEP is not current or cannot be implemented in a detention setting, case conferences will be conducted if the student remains at the facility for at least ten (10) days.

CORE Academy will meet the requirements of the following proposed detention standard:

210 IAC 8-11-5 Special Education
Sec. 5. Written policy, procedure, and practice provide the following:

(1) Special education programs and services must be available.
(2) Special education programs and services must be aligned with the state requirements for juveniles with educational disabilities.
(3) Special education services are provided by appropriately licensed professional staff.
(4) Special education services are aligned to the student’s Individualized Education Plan (IEP).
(5) An IEP is developed or implemented within ten (10) days of enrollment into the facility’s educational program.
(6) A system for obtaining previous special education records that:
   (A) Is initiated within three (3) days of admission;
   (B) Requests the juveniles:
      (i) Most recent IEP; and
      (ii) Performance record; and
   (C) Has regular follow-up until records are obtained.
(7) A process to refer juveniles who may need to be identified for special education services.
(8) Access to regular and special education classes and supplemental services.
(9) Transition services as required by the IEP to the extent possible due to the juvenile’s confinement.

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;

CORE Academy will recruit a Director of Education with special education administration experience as well as school administration experience. In conjunction with facility staff, the Director of Education will develop specific policies and procedures to identify and serve students with special education needs within the detention setting in accordance with proposed standard 210 IAC 8-11-5 (Special Education).
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);

The Director of Education, along with facility staff, will monitor the progress of special education students by evaluating the provision of services specified in the IEP, to the extent possible due to confinement, and assessment, when applicable, of content mastery within compliance of proposed standard 210 IAC 8-11-5 (Special Education).

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

The Director of Education and facility staff will encourage academic progression toward graduation throughout the confinement period.

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

CORE Academy will attempt to recruit a Director of Education with special education administration experience as well as school administration experience. In conjunction with facility staff, the Director of Education will develop specific policies and procedures to identify and serve students with special education needs within the detention setting in accordance with proposed standard 210 IAC 8-11-5 (Special Education).

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);
   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;
   c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
   d. Means for providing qualified staffing for ELL students.

The Director of Education will develop specific policies and procedures to meet the needs of English Language Learner students. The virtual learning program will include ELL programming.

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.

All students entering CORE Academy will be given an educational assessment to determine educational needs and current level of functioning. Specific tools for this purpose will be determined by the Director of Education. Based upon each student's educational needs, an Individual Learning Plan (ILP) will be developed and implemented. Remedial programming will comply with proposed detention standards:

210 IAC 8-11-3 Remedial reading services
Sec. 3. Written policy, procedure, and practice provide education staff shall determine the need and provide remedial services for juveniles who have not attained basic literacy skills.
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;
   b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
   c. Means for providing qualified staffing for intellectually gifted students.

   All students entering CORE Academy will be given an educational assessment to determine educational needs and current level of functioning. Specific tools for this purpose will be determined by the Director of Education. Based upon each student's educational needs, an Individual Learning Plan (ILP) will be developed and implemented.

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.

   CORE Academy will not recruit or market in the community to students and their families. CORE Academy will serve all juveniles detained by a juvenile court in a participating secure juvenile detention facility.

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.

   See Attachment 6.

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;
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;
3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
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.
See Attachment 7.

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

   Juvenile court judges, detention administrators, educators, and juvenile justice advocates in the three targeted pilot sites have helped with identifying educational needs and challenges for detained youth.

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

   CORE Academy will attempt to recruit a parent of a current or former system involved youth to be a member of the board to be part of the planning and implementation process.

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.

   Family-school partnerships will be built through the Community Liaison positions. Support will be available to families to assist them in ensuring their student reaches the next education placement in a timely manner with all relevant information needed for the student to continue in his educational progress without interruption.

   Any volunteer activities undertaken would have to be done in the context of the volunteer program of each participating detention center. To the extent possible, CORE Academy will work with facility staff to identify any potential beneficial volunteer activities.

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.

   Community resources will be different in each participating community. The Community Liaisons will work to identify community resources available to students and parents and will seek to connect students and parents to appropriate resources upon release from detention.

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.
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.

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

The key members of CORE Academy leadership team will be Executive Director of the Youth Law T.E.A.M., juvenile court judges in the three initial CORE Academy sites, and the Education Director.

The Youth Law T.E.A.M. Executive Director is an attorney with over 25 years of experience in the juvenile justice and education systems. She played a leadership role in developing proposed Detention Education Standards. Since its inception, the Youth Law T.E.A.M. has been providing training and technical assistance on general and special education rights and laws to parents, foster parents, Department of Child Services (DCS) staff, and CASA (Court Appointed Special Advocate) programs across Indiana, including in the three counties proposed as initial CORE Academy sites. The Youth Law T.E.A.M. has a history of collaboration with all juvenile detention centers in Indiana and has worked closely with the JJDA to provide training, technical assistance, and grant oversight through this membership organization for several years.

Juvenile court judges will play a key role in the successful implementation of the CORE Academy. The judges bring expertise in community and parent engagement. The juvenile court judges have an overall knowledge of their communities, youth involved in the juvenile justice system, and resources and services available to engage youth inside and outside of the detention centers.

The Education Director will oversee school leadership, administration, and governance. The Education Director will have experience in developing curriculum and in developing and administering assessments of middle school and high school students.

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.

The juvenile court judges in Lake, Porter, and LaPorte counties will be board members and partners in planning and establishing CORE Academy. Each has agreed to consider being CORE Academy schools upon implementation. If each agrees to implement CORE Academy, they will continue to contribute some to be determined amount of county funding not to exceed county resources currently committed to education programming.

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.

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.

CORE Academy has not identified a candidate for Director of Education. CORE Academy seeks to recruit a certified school administrator who also has special education administration experience.

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.

This information is not known at this time. Recruitment and hiring of other leadership/management positions will begin immediately after the hiring of the Director of Education.

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 Director of Education will work full time to lead development of the school following application approval. Youth Law T.E.A.M. of Indiana will provide needed support to the Director of Education. Grant funds through the Indiana Department of Education will be pursued to support the planning process.

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.

CORE Academy will fall under the nonprofit and tax exempt status of the Youth Law T.E.A.M. of Indiana, Inc. (documents attached).

Board policies governing CORE Academy have not been developed.

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/teacher 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 CORE Academy board will be responsible for supporting the vision and mission of the school.

   The CORE Academy board will develop policies to govern school business, fiscal management, and personnel matters.

   Stakeholder groups including detention administrators, juvenile justice (probation and courts), parents, and school staff will have regular opportunity to provide input and communicate with the board.

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.

   CORE Academy will be governed by the Youth Law T.E.A.M. of Indiana in conjunction with the Core Academy Advisory Board. The Youth Law T.E.A.M. will enter into an MOU with the Advisory Board to clearly identify roles and responsibilities to ensure the operational success of CORE Academy.

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).

   See Attachment 14.

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.

   Recruitment of the CORE Academy Advisory Board will be priority #1 after notification of a successful application.
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?

The Youth Law T.E.A.M. of Indiana, Inc. will initially govern CORE Academy through the recommendations of the CORE Academy Board. The Youth Law T.E.A.M. of Indiana, Inc. will explore the possibility of forming a new nonprofit 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.

A CORE Academy Advisory Board will be formed with appropriate expertise necessary to run CORE Academy, including education, special education, legal, finance, etc. At a minimum, at least one member of the CORE Academy Advisory Board will be appointed to the Youth Law T.E.A.M. of Indiana, Inc.’s Board of Directors. The Youth Law T.E.A.M. Board has already met to determine whether this endeavor falls within its mission. Legal counsel will be consulted to determine whether bylaws will need to be amended, and if so, this will be done according to procedures outlined in the current Youth Law T.E.A.M. bylaws.

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

CORE Academy will be governed by the Youth Law T.E.A.M. of Indiana in conjunction with the Core Academy Advisory Board. The Youth Law T.E.A.M. will enter into an MOU with the Advisory Board to clearly identify roles and responsibilities to ensure the operational success of CORE Academy.

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.

Specific Board members have not been identified outside of the juvenile court judge in each potential participating community. Areas of expertise have been identified. Specific details such as frequency of meetings and committee structure have not been determined. However, it is anticipated that the Board will meet on a monthly basis upon notification of a successful application through the planning phase and initial implementation.

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.

Legal counsel will be consulted to prepare an appropriate Code of Ethics and Conflict of Interest policy. Youth Law T.E.A.M.’s conflict of interest policy has been provided as Attachment 15.
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.

Youth Law T.E.A.M. currently contracts with the Indiana Department of Correction to assist with detention center audits for compliance with the state standards. Standards include all detention center programming, including education. If this application is approved, the Youth Law T.E.A.M. will take steps to eliminate any potential conflict either through amending its contract with IDOC or by creating a separate new non-profit to operate as the CORE Academy.

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.

To be determined.

8. Provide copies of background checks for all potential board members.

None completed yet.

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 teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.

To be determined.

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.

To be determined.

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.

If the proposed school intends to contract with an ESP that already operates schools, whether in Indiana or elsewhere, the applicant should STOP WORKING ON THIS APPLICATION and, instead, complete the RFP FOR EXPERIENCED OPERATORS.
If the proposed school intends to contract with a new ESP or partner that has never previously operated a school, provide the following information (and provide the requested documentation as Attachment 16):

1. An explanation of how and why the ESP was selected;

2. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the ESP; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

3. A draft of the proposed management contract;

4. Explanation of the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider; the internal controls that will guide the relationship; and how the governing board will ensure fulfillment of performance expectations;

5. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and

6. Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Indiana.

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 teachers, paraprofessionals, and specialty teachers; and
   d. Operational and support staff.

   See Attachment 17.

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

   The teachers, assistants, substitutes, community liaisons, and administrative assistant will operate under the general supervision of Educational Director. All CORE Academy staff will be employees of the Youth Law T.E.A.M. The Educational Director will report directly to Youth Law T.E.A.M.’s Executive Director.
The Educational Director will supervise the school staff and will be the point of leadership for day-to-day delivery of the educational program, for school operations, and follow through on Board policy directives and budgetary decisions regarding the operations of the school. The Educational Director will be responsible for supervision and training of teachers and for directing the program of instruction.

The Educational Director is responsible for federal, state, and local reporting and compliance. Youth Law T.E.A.M. will act as financial, accounting, and procurement officer for the proposed school, responsible for maintaining accurate and complete records, conforming to appropriate laws and regulations, carrying out Board policies and directives, and assuring proper internal controls.

The Community Liaisons will be responsible for parent and community relationships.

The teaching staff and assistants are responsible for teaching their classes and assisting students with virtual learning programs. Teaching assistants will report to the teachers and ultimately to the Educational Director.

The administrative assistant will provide support to the Educational Director. The administrative assistant will report directly to the Educational Director.

The teacher to student ratio will be no more than one (1) teacher and one (1) assistant to every thirty (30) students.

**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.

   We intend for our employees to be at-will employees who will sign letters of agreement. We have not yet developed our employee handbook.

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 teachers.

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Education</td>
<td>$75,000</td>
</tr>
<tr>
<td>Teachers (full time, year round)</td>
<td>$50,000</td>
</tr>
<tr>
<td>Teacher assistants (full time, year round)</td>
<td>$30,000</td>
</tr>
<tr>
<td>Community Liaisons (full time, year round)</td>
<td>$38,000</td>
</tr>
<tr>
<td>Administrative Assistant (full time)</td>
<td>$30,000</td>
</tr>
<tr>
<td>Substitute teachers’</td>
<td>$75/day</td>
</tr>
</tbody>
</table>

   All full time employees will be provided benefits according to policies of the Youth Law T.E.A.M.

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.

All teaching staff will meet the Highly Qualified (HQ) criteria in accordance with IC 20-24-6 and the state certification requirements prior to employment. In addition, CORE Academy will attempt to hire teaching staff who are also special education certified.

If the most qualified candidate for an area of need does not meet the HQ criteria but does hold a current teaching license in the state of Indiana in a relevant teaching area, a temporary/emergency license will be explored and, when appropriate, secured. Any teacher on an emergency license will be expected to work toward the license in the first year in the position. Six credit hours per year will be secured to maintain the emergency license for the following year. Certification must be reached within three years of beginning the position under the emergency license.

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

Youth Law T.E.A.M. in conjunction with the CORE Academy Board will interview and hire the Educational Director. All additional prospective CORE Academy employees will be interviewed by the Educational Director, and hiring decisions will be made by the Educational Director and approved by Youth Law T.E.A.M.'s Executive Director in conjunction with the CORE Academy Board.

All prospective employees will be required to provide information needed to conduct a criminal background check. All CORE Academy staff will be subject to criminal background checks and sex offender registry checks prior to being hired.

Personnel issues will be handled by the Education Director. Any decision to terminate an employee will be made by the Executive Director of Youth Law T.E.A.M. in conjunction with the CORE Academy Board.

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.

As part of an employee retention plan and to ensure continuous improvement in overall school quality, the school will philosophically and financially support faculty, staff, and administrative personnel in their continuing education, training, and professional development.

The Educational Director will be evaluated annually by the Executive Director of Youth Law T.E.A.M. The Educational Director will develop evaluation tools for CORE Academy staff.

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

The Educational Director, with the support of the CORE Academy Board, will devise a professional development strategic plan with specifically targeted goals and objectives.
Teacher performance will be monitored regularly through the use of the RISE teacher appraisal process. Teachers will be evaluated by the Educational Director using the RISE criteria.

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

Any unsatisfactory leadership performance by the Educational Director will be handled by the Executive Director of Youth Law T.E.A.M. of Indiana in conjunction with the CORE Academy Board.

Unsatisfactory teacher performance will be handled by the Educational Director. The Educational Director will consult with the affected employee and a plan of action will be developed.

**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 Educational Director will be responsible for professional development.

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.

   The Educational Director will be responsible for professional development.

3. Professional development will include both internal professional development as designed by the Educational Director and virtual learning program professional development. For example, the Grad Point program offers professional development services by educational consultants including curriculum guidance, blended learning strategies, and student intervention strategies. 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 teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

   The professional development plan will be developed by the Education Director during the planning process.

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.

   CORE Academy’s professional development plan will be sufficient to meet teacher license renewal requirements. A pool of substitute teachers, trained to be qualified to teach in a
detention setting, will be available to allow CORE Academy staff time away from class to meet their professional growth plans.

**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.

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.

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.

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.

5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

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

7. Describe the corrective actions the school will take if it fails 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.
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.

1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

   Not applicable.

2. 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.

   CORE Academies will be operated within existing space of the participating detention centers which are subject to state and local health and safety requirements.

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.

   Not applicable.

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.

   CORE Academy will be subject to the safety and security plans of the participating detention centers.

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.
Youth Law T.E.A.M. will evaluate current insurance coverage and will update and supplement as needed to sufficiently cover CORE Academy operations. Youth Law T.E.A.M. insurance coverage currently includes worker's compensation, property, professional liability and general liability.

**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.

The setting for the CORE Academy charter school is unique in that the school will operate as part of the juvenile justice system. Youth Law T.E.A.M. of Indiana are recognized experts in the state of Indiana in the area of juvenile justice system reform. For this initiative to be successful, it is necessary to bring both educational and juvenile justice expertise to the table. Youth Law T.E.A.M. is well qualified in that the staff has collectively over sixty (60) years of experience in juvenile justice reform efforts. This experience includes the development of an initiative within the Indiana Department of Education to include special education services within detention centers, the development of state standards, including what is considered best practice in detention education, and education advocacy training and technical assistance with an emphasis on youth in the juvenile justice and child welfare systems. Youth Law T.E.A.M.'s executive director is part of the state executive team of the Juvenile Detention Alternatives Initiative which includes assessing conditions of confinement, including educational programming, in the JDAI sites across the state.

During the planning process, staff will be added to carry out the specific educational programming to meet the goals of the CORE Academy.

CORE Academy will operate in existing detention centers; therefore facility management is not applicable.
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.

CORE Academy’s accounting, purchasing, and payroll will be managed through the Youth Law T.E.A.M. of Indiana. YLT currently contracts with Kimmel Consulting, LLC to handle all accounting, payroll, and taxes. All purchasing is currently handled internally by the YLT Executive Director. YLT has not conducted an audit due to annual income of less the federal requirement of $500,000. YLT Executive Director will continue to:

- Submit payroll to Kimmel Consulting for payment
- Pay all bills of CORE Academy upon receipt of approved vouchers from the Educational Director
- Record all receipts/deposits
- Monthly bank reconciliations
- Maintain records in QuickBooks

Once CORE Academy is fully operational, YLT will determine whether additional staff/consultants are necessary to ensure proper financial management of CORE Academy.

Upon approval of the application, YLT will find an appropriate accountant to conduct all required financial audits.

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

See Attachment 24.

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.

See Attachment 25.

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 Youth Law T.E.A.M. of Indiana has not conducted an audit of its financial operations due to the fact that the annual income has not met the $500,000 federal requirement. The Youth Law T.E.A.M. will contract with the necessary financial experts to build our capacity to financially manage CORE Academy. Any contracted accountant will adhere to the accounting, auditing, and reporting requirements applicable to public schools.

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.

The Youth Law T.E.A.M. of Indiana does not have audited financial statements and management letters for the last three years. Balance sheets and income statements are attached as Attachment 26.

*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.

The Executive Director of the Youth Law T.E.A.M. of Indiana has extensive experience managing the day-to-day financial operations of the nonprofit, including cash flow management, submission of payroll information to the accountant, timely payment of all bills, accurate keeping of financial records for submission to the accountant for preparation of taxes, etc. The Executive Director does not have accounting experience, but this area of expertise will be an area of emphasis in recruiting members for the CORE Academy Advisory Board.
EXHIBITS

Staffing Chart Form

Charter School Board Member Form

Statement of Assurances Form
Attachment 1
Laurie Elliott

Education

1979 – 1983  
Valparaiso University  
B.A. in Political Science, Business Minor  
Valparaiso, IN

1983 – 1986  
IU School Of Law – Indpls.  
Doctor of Jurisprudence  
Indianapolis, IN

Experience

10/1/05 – present  
Youth Law T.E.A.M. of IN, Inc.  
Indianapolis, IN

President/Executive Director

- Supervise staff of 4 in development of centralized resource on children’s legal issues in the juvenile justice, child welfare and education systems.
- Serve as Training and Technical Assistance provider of the Indiana Criminal Justice Institute, Youth Division (provide training and technical assistance to approximately 1000 child service professionals, attorneys, parents and youth annually).
  - Current Training Curriculums: Compliance with the JIDP Act of 2002; Education Advocacy; Introduction to Juvenile Delinquency Proceedings; Introduction to CHINS Proceedings; Special Ed Kids in the Juvenile Justice System
- Direct Indiana’s JIDP Act Compliance Monitoring Program
  - Define monitoring universe
  - Classify facilities through on-site visits after initial survey
  - Collect and analyze detention data
  - Verify data through on-site visits
  - Provide training and technical assistance on JIDP Act Compliance, as necessary
- Oversee Statewide Juvenile Justice System Reform Initiatives
  - Mental Health Screening and Assessment Project
  - Indiana Juvenile Detention Association Training Project
  - Education Advocacy Project for Dual Jurisdiction Youth
- Member of State JDAI Team
  - Co-Chair, Conditions of Confinement Workgroup
Provide Training and Technical Assistance to JDAI Indiana local communities on condition of confinement issues
- Assist the Indiana Department of Correction with the development of new juvenile detention standards
- Certified PREA Auditor, Department of Justice


1999 – 2005  Director of Legal Services
- Developed the Youth Law T.E.A.M. of Indiana Program (described above).

1996 – 1999  Staff Attorney
- Developed partnership with Child Advocates, Inc. to provide training on statewide basis in juvenile justice and child welfare issues.
- Provided JJDP Act Compliance Training and Technical Assistance on behalf of the Indiana Criminal Justice Institute.

1993 – 1996  Assistant Director
- Managed grants, budgets and other administrative functions.
- Supervised Office Manager.
- Provided JJDP Act Compliance Training and Technical Assistance on behalf of the Indiana Criminal Justice Institute.

1991 – 1993  Staff Attorney
- Directed the statewide initiative to remove juveniles from adult jails and lockups to achieve compliance with the JJDP Act.
  - Recruited and trained volunteers to make daily visits to facilities with high numbers of JJDP Act violations.
  - Made regular on-site monitoring visits to facilities holding juveniles in violation of the JJDP Act.
  - Raised statewide awareness of the JJDP Act and its requirements through visits and meetings with key stakeholders in every Indiana County.
- Provided JJDP Act Compliance Training and Technical Assistance on behalf of the Indiana Criminal Justice Institute.
- Provided staff support to the newly initiated Indiana Juvenile Detention Association.

1996 - 1998  IN Department of Education  Indianapolis, IN

Education Consultant
- Directed statewide initiative to improve the quality of special education services provided in juvenile detention and correctional facilities.
  - Required every special education planning district to submit plan on how services were to be provided in detention and correctional facilities.
Developed policies and procedures to identify special education students in detention and correctional facilities.

Provided training and technical assistance on juvenile justice issues to education personnel.

1987 – 1991 Public Defender of Indiana Indianapolis, IN

Deputy Public Defender

- Provided legal representation to juveniles committed to the Indiana Department of Correction in parole revocation hearings and other post-disposition issues.
- Initiated the statewide project to remove juveniles from adult jails and lockups in collaboration with the Indiana Criminal Justice Institute and the Indiana Department of Correction when Indiana was in jeopardy of losing OJJDP funding due to non-compliance with the JJDP Act (described above).

Memberships and Awards

- Indiana State Bar Association
- ISBA Committee on Civil Rights of Children
- Indiana Juvenile Detention Association
- National Partnership of Juvenile Services Excellence in Training Award 2012
- Indiana Juvenile Detention Association 20 Years Service Award 2013

References

Justice Steven David
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Attachment 2 Sample Curriculum (GradPoint)

Middle School – Language Arts

Language Arts I/Adv    In this course, students will read short stories and novels, listen to music, read newspapers, and even interview their parents. They will also learn to write interesting stories of their own.

Language Arts II/Adv    In this course, students will read, listen to and analyze stories. They will read various texts, such as newspapers and novels, in addition to discovering their own ability to write.

Language Arts III/Adv    The purpose of this course is to give students the tools to understand and express themselves through writing. By the end of the course, students will have completed a portfolio of their original writings.

High School – Language Arts

English I    This course addresses strategies for reading comprehension, recognition of text structure in exposition and narrative, comprehension of different genres of text, the steps for writing an essay and applying the five-step writing process. The course also addresses basic skills in grammar, punctuation, word usage, spelling, vocabulary, and research and explains how to punctuate and manipulate sentences to produce more effective writing.

English I/Honors    In this course, students will gain language arts skills by reading literature, writing, listening, viewing, and speaking. They will learn to use the English language successfully to express themselves.

English II    This course helps students develop skills in grammar, punctuation, word usage, spelling, vocabulary and communication skills, such as giving speeches, using visual aids, and workplace communications. This course also focuses on strategies for reading comprehension, explains the writing process, helps students compose personal narratives and literary responses, and provides instructions on perspective and argument.

English II/Honors    Students will be exposed to various forms of communication, including verbal, visual, and audio. In addition to evaluating the plot and characters of well-known writers, students will learn to identify themes, create dialogue, and appeal to emotions through their writing.

English III    In this course, students continue to develop skills in grammar, punctuation, word usage, spelling, vocabulary, and communication. This course also teaches students about complex writing processes, types of writing, reading strategies, study skills, and modes of reasoning. Additionally, students read works from different periods of American literature and
examine these texts to learn about various literary devices, forms, styles, techniques, and influences.

**English III/Honors**  In this course, the writing and insights of authors throughout history are collected in a fictitious newspaper called “The Virtual Times.” Students will gain an appreciation of American literature and learn about the times in which it was written.

**English IV**  In this course, students continue to develop skills in grammar, punctuation, word usage, spelling, vocabulary, and communication. This course also teaches students about complex writing processes, types of writing, reading strategies, study skills, and modes of reasoning. Additionally, students read works from different periods of British literature and examine these texts to learn about various literary devices, forms, styles, techniques, and influences.

**English IV/Honors**  In this course, students will be asked to choose pieces of literature that interests them; analyzing the subject matter, and persuasively expressing their own ideas.
Attachment 4

CORE Academy will use the Indiana Academic learning standards found at http://www.doe.in.gov/standards to meet the following Indiana Detention Center standard:

210 IAC 8-11-4 Course curriculum
   Sec. 4. (a) Written policy, procedure, and practice provide all juveniles must take the courses necessary to progress toward their:
   (1) High school diploma;
   (2) Individual Education Plan goals; or
   (3) High School Equivalency Exam.
   (b) Written course curriculum must be aligned to the Indiana Academic Standards for Indiana Middle Schools and the “Core 40” High School Diploma.
   (c) Written course curriculum:
       (1) Must include core academic subjects of English, Math, Science and History;
       (2) May include core academic subjects of Reading or Language Arts, Foreign Language, Civics and Government, Economics, Fine Arts, History, and Geography; and
       (3) May include non-core academic subjects of Physical Education and Interpersonal Relations when credits are able to be awarded by the local school corporation.
   (d) Juveniles have access to:
       (1) Textbooks;
       (2) Digital curriculum;
       (3) Learning materials; and
       (4) Specialized equipment;
   Necessary to meet minimum state academic standards.
   (e) A system for recording academic progress data, such as completed assignments, test scores, and credits earned is available.
Attachment 5

1. CORE Academy will operate 5 days per week/52 weeks per year. CORE Academy will maintain a trained pool of substitutes to cover vacation, personal time, holidays and professional development days of full-time staff. CORE Academy will provide 6 hours of instruction per day.

2. The structure of the school day will be mutually determined by facility staff and CORE Academy staff to accommodate the safety and security issues of the facility, as well as our obligation to meet all educational standards.
CORE Academy will operate year round and will enroll all juveniles detained at participating secure juvenile detention facilities within 24 hours of admission, excluding weekends and legal holidays. Enrollment forms will be routinely completed during the facilities' Intake Process. Home school re-enrollment forms will be provided upon the juvenile’s discharge and the Community Liaison will work with the juvenile and a parent/guardian to ensure re-enrollment in the home school is accomplished.

CORE Academy will not have waiting lists. Juveniles will not have the option to withdrawal during their detention at a participating secure juvenile detention facility.

Re-enrollment will take place in the situations where a juvenile has a subsequent detention at a participating facility and completes the admission process during the subsequent Intake Process.

CORE Academy will not have any pre-admission activities for students or parents.
Attachment 7

CORE Academy will utilize the secure detention facility’s reward and disciplinary systems for infractions and incentives for positive behavior. The list and definitions of infractions will vary slightly according to each secure detention center’s policy/procedures. Students will be informed of incentives and infractions during the Orientation/Intake Process upon receiving oral information from staff and a written rule manual.

Students cannot be suspended or expelled from CORE Academy for committing a rule violation/infraction while they are detained at a participating juvenile detention center. Juveniles on room restriction as a disciplinary consequence of a rule violation after completing the due process proceedings will be provided education materials appropriate to their security level for independent study throughout the consequence. Juveniles on room restriction will have daily access to an educator for instruction and question/answer sessions.

The Indiana Detention Center Standards provide the following due process rights to all juveniles, including those with disabilities. Indiana Detention Center Standards regarding due process rights and a rewards program follow:

210 IAC 8-6-3 Room confinement or isolation
   Sec. 3. (a) Written policy, procedure, and practice provide that juveniles are placed on room confinement or in isolation only:
       (1) For the safety of the juvenile;
       (2) For the safety of others; or
       (3) To ensure the security of the facility.
   (b) Room confinement is defined as the locked placement of a juvenile in his or her assigned cell or room for a period of time in excess of sixty (60) minutes. Isolation is defined as the locked placement of a juvenile in a room other than his or her assigned cell or room for a period of time in excess of sixty (60) minutes.
   (c) Provisions for the use of room confinement and isolation shall include the following:
       (1) The juvenile has the reason for the restriction explained to him or her and has the opportunity to explain the behavior leading to the restriction.
       (2) The juvenile is advised of the disciplinary process and his or her due process rights.
       (3) Juveniles are checked visually by staff at least every fifteen (15) minutes.
       (4) If a juvenile is in room confinement or isolation longer than twenty-four (24) hours, at least every twenty-four (24) hours the facility administrator, or designee who was not involved in the incident, must review and determine the need for continued placement restriction.
       (5) If a juvenile is in room confinement or isolation longer than twenty-four (24) hours, the facility administrator or designee, in conjunction with a mental health, medical, or social service staff person will develop a plan outlining the behaviors and expectations required for release from room confinement, including a plan for the juvenile’s reintegration into the facility programs and services.
(6) Juveniles are visited at least once each day by staff from administration and from mental health, medical, or social services to continually assess the juvenile’s well-being and to re-assess the juvenile for a less-restrictive placement.

(7) A room confinement or isolation log is kept recording the following:
   (A) The name and title of the individual who authorized the confinement and the reason.
   (B) The name and title of persons visiting the juvenile.
   (C) Record of time checks.
   (D) The name and title of the person authorizing release of the juvenile from confinement.
   (E) The time of release.

(8) Juveniles placed in room confinement or isolation are afforded living conditions, programs, and services comparable to the general population, including the following services:
   (A) Education.
   (B) Recreation.
   (C) Mental health.
   (D) Medical services.

(9) Room confinement for juveniles previously identified as a suicide risk follows the observation guidelines contained in the facility suicide prevention plan.

(10) When the juvenile’s assigned sleeping room is used as the location for the room confinement, the juvenile is only allowed access to items authorized by the facility administrator or designee.

(d) When a juvenile is placed in confinement in excess of seventy-two (72) consecutive hours, the placing agency is notified.

210 IAC 8-6-4 Reward system for positive behavior

Sec. 4. Written policy, procedure, and practice provide for a system of rewarding the positive behavior of individual juveniles.

210 IAC 8-6-5 Facility rules and disciplinary regulations

Sec. 5. (a) Written policy, procedure, and practice provide that the facility rules and disciplinary regulations define:

(1) Major rule violations;
(2) Minor rule violations; and
(3) Sanctions.

(b) All rules and regulations pertaining to the juveniles are presented in one, or both, of the following ways:

(1) Conspicuously posted in the facility.
(2) Included in a handbook that is accessible to all:
   (A) Juveniles;
   (B) Parent(s) and guardian(s); and
   (C) Staff.
(c) Facility rules and disciplinary regulations are reviewed at least annually and updated, as necessary.

(d) Appropriate due process procedural safeguards are in place for major rule violations, to include the following:

1. A system of progressive discipline, which specifies prohibited acts and sanctions.
4. Time to prepare for hearing.
5. Assistance, as needed.
6. Timely hearing.
7. Opportunity to present evidence.
8. Fair unbiased decision.
9. Written notice of decision.

210 IAC 8-6-6  Facility handbook
Sec. 6. (a) Written policy, procedure, and practice provide that within twenty-four (24) hours of admission, facility staff provide juveniles access to a facility handbook and discuss the following:

1. Rules governing juvenile conduct.
2. Chargeable offenses.
3. The range of penalties.
4. Disciplinary procedures.
5. Grievance process.
6. Incentives for good behavior.

(b) Juveniles acknowledge awareness and understanding of the content of the handbook via signed and dated documentation.

(c) When a literacy or communication problem exists, a staff member assists the juvenile. Juveniles receive written orientation materials or a translation of the materials in their language if they do not understand English. Interpreters are available, as required, for communicating with the juvenile in a manner the juvenile can understand.

(d) The handbook is reviewed at least annually and updated as necessary.

210 IAC 8-6-7  Training on rules of juvenile conduct
Sec. 7. All personnel who work with juveniles receive sufficient training so that they are thoroughly familiar with the:

1. Rules of juvenile conduct;
2. Rationale for the rules; and

210 IAC 8-6-8  Minor juvenile misbehavior
Sec. 8. Written policy, procedure, and practice provide that there are written guidelines for informally resolving minor juvenile misbehavior.
210 IAC 8-6-9 Violation of criminal law
   Sec. 9. Written policy, procedure, and practice provide that when a juvenile allegedly
   commits an act covered by criminal law, the case is referred to the appropriate court or law
   enforcement officials for consideration for prosecution.

210 IAC 8-6-10 Withholding food for discipline
   Sec. 10. Written policy, procedure, and practice provide that food including snacks, is
   not withheld, nor is the established menu varied, as a disciplinary sanction.

210 IAC 8-6-11 Disciplinary report for major rule violation
   Sec. 11. (a) Written policy, procedure, and practice provide that staff prepare a
disciplinary report when there is a reasonable belief that a juvenile has committed a major rule
violation or reportable minor violation.
   (b) An appropriate investigation is begun within twenty-four (24) hours of the time the
violation is reported and is completed without unreasonable delay, unless there are exceptional
circumstances for delaying the investigation.

210 IAC 8-6-12 Due process
   Sec. 12. Written policy, procedure, and practice:
   (1) Provide that:
      (A) At the conclusion of an investigation into an alleged major rule
violation; or
      (B) Within twenty-four (24) hours of being charged with a major rule
violation;
   (2) A juvenile is:
      (A) Given a written copy of the alleged rule violation;
      (B) Advised of their right to request a due process or disciplinary hearing;
      (C) Advised of their right to request an impartial staff member(s) to be
present to advise them during the hearing process.

210 IAC 8-6-13 Major rule violation disciplinary hearing
   Sec. 13. (a) Written policy, procedure, and practice provide that juveniles charged with
major rule violations are scheduled for a due process or disciplinary hearing as soon as practical
but no later than seventy-two (72) hours, excluding weekends and holidays, after being charged
with a violation.
   (b) Juveniles are notified of the time and place of the hearing at least twenty-four (24)
hours in advance of the hearing.
   (c) A hearing may be held within twenty-four (24) hours with the juvenile’s written
consent.

210 IAC 8-6-14 Disciplinary committee
Sec. 14. (a) Written policy, procedure, and practice provide that an impartial person or panel of persons, referred to as the disciplinary committee, conducts disciplinary hearings on major rule violations.

(b) A record of the proceedings is made and maintained for at least six months.

210 IAC 8-6-15 Disciplinary hearing

Sec. 15. (a) Written policy, procedure, and practice provide that a juvenile charged with major rule violation is present at the due process or disciplinary hearing unless they waive that right in writing or through their behavior.

(b) Juveniles may be excluded during the testimony of any juvenile whose testimony must be given in confidence. The reasons for the juvenile’s absence or exclusion are documented.

210 IAC 8-6-16 Presenting evidence at disciplinary hearing

Sec. 16. Written policy, procedure, and practice provide that juveniles have an opportunity to make a statement and present documentary evidence at the due process or disciplinary hearing and can request witnesses on their behalf. The reasons for denying such a request are stated in writing.

210 IAC 8-6-17 Request impartial staff member to advise

Sec. 17. (a) Written policy, procedure, and practice provide an established process that allows juveniles to request an impartial staff member(s) to:

1. Advise them prior to requesting a due process or disciplinary hearing;
2. Represent them at the hearing; and
3. Question relevant witnesses.

(b) Staff representatives must be appointed when it is apparent that juveniles are not capable of effectively collecting and presenting evidence on their own behalf.

210 IAC 8-6-18 Disciplinary committee's decision

Sec. 18. Written policy, procedure, and practice provide that the disciplinary committee’s decisions are based solely on information obtained in the hearing process, including the following:

1. Staff reports.
2. Investigation findings.
3. Statements of the juvenile charged.
4. Evidence derived from witnesses and documents.

210 IAC 8-6-19 Disciplinary proceeding report in juvenile's file

Sec. 19. Written policy, procedure, and practice provide that a copy of the disciplinary proceedings and relevant document are kept in the juvenile’s file. If a juvenile is found not guilty of an alleged major rule violation, the disciplinary report is:

1. Removed from all of the juvenile's files; or
(2) In the event records must be kept as part of a facility data collection system, clearly marked “not guilty”.

210 IAC 8-6-20 Disciplinary process review
Sec. 20. Written policy, procedure, and practice provide for the review of all due process or disciplinary hearings and dispositions by the facility administrator or designee to assure conformity with policy and regulations within fourteen (14) days.

210 IAC 8-6-21 Right to appeal
Sec. 21. Written policy, procedure, and practice provide that juveniles are provided the right to appeal the disciplinary committee's decisions to the facility administrator or designee. Juveniles have up to ten (10) days of receipt of the decision to submit an appeal. The appeal is decided within ten (10) days of its receipt, and the juvenile is promptly notified in writing of the results. The appeal process should consider the following:
   (1) Whether there was substantial compliance with facility standards and procedures in handling the juvenile’s discipline.
   (2) Whether the disciplinary committee's decision was based on substantial evidence.
   (3) Whether the sanction imposed was proportionate to the circumstances of the rule violation.

210 IAC 8-6-24 Equal access to program
Sec. 24. There is equal access to programs and services for male and female juveniles.

210 IAC 8-6-25 Corporal or unusual punishment
Sec. 25. Written policy, procedure, and practice provide that juveniles are not subjected to the following:
   (1) Corporal or unusual punishment.
   (2) Humiliation.
   (3) Disease.
   (4) Property damage.
   (5) Mental or physical abuse or harassment.
   (6) Personal injury.
   (7) Punitive interference with the following daily functions of living:
       (A) Eating.
       (B) Sleeping.
       (C) Education.
       (D) Family contact, as long as security is not compromised.

210 IAC 8-6-27 Grievance process
Sec. 27. (a) Written policy, procedure, and practice provide that a grievance process with at least one level of appeal is made available to all juveniles. The grievance process is:
   (1) Conspicuously posted in the facility; or
(2) Included in a handbook that is accessible to all:
   (A) Juveniles;
   (B) Parents or guardians; and
   (C) Staff; or

(3) Both.

(b) The grievance process is evaluated at least annually to determine its efficiency and effectiveness and is updated as necessary.
Attachment 9

A complete job description for the Director of Education has not been developed. Given that CORE Academy will operate in juvenile detention facilities, the Youth Law T.E.A.M. of Indiana, thought it prudent to identify initial potential pilot sites prior to identifying specific job requirements for the Director of Education. CORE Academy will be operating in a very unique educational environment and the Director of Education will need a unique skill set that can only be developed with the input and guidance of the potential initial sites. Potential initial sites were just confirmed as of September 19, 2014.

Initial meetings and conversations with the initial sites will begin immediately and will be ongoing during the application process with the specific purpose of identifying the key requirements needed and job description for the Director of Education.

Hiring the Director of Education is priority number one upon our notification of the granting of a charter to CORE Academy.
ARTICLES OF INCORPORATION
OF YOUTH LAW T.E.A.M. OF INDIANA, INC.

ARTICLE I
Name and Type of Corporation

The name of the corporation is Youth Law T.E.A.M. of Indiana, Inc. (hereinafter referred to as the “Foundation”). The Foundation is a public benefit corporation existing pursuant to the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the “Act”).

ARTICLE II
Purposes and Powers

Section 2.1. Purposes. The Foundation is formed to:

(a) Benefit the children of Indiana;

(b) Provide assistance and education to interested parties in the juvenile justice system, including parents, youth, judges, attorneys, educators, law enforcement officers, probation officers, DCS caseworkers, foster parents, mentors, CASA/GAL’s, detention center and treatment facility staff and others.

(c) Prompt systemic change in legal issues impacting youth within the juvenile justice, education and child welfare systems through the following four service areas: Technical assistance; Education and training; Advocacy of “Best Practice and Policy Recommendations”; Monitoring for compliance with state and federal laws, rules and regulations.

Section 2.2. Nonprofit Purposes.

(a) The Foundation is organized to operate exclusively for the charitable purposes established in this Article II. Contributions received by the Foundation will either be used directly to satisfy these purposes or will be invested with the income generated therefrom used to carry out the Foundation’s charitable purposes.

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

(c) Notwithstanding any other provision of these Articles of Incorporation, the Foundation shall not carry on any other activities not permitted to be carried on:
(i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), or corresponding provisions of any subsequent Federal Tax laws, or

(ii) By a corporation, contributions to which are deductible under Section 170(c)(1) or (2) or Section 2522(a)(1) or (2) of the Code, or corresponding provisions of any subsequent Federal tax laws.

Section 2.3. Powers. Subject to any limitation or restriction imposed by the Act, any other law, or any other provision of these Articles of Incorporation, the Foundation shall have the power:

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

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

Section 2.4. Limitation Upon Dissolution. Upon the dissolution of the Foundation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Foundation, dispose of all assets of the Foundation exclusively for the purposes of the Foundation in such a manner, or to such organization(s) organized and operated exclusively for charitable, educational or scientific purposes as shall at the time qualify as an exempt organization(s) under Code Section 501(c)(3), or corresponding provisions of any subsequent federal tax law, as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III
Period of Existence

The period during which the Foundation shall continue is perpetual.

ARTICLE IV
Registered Agent and Registered Office

The name and address of the Registered Agent and Registered Office are: Laurie Elliott, 333 N. Pennsylvania Street, Suite 500, Indianapolis, IN 46204.
ARTICLE V  
Membership

Section 5.1. Classes. The Foundation shall have voting members and nonvoting members as specified from time to time in the Code of By-Laws of the Foundation.

Section 5.2. Voting Rights of Members. Every voting member in good standing shall have the right at every members’ meeting to one and only one vote, exercisable in person or by proxy, for each dues-paying entity on the books of the Foundation on all matters coming before the meeting, including the election of officers. Except as otherwise provided by law, supporting members shall not have the right to vote on any matter submitted to the membership for a vote.

ARTICLE VI  
Directors

Section 6.1. Number of Directors. The number of Directors of the Foundation and their election shall be fixed by the Code of By-Laws of the Foundation, but in no event shall the number be more than seven (7) or less than three (3).

Section 6.2. Names and Post Office Addresses of the Directors. The names and post office addresses of the current Board of Directors are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address, State, Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurie Elliott</td>
<td>5663 Pinto Circle, Indianapolis, IN 46228</td>
</tr>
<tr>
<td>Gael Depper</td>
<td>9112 Behner Brook Drive, Indianapolis, IN 46250</td>
</tr>
<tr>
<td>Michelle Tennes</td>
<td>809 Culpeper Court, Indianapolis, IN 46227</td>
</tr>
</tbody>
</table>

Section 6.3. Terms of Directors. Directors of the Foundation shall be elected for such terms as may be fixed by the Code of By-Laws of the Foundation and shall, if the By-Laws shall so provide, be divided into as many groups whose terms of office expire at different times as the By-Laws shall provide.

Section 6.4. Removal of Directors. Any or all members of the Board of Directors of the Foundation may be removed at any time with or without cause by a vote of the majority of all the members of the Board of Directors held during any meeting of the Board of Directors called expressly for that purpose.

ARTICLE VII  
Incorporator

Section 7.1. Name and Post Office Address. The name and post office address of the incorporator of the Corporation is Laurie Elliott, 5663 Pinto Circle, Indianapolis, IN 46228.
ARTICLE VIII
Provisions for the Regulation and
Conduct of the Affairs of the Foundation

Other provisions, consistent with the laws of this state, for the regulation and conduct of the affairs of the Foundation, and creating, defining, limiting or regulating the powers of the Foundation, Members or the Directors are as follows:

Section 8.1. Indemnification.

(a) The Foundation shall indemnify any person as of right who is or was a member, director, officer, employee, or agent of this Foundation, or is or was serving as a member, director, officer, employee, or agent of another corporation, partnership, or other enterprise at the request of the Foundation, against expenses (including attorneys’ fees), judgments, fines, penalties, and amounts paid in settlement reasonably incurred by such person, to the fullest extent now or hereafter permitted by law, in connection with or resulting from any claim, action, suit, or proceeding (whether actual or threatened, civil, criminal, administrative, or investigative, or in connection with an appeal relating thereto), in which such person may be involved as a party or otherwise by reason of being or having been a member, director, officer, employee, or agent of the Foundation or of such other organization; provided, such person acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Foundation, and, with respect to any criminal action or proceeding, in a manner which he had no reasonable cause to believe was unlawful. The termination of any claim, action, suit or proceeding by judgment, order, settlement (whether with or without court approval), conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in, or not opposed to, the best interests of the Foundation, and, with respect to any criminal action, suit, or proceeding, in a manner which he had reasonable cause to believe was unlawful.

(b) Any member, director, officer or employee of the Foundation who has been successful as a party on the merits or otherwise in his defense of any claim, action, suit, or proceeding referred to in the first sentence of Section 7.1(a) shall be indemnified as of right against expenses (including attorneys’ fees) reasonably incurred by him in connection therewith (except to the extent covered by insurance).

(c) Except as provided in Section 7.1(b) above, any indemnification under Section 7.1(a) shall be made by the Foundation only upon a determination that indemnification of the particular member, director, officer, employee, or agent is proper in the circumstances because such person has met the applicable standards of conduct set forth in Section 7.1(a). Such determination shall be made (i) by the Board of Directors of the Foundation by a majority vote of a quorum consisting of members of the Board of Directors who were not parties to such claim, action, suit, or proceeding, or (ii) if such a quorum is not obtainable or if so directed by a majority vote of a quorum consisting of members of the Board of Directors who were not parties to such claim, action, suit, or proceeding, by independent legal counsel (who may be regular counsel of the Foundation or other disinterested
person(s), such counsel or person(s) being hereafter called the “referee”) in a written opinion. The
person claiming indemnification shall, if requested, appear before the referee and answer questions
which the referee deems relevant and shall be given ample opportunity to present to the referee
evidence upon which he relies for indemnification. The Foundation shall, at the request of the
referee, make available facts, opinions or other evidence in any way relevant to the referee’s findings
which are within the possession or control of the Foundation.

(d) The indemnification provided by this Section 7.1 shall not be deemed exclusive of
any other rights to which a member, director, officer, employee, or agent may be entitled under any
by-law, resolution, agreement, or otherwise, and shall continue as to a person who has ceased to be a
member, director, officer, employee, or agent of the Foundation, and shall inure to the benefit of the
heirs, executors and administrators of such a person. The indemnification provided by this Section
7.1 shall be applicable to claims, actions, suits, or proceedings made or commenced after the
adoption hereof, arising from acts or omissions to act occurring whether before or after the adoption
hereof.

(e) This Foundation shall have the power to purchase and maintain insurance on behalf of
any person who is or was a member, director, officer, employee or agent of the Foundation, or who is
or was serving at the request of the Foundation as a member, director, officer, employee or agent of
another corporation, partnership, joint venture, trust or other enterprise against any liability asserted
against such person and incurred by him in any such capacity, or arising out of his status as such,
whether or not the Foundation would have the power to indemnify him against such liability under
the provisions of this Section 7.1, together with expenses actually and reasonably incurred by him in
connection with his defense thereof; provided that when and to the extent that the Foundation has
purchased and maintained such insurance, it shall have no duty under this Section 7.1 to indemnify
any such person to the extent such liability is covered by such insurance.

Section 8.2. Restriction Upon Acceptance of Gifts. No gifts or other contributions to the
Foundation shall be accepted by the Foundation if the use or expenditure of such gift or other
contribution is subject to any condition which is inconsistent with the purposes of the Foundation as
stated herein.

Section 8.3. Interest of Directors in Contracts. Any contract or other transaction between the
Foundation and one or more of its Directors, or between the Foundation and any firm of which one
or more of its Directors are members or employees, or in which they are interested, or between the
Foundation and any corporation or association of which one or more of its Directors are
shareholders, members, directors or employees, or in which they are interested, shall be valid for all
purposes, notwithstanding the presence of such Director or Directors at the meeting of the Board of
Directors of the Foundation which acts upon or in reference to such contract or transaction, and
notwithstanding such Director’s participation in such action, if the fact of such interest shall be
disclosed or known to the Board of Directors and the Board of Directors shall, nevertheless,
authorize, approve and ratify such contract or transaction by a vote of a majority of the Directors
present, such interested Director or Directors to be counted in determining whether a quorum is
present, but not to be counted in calculating the majority of such quorum necessary to carry such
vote; provided, however, that such contract or transaction shall be at arm’s length and not violative
of the proscriptions of these Articles against the Foundation’s use or application of its funds for private benefit.

Section 8.4. Net Earnings. No part of the net earnings of the Foundation shall inure to the benefit of, or be distributed to, its directors, officers, or other private individuals.

Section 8.5. Private Foundation. If at any time it is determined by the Internal Revenue Service that the Foundation is a private foundation within the meaning of Code Section 509(a) (or the corresponding provision of any future United States revenue law), the Foundation shall also be subject to the requirements set forth below in this Section.

(a) Distribution of Income. The Foundation shall distribute its income each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Code Section 4942, or corresponding provisions of any subsequent federal tax law.

(b) Self-Dealing. The Foundation shall not engage in any act of self-dealing as defined in Code Section 4941(d), or corresponding provisions of any subsequent federal tax law.

(c) Excess Business Holdings. The Foundation shall not retain any excess business holdings as defined in Code Section 4943(c), or corresponding provisions of any subsequent federal tax laws.

(d) Investments Jeopardizing Charitable Purpose. The Foundation shall not make any investments in such manner as to subject it to tax under Code Section 4944, or corresponding provisions of any subsequent federal tax laws.

(e) Taxable Expenditures. The Foundation shall not make any taxable expenditures as defined in Code Section 4945(d), or corresponding provisions of any subsequent federal tax law.

Section 8.6. Articles of Incorporation. The Foundation reserves to the Board of Directors of the Foundation the right to amend, alter, change or repeal any provisions contained in the Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, nevertheless, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying this Foundation as an exempt organization under the provisions of Section 501(c)(3) of the Code, or such equivalent provision as may hereafter exist from time to time.

Section 8.7. By-Laws. The Board of Directors of the Foundation shall have the power to adopt and amend the By-Laws of the Foundation, which may contain other provisions consistent with the laws of the State of Indiana, for the regulation and management of the affairs of the Foundation.

Section 8.8. Not-for-Profit Status. Notwithstanding any contrary provisions contained herein, the Board of Directors shall not have the power or authority to do any act that will prevent the
Foundation from being an organization described in Code Section 501(c)(3) or corresponding provisions of any subsequent federal tax laws.

IN WITNESS WHEREOF, the undersigned person has executed these Articles of Incorporation this twelfth (12th) day of May, 2008.

[Laurie Elliott's signature]

Laurie Elliott, **Incorporator**
State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION
of
YOUTH LAW T.E.A.M. OF INDIANA, INC.

I, TODD ROKITA, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic 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 Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, May 22, 2008.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, May 22, 2008.

[Signature]

TODD ROKITA,
SECRETARY OF STATE

2008052300530 / 20080523332338
Employer Identification Number: 26-2689128
DIN: 17053274376048
Contact Person: DONNA ELLIOT-MOORE ID# 50304
Contact Telephone Number: (877) 829-5500
Accounting Period Ending: December 31
Public Charity Status: 509(a)(2)
Form 990 Required: Yes
Effective Date of Exemption: May 21, 2008
Contribution Deductibility: Yes
Addendum Applies: No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.
We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC
Indiana Department of Revenue
General Sales Tax Exemption Certificate

Indiana registered retail merchants and businesses located outside Indiana may use this certificate. The claimed exemption must be allowed by Indiana code. Exemption statutes of other states are not valid for purchases from Indiana vendors. This exemption certificate cannot be issued for the purchase of Utilities, Vehicles, Watercraft, or Aircraft. Purchaser must be registered with the Department of Revenue or the appropriate taxing authority of the purchaser's state of residence.

Sales tax must be charged unless all information in each section is fully completed by the purchaser. Purchasers not able to provide all required information must pay the tax and may file a claim for refund (Form GA-110L) directly with the Department of Revenue.

Name of Purchaser: Youth Law T.E.A.M. of Indiana Incorporated

Business Address: 620 N Pennsylvania St, Ste 560

City: Indianapolis

State: IN

Zip: 46204

Purchaser must provide minimum of one ID number below.*

Provide your Indiana Registered Retail Merchant's Certificate

TID and LOC Number as shown on your Certificate: 013382019 - 001

If not registered with the Indiana DOR, provide your State Tax ID Number from another State. State ID# is blank for the purposes of this certificate.

*See instructions on the reverse side if you do not have either number.

Is this a ☐ blanket purchase exemption request or a ☐ single purchase exemption request? (check one)

Description of items to be purchased:

Purchaser must indicate the type of exemption being claimed for this purchase. (check one or explain)

☐ Sales to a retailer, wholesaler, or manufacturer for resale only.

☐ Sale of manufacturing machinery, tools, and equipment to be used directly in direct production.

☐ Sales to nonprofit organizations claiming exemption pursuant to Sales Tax Information Bulletin #10. (May not be used for personal hotel rooms and meals.)

☐ Sales of tangible personal property predominately used (greater then 50 percent) in providing public transportation - provide USDOT#. A person or corporation who is hauling under someone else's motor carrier authority; or has a contract as a school bus operator, must provide their SS# or PIF# in lieu of a State ID# in Section #1. USDOT#

☐ Sales to persons, occupationally engaged as farmers, to be used directly in production of agricultural products for sale. Note: A farmer not possessing a State Business License# may enter a PIF# or a SS# in lieu of a State ID# in Section #1.

☐ Sales to a contractor for exempt projects (such as public schools, government, or nonprofits).

☐ Sales to Indiana Governmental Units (agencies, cities, towns, municipalities, public schools, and state universities).

☐ Sales to the United States Federal Government - show agency name. Note: A U.S. Government agency should enter its Federal Identification Number (FID#) in Section #1 in lieu of a State ID#.

☐ Other - explain.

I hereby certify under the penalties of perjury that the property purchased by the use of this exemption certificate is to be used for an exempt purpose pursuant to the State Gross Retail Sales Tax Act, Indiana Code 6-2.5, and the item purchased is not a utility, vehicle, watercraft, or aircraft.

I confirm my understanding that misuse, (either negligent or intentional), and/or fraudulent use of this certificate may subject both me personally and/or the business entity I represent to the imposition of tax, interest, and civil and/or criminal penalties.

Signature of Purchaser: ____________________________ Date: June 22, 2009

Printed Name: Laurie Elliott

Title: Executive Director

The Indiana Department of Revenue may request verification of registration in another state if you are an out-of-state purchaser. Seller must keep this certificate on file to support exempt sales.
CODE OF BY-LAWS

OF

YOUTH LAW T.E.A.M. OF INDIANA, INC.

ARTICLE I

Identification

Section 1.1. Name. The name of the corporation shall be Youth Law T.E.A.M. of Indiana, Inc. (hereinafter referred to as the “Corporation”).

Section 1.2. Resident Agent and Registered Office. The name of the Registered Agent is Laurie Elliott, and the address of the Registered Office at which the Registered Agent may be reached is 333 N. Pennsylvania Street, Suite 500, Indianapolis, IN 46204. The location of the registered office of the Corporation or the designation of its Registered Agent, or both, may be changed at any time or from time to time when authorized by the Board of Directors by filing a notice of change with the Indiana Secretary of State on or before the day any such change is to take effect, or as soon as possible after the death of the Registered Agent or other unforeseen termination of the Registered Agent’s agency.

Section 1.3. Seal. The Corporation shall have no seal.

Section 1.4. Purposes. The Corporation is a public benefit corporation organized exclusively for the charitable purposes within the meaning of Section 501(c)(3) of the Internal Code of 1986, as the same may be amended from time to time, or the corresponding provisions of any future United States revenue law.

ARTICLE II

Board of Directors

Section 2.1. Composition and Duties. The business and affairs of the Corporation shall be managed by its Board of Directors. There shall be an initial Board of three (3) Directors of the Corporation. The number of Directors shall be prescribed from time to time by the By-Laws.

Section 2.2. Election and Terms of Office. The initial members of the Board of Directors shall serve until the first annual meeting of the Board, and until their respective successors are elected and qualified. The members of the Board of Directors shall thereafter be elected by the members of the Board of Directors at their annual meeting to serve for terms of one (1) year or until their respective successors are elected and qualified.
Section 2.3. Vacancies. Any vacancy on the Board of Directors may be filled by a majority vote of the remaining Directors. Any Director so elected or appointed shall hold office for the unexpired term of the vacancy.

Section 2.4. Resignation. Any Director may resign at any time. A resignation shall be made in writing to the Board of Directors and shall take effect at the time specified therein or, if no time is specified, at the time of its receipt by the Board. The acceptance of a resignation shall not be necessary to make it effective.

Section 2.5. Removal of Directors. Any or all members of the Board of Directors of the Corporation may be removed at any time with or without cause by a vote of majority of all of the directors then in office, at any meeting called expressly for that purpose.

Section 2.6. Annual Meetings. The annual meeting of the Board of Directors shall be held on the second Wednesday of the third month of each year, if such day is not a legal holiday, and if such day is a legal holiday, then on the next business day that is not a legal holiday. This meeting shall be held for the purposes of electing Directors and officers of the Corporation and for consideration of any other business that may be brought before the meeting. No notice shall be necessary for the holding of this annual meeting.

Section 2.7. Special Meetings. Special meetings of the Board of Directors may be held upon call of the President or of a majority of the members of the Board. The person or persons calling such meeting shall give or cause the Secretary of the Corporation to give written or oral notice of the meeting, specifying the time and place of the meeting to each Director, either in person, by telephone, by mailing, by messenger, by facsimile transmission, or by telegram, at least three (3) days in advance of the meeting. The notice of such meeting shall state the purpose for which the meeting is to be called. No business shall be transacted at a special meeting except as stated in the notice.

Section 2.8. Participation in Meetings. Any or all Directors may participate in a meeting of the Board or committee of the Board by any means of communication by which all Directors participating may simultaneously hear each other during the meeting. A Director participating in a meeting by this means is deemed to be present in person at the meeting.

Section 2.9. Waiver of Notice. A Director’s attendance at or participation in a meeting waives any required notice to the Director of the meeting unless the Director at the beginning of the meeting objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting. A Director may waive notice of the meeting either before or after the date and time stated in the notice, which waiver must be in writing and signed by the Director entitled to the notice.

Section 2.10. Quorum. The presence of a majority of the Directors shall be necessary to constitute a quorum for the transaction of any business, and the act of the majority of the Directors present and voting at any meeting at which a quorum is present shall be the act of the Board of Directors except as may be otherwise specifically provided by statute or these By-Laws.
Section 2.11. **Action Without Meeting.** Any action which may be taken at a meeting of the Board of Directors may be taken without a meeting if, prior to such action, written consents setting forth the action to be so taken shall be signed by all members of the Board of Directors and such written consents shall be filed with the minutes of the proceedings of the Corporation.

Section 2.12. **Compensation.** The Directors shall not receive any compensation for acting in such capacity but may be reimbursed by the Corporation for their reasonable expenses and disbursements on behalf of the Corporation.

Section 2.14. **Members.** Even though there are members of the Board of Directors of the Corporation, the Corporation shall otherwise have no members.

**ARTICLE III**

**Committees**

The Board of Directors may appoint such standing and special committees as it may from time to time deem necessary or desirable. The Board of Directors shall specify the function or functions of any such committee, the number of the members thereof and their terms of office (if fixed). Subject to the authority of the Board of Directors, such committees may consider and investigate such matters, and perform such acts and responsibilities, as may be referred or delegated to them by the Board of Directors.

**ARTICLE IV**

**Officers**

Section 4.1. **Election.** At its annual meeting, the Board of Directors shall elect a President and such assistants and other officers as it may decide upon, for a term of one year. If the annual meeting of the Board of Directors is not held at the time designated in these By-Laws, such failure shall not cause any defect in the corporate existence of the Corporation, but the officers for the time being shall hold over until their successors are chosen and qualified, unless sooner removed as provided for by applicable law.

Section 4.2. **Removal.** Any officer may be removed from office, with or without cause, by the vote of a majority of the Directors present and voting at a meeting of the Board of Directors called expressly for that purpose.

Section 4.3. **Vacancies.** A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the term.
Section 4.4. President. The President shall be the chief executive officer of the Corporation and shall possess and exercise general executive and supervisory authority over the Corporation's affairs and its employees and other officers and shall preside at all meetings of the Board of Directors. The President shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 4.5. Vice President. The Vice President shall perform all duties incumbent upon the President during the absence or disability of the President, and perform such other duties as the By-Laws may require or the Board of Directors may prescribe.

Section 4.6. Secretary. The Secretary's duties shall include the following: (i) attending all meetings of the members of the Board of Directors and keeping, or causing to be kept, in a book provided for that purpose, a true and complete record of the proceedings of such meetings, and performing a like duty for all standing committees appointed by the Board of Directors, when required; (ii) giving all notices of the Corporation required to be served in accordance with the provisions of these By-Laws or as required by law; (iii) keeping a list of the members of the Corporation and their respective post office addresses; (iv) acting as the legal custodian of the corporate records of the Corporation; and, (v) in general, performing all duties incident to the office of Secretary.

Section 4.7. Treasurer. The Treasurer's duties shall include the following: (i) keeping correct and complete records of account which show at all times the actual financial condition of the Corporation; (ii) serving as the legal custodian of all monies, notes, securities and other valuables which may from time to time come into the possession of the Corporation; (iii) providing a statement of the financial condition of the Corporation at the regular meeting of the members of the Corporation; (iv) preparing and timely filing on behalf of the Corporation such reports and returns as may be required from time to time to maintain the Corporation in good standing under the laws of the State of Indiana; and (v) preparing and timely filing on behalf of the Corporation any annual federal or state income tax returns required to be filed by the Corporation and such other reports and returns as may be required from time to time to establish and maintain the exempt status of the Corporation for purposes of federal and state income taxation.

Section 4.8. Assistant Officers. Such assistant officers, as the Board of Directors shall from time to time designate and elect, shall have such powers and duties as the officers whom they are elected to assist shall specify and delegate to them and such other powers and duties as this Code of By-Laws or the Board of Directors may prescribe. An Assistant Secretary may, in the event of the absence or disability of the Secretary, attest to the execution by the Corporation of all documents.

Section 4.9. Delegation of Authority. In case of the absence of any officer of the Corporation, or for any other reason that the Board may deem sufficient, the Board may delegate the powers or duties of such officer to any other officer or to any Director, for the time being, provided a majority of the entire Board consents therein.
ARTICLE V

Miscellaneous

Section 5.1. Execution of Contracts and Other Documents. All contracts and agreements entered into by the Corporation and in the conduct of the ordinary course of business of the Corporation, unless otherwise required by law, shall be executed by any officer of the Corporation, singly, as the Board of Directors authorizes. Any one of the documents heretofore mentioned in this section for use outside of the ordinary course of business of the Corporation, or any deeds, mortgages, notes or bonds of the Corporation, shall be executed by any two (2) officers of the Corporation, jointly, as the Board of Directors authorizes.

Section 5.2. Execution of Checks, Drafts and Other Orders for Payment. All checks, drafts or other orders for payment of money by the Corporation shall be signed by the Secretary, or by such person or persons as the Board of Directors may from time to time so designate.

Section 5.3. Fiscal Year. The fiscal year of the Corporation shall be from January 1 to December 31.

Section 5.4. Deposits. All monies of the Corporation shall be deposited in the name of the Corporation under such conditions and at such financial institution or financial institutions as shall be determined by the Board of Directors.

Section 5.5. Amendment. The power to make, alter, amend or repeal this Code of By-Laws of the Corporation providing for the internal regulation and conduct of the affairs of the Corporation shall be vested in the Board of Directors. This Code of By-Laws may be amended by an affirmative vote of a majority of the Board of Directors of the Corporation present and voting at a duly scheduled meeting.

1126402v1
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.

<table>
<thead>
<tr>
<th>Signature</th>
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<tbody>
<tr>
<td>I, the undersigned, do hereby agree to the assurances contained above.</td>
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<thead>
<tr>
<th>Signature of Charter School Organizer Authorized Representative</th>
<th>Date</th>
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<tr>
<td>Jarvis Elliott</td>
<td>9-23-14</td>
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Attachment 14
Board Member Information Sheet

Name: _______ Laurie Elliott _________

Place of Employment: _______ Youth Law T.E.A.M. of Indiana _________

Position: _______ Executive Director _________

Years of Employment: ____ 9 years _______

Biography:

Laurie Elliott has served as Executive Director of the Youth Law T.E.A.M. of Indiana, Inc. (YLT) since its inception in 2005. YLT serves as Indiana’s Juvenile Justice and Delinquency Prevention Act Compliance Monitor and assists the Indiana Department of Correction with the development of new Juvenile Detention Facility Standards and other Conditions of Confinement issues. YLT also serves on the Indiana JDAI state team and manages the statewide Mental Health Screening, Assessment and Treatment Project and the Indiana Juvenile Detention Training Project. Prior to establishing the Youth Law T.E.A.M., Laurie served as director of legal services with the Indiana Juvenile Justice Task Force for 14 years. She is a member of the ISBA Civil Rights of Children Committee and the Indiana Juvenile Detention Association. Ms. Elliott is a certified juvenile PREA auditor.

Resume is in attachment 1.

Signature

Date
Charter School Board Member Information Form
(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background
1. Name of charter school on whose Board of Directors you intend to serve: 
   CORE Academy
2. Full name: Loretta Elliott
   Home Address: 5623 Pinto Cir, Indianapolis, IN 46228
   Business Name and Address: Youth Law T.E.A.M. of Indiana, Inc.
   445 N Pennsylvania St. Suite 520
   Indianapolis IN 46204
   Telephone No.: (317) 417-3949
   E-mail address: lriet@youthlawteam.org
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 President, Youth Law T.E.A.M. of Indiana
5. Why do you wish to serve on the board of the proposed charter school?
   CORE Academy is a mechanism by which defined youth will be able to maintain
   growth academically, progress, addressing a great need.
6. What is your understanding of the appropriate role of a public charter school board
   member? Develop policy and provide governance to the school.
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.
   Have been board member of several nonprofits.
8. Describe the specific knowledge and experience that you would bring to the board.
   25 years juvenile justice system reform including efforts to address education in detention setting
School Mission and Program
1. What is your understanding of the school's mission and guiding beliefs? To provide an opportunity for disadvantaged youth to maintain current educational progress or address deficiencies.
2. What is your understanding of the school's proposed educational program? Students currently enrolled in a school will maintain their curriculum; others will engage in a virtual learning approach.
3. What do you believe to be the characteristics of a successful school? They need educational support.
4. How will you know that the school is succeeding (or not) in its mission? By how many kids get credits and by how many remain educationally engaged after refused.

Governance
1. Describe the role that the board will play in the school's operation. The Bd. will select the Educational Director; provide expertise and guidance in making the school sustainable.
2. How will you know if the school is successful at the end of the first year of operation? See Above.
3. How will you know at the end of four years if the school is successful? See Above.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Work with participating communities in dealing with their local public schools.
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? Bring it to the attention of the president.

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. 
   - Yes
   - No

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. 
   - Yes
   - No

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. 
   - Yes
   - No

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. 
   - Yes
   - No
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, [Name], 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 [Charter School Name] is true and correct in every respect.

[Signature]  
[Date]

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YOUTH LAW T.E.A.M. OF INDIANA, INC.
CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect the interests of this tax-exempt organization, Youth Law T.E.A.M. of Indiana, Inc. ("Organization") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement, but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

   a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

   b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

   c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.
Article III
Procedures

1. Duty to Disclose

In connection any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote the disinterested directors whether the transaction or arrangement is in the Organization’s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
b. If, after hearing the member’s response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the person who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board’s or committee’s decision as to whether a conflict of interest in fact existed.

b. The names of the person who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V
Compensation

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member’s compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member’s compensation.

3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,
c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

**Article VII**

**Periodic Review**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic review shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm’s length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization’s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**Article VIII**

**Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.
Part V. Compensation and Other Financial Arrangements With Officers, Directors, Trustees, Employees, and Independent Contractors

Line 3a. For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

Laurie Elliott, President and CEO. Laurie Elliott is an attorney with over 20 years experience in children’s legal issues. She will serve as the full-time Executive Director and average number of hours worked is 40/week. Duties performed include general and executive and supervisory authority over the Corporation’s affairs and it employees and other officers and shall preside at all meetings of the Board of Directors.

Gael Deppert, JD., Vice President. Gael Deppert is an attorney with over 20 years experience in children’s legal issues. She will perform all duties incumbent upon the President during the absence or disability of the President, and perform such other duties as the Board of Directors may prescribe. She will be a volunteer Director and will not have a staff position with the agency.

Michelle Tennell, Secretary/Treasurer. Michelle Tennell has over 13 years experience in non-profit management and administration, as well as over 10 years experience in the juvenile justice field. She will perform all duties of the Secretary/Treasurer as outlined in the Code of By-Laws. Additionally she will be a full-time staff person working an average of 40 hours/week performing programmatic duties as assigned by the Executive Director.

Amy Karozos, J.D., Staff Attorney. Amy Karozos is an attorney with over 20 years experience in children’s legal issues. She will be a full-time staff attorney performing programmatic duties as assigned by the Executive Director.
### CORE Academy Staff Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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</thead>
<tbody>
<tr>
<td>Educational Director</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Regional Supervisors of Education</td>
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<td>1</td>
<td>2</td>
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<td>Director of Special Education</td>
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<td>1</td>
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<td>Add'l School Leadership Position 2 [specify] Financial Officer</td>
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<td>Add'l School Leadership Position 3 [specify]</td>
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<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
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<tr>
<td>Classroom Teachers (Specials)</td>
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<td></td>
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<td>Student Support Position 1 [specify: e.g., Social Worker]</td>
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<tr>
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<td>Teacher Aides and Assistants</td>
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<td>School Operations Support Staff</td>
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<td>2</td>
<td>2</td>
<td>3</td>
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<tr>
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<td><strong>10</strong></td>
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<td><strong>30</strong></td>
<td><strong>38</strong></td>
<td><strong>48</strong></td>
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</tr>
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</table>
September 22, 2014

Office of Charter Schools
Ball State University
Teachers College (TC), Room 912
Muncie, IN 47306

To Whom It May Concern:

Please accept this correspondence to acknowledge our interest in exploring a Charter School for the Lake County Juvenile Center. We currently collaborate with the Merrillville School District.

Please let us know if you have any questions.

Sincerely,

[Signature]

Thomas P. Stefaniak, Jr
Judge
LA PORTE CIRCUIT COURT

THOMAS J. ALEVIZOS
JUDGE

NANCY L. GETTINGER
MAGISTRATE

W. JONATHAN FORKER
MAGISTRATE

ROBERTA HARTZ
COURT ADMINISTRATOR

813 LINCOLNWAY, SUITE 303
LA PORTE, INDIANA 46350
(219) 326-6808 ext. 2228
FAX (219) 324-0147
lpcircuir@laportecounty.org

CHRISTINE B. NICHOLS
CHIEF OF STAFF
SYLVIA PAPINEAU
STENOGRAPHER

September 23, 2014

BALL STATE UNIVERSITY
Office of Charter Schools

To Whom It May Concern:

Please accept this letter of support on behalf of the Youth Law T.E.A.M. of Indiana, Inc., which is submitting a charter school proposal to address the educational needs of juveniles in secure juvenile detention facilities in Indiana.

I believe that a charter school is an excellent mechanism to systematically and comprehensively assess and address the educational needs of a currently under served population. I am willing to not only support, but to also assist in the development of this charter school. After the planning and development process is complete, I am committed to evaluating its potential for implementation in my jurisdiction.

I am available to answer any questions you may have about my support of this collaboration or my vision of how this unique charter school can improve student achievement.

Sincerely,

[Signature]

Thomas Alevizos
Judge

TA/cbn
<table>
<thead>
<tr>
<th>Task</th>
<th>By Whom</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit Board Members</td>
<td>YLT Executive Director/Applicant Team</td>
<td>December 31, 2014</td>
</tr>
<tr>
<td>Apply for D.O.E. Charter School Planning Grant</td>
<td>YLT Executive Director</td>
<td>January 31, 2015</td>
</tr>
<tr>
<td>Recruit Education Director</td>
<td>YLT Executive Director/Core Advisory Board</td>
<td>March 31, 2015</td>
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<tr>
<td>Identify Virtual Learning Programs</td>
<td>Educational Director</td>
<td>December 31, 2015</td>
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<tr>
<td>Recruit Staff</td>
<td>Educational Director</td>
<td>December 31, 2015</td>
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<tr>
<td>Identify/Develop Assessment Tools</td>
<td>Educational Director</td>
<td>March 31, 2016</td>
</tr>
<tr>
<td>Professional Development Plan</td>
<td>Educational Director</td>
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<tr>
<td>Recruit Substitutes</td>
<td>Educational Director</td>
<td>March 31, 2016</td>
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<tr>
<td>Purchase Equipment, Materials, and Supplies</td>
<td>Educational Director</td>
<td>March 31, 2016</td>
</tr>
<tr>
<td>Orientation/Training for Staff and Substitutes in each CORE Academy on Detention Policies and Procedures</td>
<td>Participating Facility Staff</td>
<td>March 31, 2016</td>
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<tr>
<td>Training on CORE Academy Curriculum and Procedures</td>
<td>Educational Director</td>
<td>July 31, 2016</td>
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<tr>
<td>Training on CORE Academy Curriculum and Service Delivery Methods</td>
<td>Educational Director</td>
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<tr>
<td>First Day of School</td>
<td>All CORE Academy Staff</td>
<td>August, 2016</td>
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ATTACHMENT 23

INSURANCE COVERAGE

Youth Law T.E.A.M. will evaluate current insurance coverage and will update and supplement as needed to sufficiently cover CORE Academy operations. Youth Law T.E.A.M. insurance coverage currently includes worker’s compensation, property, professional liability, and general liability.
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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<td>1</td>
<td>Attachment 24</td>
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<td>4</td>
<td>Projected Enrollment</td>
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<tr>
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<td>Income</td>
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<td>6</td>
<td>Charter School Implementation Grant</td>
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<td>16</td>
<td>Director</td>
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<td>27</td>
<td>Per Diem</td>
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<td>30</td>
<td>YLT General Admin and Overhead</td>
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<tr>
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<td>Total Expenses</td>
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<td>32</td>
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<tr>
<td>Revenue</td>
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<td>$ 7,750.00</td>
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<td>$ 7,750.00</td>
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<td>$ 7,750.00</td>
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</tr>
<tr>
<td>Total Expenses</td>
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<td>$ 7,750.00</td>
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<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

Note: The table represents the financial data for a budget period. Each entry shows the revenue, expenses, and total income for each month and over the entire period. The data is presented in thousands of dollars.
Attachment 25

Budget Assumptions

In creating a preliminary budget for CORE Academy identified three initial detention centers for participation in the charter school...Lake, LaPorte, and Porter counties. The projected enrollment is based on the average daily population of these facilities. For subsequent year, we projected adding 2-3 facilities per year, prioritizing facilities according to perceived need. Projected enrollment is based on the average daily population of these facilities. Since these communities have not been approached about the concept of CORE Academy, the projections are speculative.

Since CORE Academy will operate within participating juvenile detention facilities, facility acquisition and maintenance, as well as transportation and food costs are not included in this budget.

Revenue Projections

Revenue projections are based upon an analysis of other charter applications. Attempts were made to obtain more specific information from the Indiana Department of Education, but we were unable to do so prior to the application deadline.

ADM Count was based on $6,700/student. This was the amount used in the other charter school applications reviewed for this process.

State Special Education funding was based upon 30% of our enrolled students being identified a special education students. The funding level used in the projections was APC Level 2 ($2,265), which includes Emotional Disabilities and Specific Learning Disabilities, which we believe is how most of our potential special education students will be classified.

Title I funding is an estimate based upon other charter school applications of $400/student. The revenue projection is based upon double our projected enrollment. This figure is used since the count is conducted in a manner which all students served over a 30 day period (per a representative of IDOE). Since the average length of stay in for most youth in detention is less than 14 days, we assume the population will turn over at least once in a 30 day period of time.

We were not able to obtain information regarding eligibility for Title II and federal Special Education funding.

Currently, county funds are expended for educational programming in most, if not all, juvenile detention facilities. CORE Academy will seek to negotiate with participating counties to maintain some county funding should this funding be necessary. For revenue projections the amount of $1000 per student was utilized.
Expense Projections
Year 1 – Planning

An Educational Director will be hired at an annual salary of $75,000/year (with benefits calculated at 25%) in April, 2015. An Administrative Assistant will be hired at annual salary of $30,000/year (with benefits calculated at 25%) in April, 2016.

All other expenses are estimates.

The Youth Law T.E.A.M. will maintain 10% for administration and overhead.

2016 – 2017

CORE Academy will officially begin in August, 2016 in three juvenile detention facilities, potentially Lake, LaPorte and Porter counties. The average daily population of these three facilities is 80.

In addition to the Educational Director and Administrative Assistant, CORE Academy will start with three full-time teachers hired at an annual salary of $50,000 (with benefits calculated at 30% for budget purposes); three full-time teacher assistants hired at an annual salary of $30,000 (with benefits calculated at 30% for budget purposes); and two Community Liaisons hired at an annual salary of $36,000 (with benefits calculated at 30% for budget purposes).

Since CORE Academy will operate year round (with the exception of Christmas Day, Thanksgiving Day, Memorial Day, and Labor Day), a trained pool of substitutes will be maintained to cover vacation, holidays, sick/personal and professional development time for the teachers and assistants. Substitutes will provided for up to 37 days per employee at $75/day.

A key component of the CORE Academy service delivery model will be the availability of virtual learning opportunities. CORE Academy will maintain a tablet for all students. The budget was prepared using the projected enrollment number and a cost of $500.

The costs for software/licensing assumes the availability of concurrent licenses (meaning multiple students can use the same license). Thus, the budget was prepared based on 1 license for every 2 students at a cost of $600 (based upon information obtained from GradPoint). Additionally, CORE Academy intends to maintain a bank of single use licenses for transition purposes should a student have a need. The budget was prepared based on 1 license for every 4 students at a cost $125 (based upon information obtained from GradPoint).

All other expenses are estimates.

Youth Law T.E.A.M. of Indiana will maintain 10% for administration and overhead.
2017 – 2018

Budget assumes a projected enrollment of 140 students.

CORE Academy will maintain a ration of 1 teacher, 1 assistant, and 1 community liaison for every 30 students. Thus, the budget is based on 5 teachers, 5 assistants, and 5 community liaisons.

CORE Academy will maintain a tablet for every student, virtual learning license for every 2 students, and a bank of virtual learning licenses for transitional use at 1 license for every 4 students.

All other expenses are estimates.

Youth Law T.E.A.M. of Indiana will maintain 10% for administration and overhead.

2018 – 2019

Budget assumes a projected enrollment of 225 students.

Due to the increased enrollment and likely geographical spread of CORE Academy, CORE Academy will hire a Director of Special Education at an annual salary of $60,000 (with benefits calculated at 30% for budget purposes), a Financial Officer at an annual salary of $65,000 (with benefits calculated at 30% for budget purposes), and 2 Regional Supervisors of Education at an annual salary of $60,000 (with benefits calculated at 30% for budget purposes).

CORE Academy will maintain a ration of 1 teacher, 1 assistant, and 1 community liaison for every 30 students. Thus, the budget is based on 8 teachers, 8 assistants, and 8 community liaisons.

CORE Academy will maintain a tablet for every student, virtual learning license for every 2 students, and a bank of virtual learning licenses for transitional use at 1 license for every 4 students.

All other expenses are estimates.

It is assumed that CORE Academy will become its own nonprofit. Thus, no amount for administration and overhead is maintained by the Youth Law T.E.A.M. of Indiana.

2019 – 2020

Budget assumes an enrollment of 325 students.
CORE Academy will maintain a ration of 1 teacher, 1 assistant, and 1 community liaison for every 30 students. Thus, the budget is based on 11 teachers, 11 assistants, and 11 community liaisons.

CORE Academy will maintain a tablet for every student, virtual learning license for every 2 students, and a bank of virtual learning licenses for transitional use at 1 license for every 4 students.

All other expenses are estimates.

It is assumed that CORE Academy will become its own nonprofit. Thus, no amount for administration and overhead is maintained by the Youth Law T.E.A.M. of Indiana.

2020 – 2021

CORE Academy will maintain a ration of 1 teacher, 1 assistant, and 1 community liaison for every 30 students. Thus, the budget is based on 14 teachers, 14 assistants, and 14 community liaisons.

CORE Academy will maintain a tablet for every student, virtual learning license for every 2 students, and a bank of virtual learning licenses for transitional use at 1 license for every 4 students.

All other expenses are estimates.

It is assumed that CORE Academy will become its own nonprofit. Thus, no amount for administration and overhead is maintained by the Youth Law T.E.A.M. of Indiana.
(a) Youth Law T.E.A.M. has not been audited in the last three years due to the fact that the organization’s annual income is below the $500,000 federal requirement.

(b) Most recent internal financial statements are attached.
# Youth Law T.E.A.M. of Indiana, Inc.
## Balance Sheet
### As of December 31, 2013

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Dec 31, 13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
</tr>
<tr>
<td>Checking/Savings</td>
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</tr>
<tr>
<td>5/3 Checking</td>
<td>111,386.84</td>
</tr>
<tr>
<td>Total Checking/Savings</td>
<td>111,386.84</td>
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<tr>
<td>Accounts Receivable</td>
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<tr>
<td>Accounts Receivable</td>
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<tr>
<td>Total Accounts Receivable</td>
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<tr>
<td>Total Current Assets</td>
<td>105,873.32</td>
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<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>105,873.32</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES &amp; EQUITY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td></td>
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<tr>
<td>Other Current Liabilities</td>
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<td>A/P Adjustments</td>
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<tr>
<td>Payroll Liabilities</td>
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<tr>
<td>Total Current Liabilities</td>
<td>4,228.30</td>
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<tr>
<td>Long Term Liabilities</td>
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<td>5/3 Line of Credit</td>
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<tr>
<td>Total Long Term Liabilities</td>
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<td>Total Liabilities</td>
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<td><strong>Equity</strong></td>
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<td>Temp. Restricted Net Assets</td>
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<td>Unrestricted Net Assets</td>
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<td>Net Income</td>
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<td>Total Equity</td>
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<td><strong>TOTAL LIABILITIES &amp; EQUITY</strong></td>
<td>105,873.32</td>
</tr>
<tr>
<td>Ordinary Income/Expense</td>
<td>Jan - Dec 13</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------</td>
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<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Credit Card Cash Rebate</td>
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<tr>
<td>Government Contracts</td>
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<tr>
<td>State Contracts</td>
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<td><strong>Total Government Contracts</strong></td>
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<tr>
<td>Government Grants</td>
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<tr>
<td>Federal Grants</td>
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<td>State Grants</td>
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<td><strong>Total Government Grants</strong></td>
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<td><strong>Total Income</strong></td>
<td>465,461.84</td>
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<tr>
<td><strong>Gross Profit</strong></td>
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<tr>
<td><strong>Expense</strong></td>
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<td>Contract Services</td>
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<td>Accounting Fees</td>
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<td>IT Services</td>
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<td>Legal Fees</td>
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<td>Outside Contract Services</td>
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<td>Training/Consultant Fees</td>
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<td><strong>Total Contract Services</strong></td>
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<td>Facilities and Equipment</td>
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<tr>
<td>Equip Rental and Maintenance</td>
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</tr>
<tr>
<td>Real Estate, Personal Prop Tax</td>
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<tr>
<td>Rent, Parking, Utilities</td>
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<tr>
<td><strong>Total Facilities and Equipment</strong></td>
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<tr>
<td>Operations</td>
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<tr>
<td>Books, Subscriptions, Reference</td>
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<tr>
<td>Postage, Mailing Service</td>
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<td>Printing and Copying</td>
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<td>Supplies</td>
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<td>Telephone, Telecommunications</td>
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<td><strong>Total Operations</strong></td>
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<tr>
<td><strong>Other Types of Expenses</strong></td>
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<td>Bank Charges</td>
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</tr>
<tr>
<td>Business Insurance</td>
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<tr>
<td>HSA Admin</td>
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<td>Interest Expense - General</td>
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<tr>
<td>Meeting Expense</td>
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<td>Memberships and Dues</td>
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<td>Other Costs</td>
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<td>Staff Development</td>
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<td><strong>Total Other Types of Expenses</strong></td>
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<tr>
<td><strong>Payroll Expenses</strong></td>
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<tr>
<td>Employee Benefits</td>
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<tr>
<td>Dental and Life Insurance</td>
<td>3,592.95</td>
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<tr>
<td>Medical Insurance</td>
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<td><strong>Total Employee Benefits</strong></td>
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<td>Federal Withholding</td>
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<td>HSA Contribution</td>
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<td>IRA Contribution</td>
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<td>Net Pay</td>
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<td>Payroll Admin Expenses</td>
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<td>State Tax Withholding</td>
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<td>State Unemployment Tax</td>
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<tr>
<td><strong>Total Payroll Expenses</strong></td>
<td>366,683.03</td>
</tr>
<tr>
<td><strong>Reconciliation Discrepancies</strong></td>
<td>32.50</td>
</tr>
</tbody>
</table>
## Profit & Loss
January through December 2013

### Travel and Meetings

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference, Convention, Meeting</td>
<td>49,896.15</td>
</tr>
<tr>
<td>Airfare</td>
<td>11,190.68</td>
</tr>
<tr>
<td>Ground Transportation</td>
<td>1,447.38</td>
</tr>
<tr>
<td>Mileage Reimbursement</td>
<td>5,281.29</td>
</tr>
<tr>
<td>Per Diem</td>
<td>4,224.83</td>
</tr>
<tr>
<td>Registration Fees</td>
<td>565.00</td>
</tr>
<tr>
<td>Conference, Convention, Meeting - Other</td>
<td>27,166.97</td>
</tr>
</tbody>
</table>

### Travel

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Insurance</td>
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</tr>
<tr>
<td>Car Lease</td>
<td>4,117.44</td>
</tr>
<tr>
<td>Gas/Maintenance</td>
<td>5,758.93</td>
</tr>
<tr>
<td>Lodging</td>
<td>16,189.89</td>
</tr>
<tr>
<td>Meals</td>
<td>16,234.28</td>
</tr>
<tr>
<td>Parking</td>
<td>1,680.43</td>
</tr>
</tbody>
</table>

| Total Travel         | 44,910.97|

| Total Travel and Meetings | 94,807.12 |

### Total Expense

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Ordinary Income</td>
<td>-99,443.33</td>
</tr>
<tr>
<td>Other Income/Expense</td>
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<td>Other income</td>
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</tr>
<tr>
<td>Reimbursed Expenses</td>
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<tr>
<td>Reimbursement</td>
<td>28,511.31</td>
</tr>
<tr>
<td>Total Other Income</td>
<td>93,633.37</td>
</tr>
</tbody>
</table>

| Net Other Income     | 93,633.37 |

| Net Income           | 4,190.04  |