

Proposal to Charter
September, 2011
Canaan Community Academy
8775 N Canaan Main Street
Canaan, IN 47224

We, as members of the Canaan, Indiana community...

Inspired and **supported** by the staff of the Rural Community Academy of
Graysville, Indiana,

Guided by the belief that Connected Learning Assures Successful Students
(CLASS),

Held accountable to the Elementary and Secondary Education Act, Indiana's
Public Law 221 and Indiana's Academic Common Core Standards and constantly
striving to meet the needs of **ALL** students,

Capitalizing on the outstanding assets of the Canaan community,

intend to offer students in southeastern Indiana an exceptional educational choice by
opening the Canaan Community Academy.

**The mission of the Canaan Community Academy is to provide each student with the
opportunity to reach his or her greatest potential, personally and academically, to
become a productive and responsible citizen in a global world.**

Contact Person:

Deena L. Schafer

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Madison, IN 47250

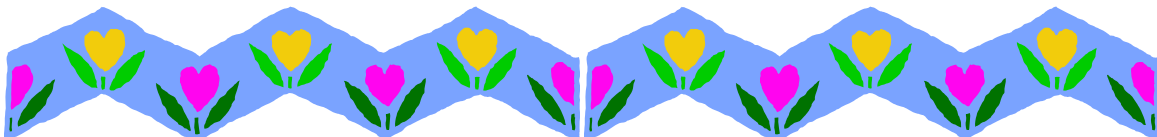
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For School Opening

August 2012



Learn and Grow at the Canaan Community Academy!

www.canaancommunityacademy.com

V. Application Submission Document to Establish a BSU Charter School



Office of Charter Schools

Ball State University

Teachers College 910

Muncie, IN 47306

<http://www.bsu.edu/teachers/charter>

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A. Information Sheet

1. School Information

Proposed Name of Charter School Canaan Community Academy
Proposed Location (School District) Madison Consolidated Schools

Planned Enrollment and Grades	Grades Served	Proposed Enrollment
Year 1	K-6	130
Year 2	K-6	135
Year 3	K-6	140
Year 4	K-6	140
Year 5	K-6	140

Desired School Opening Date Fall, 2012

2. Proposed Affiliations

Educational Management Organization (if any) N/A
Public Contact Info (Name & Phone #) N/A

3. Lead Applicant Contact Information

Lead Applicant Name Deena Schafer
Mailing Address 4857 E 900 N
City Madison Zip Code 47250
E-Mail Address dschafer@seidata.com
Primary Phone # 812-599-0267
Secondary Phone # 812-839-3821
Lead Applicant Media Contact Phone # 812-839-3821
Signature _____

Submit Completed Proposal to:

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

B. Application Summary

1. Charter School Name

Canaan Community Academy

2. Charter School Location

Canaan, Indiana

3. Anticipated Opening Date

Fall, 2012

4. Management Organization Name (if applicable)

N/A

non profit or for
profit

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

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6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	K-6	130
Year 5	2016-2017	K-6	140

7. Applicant(s)

Name	Biography
Deena Schafer	Deena is a 32 year teaching veteran and a native of Canaan, Indiana. She has taught grades 1-6, served as a Title 1 Reading interventionist, and has school finance expertise from serving for 10 years as the primary contract negotiator for the Madison Teachers' Assn.
Stacy Gray	Stacy Gray is an educator and a resident of Canaan, Indiana. As well as being a gifted artist, she has fourteen years of experience in the instruction of fine arts at the elementary and secondary levels. Her passion for the community and skills in leadership, communication, and problem-solving, make her a valuable asset for the organizing board of the Friends of Canaan, Incorporated.
Joyce Poling	Joyce Poling is a retired educator and a resident of Canaan, Indiana. She received a Bachelor's and Master's Degree from Indiana University in Elementary Education and an Educational Specialist Degree in School Administration. In 2002, Joyce completed the requirements for a Superintendent's license from Indiana University. She brings considerable experience to our board as a teacher and administrator, and has served on numerous boards,

	including the Madison Consolidated Board of School Trustees.
Dean Adams	Dean Adams holds a degree in economics and management from DePauw University, and currently is the director of operations of a financial advisory and loan fund for the firm, Community Health Facilities Fund. As a Canaan School graduate and community member, Mr. Adams has committed his time and talent to the success of the Canaan Community Academy.
Kathryn Hoffman	Kathryn Hoffmann is a talented and experienced educator, and a resident of Canaan, IN. She holds multiple teaching licenses, having scored perfect scores on Praxis I and Praxis II testing. Ms. Hoffmann has earned the following degrees: B.S. in Chemistry from M.I.T.; M.A. from Columbia; B.S. in Education from the U. of MO; and M.Ed. in Learning and Instruction from U. of MO.
Calvin Daugherty	Calvin Daugherty is a resident of Canaan, Indiana, a local business owner, and the parent of two daughters. He is a budding entrepreneur, having started a business that has grown to 35 employees. Mr. Daugherty is willing to look at problems from a different angle. His passion and commitment to the success of the CCA, as well as the future success of the community in general, is unsurpassed. He is a valuable contributor to the Friends of Canaan, Inc. Board of Directors.
Gale Ferris, Sr.	Gale Ferris, Sr. is a retired educator, community activist, and local historical preservationist. He brings to Friends of Canaan Incorporated's Board of Directors a wealth of experience as a member of the following boards: Farm Bureau, Jefferson County Health Board, Canaan Utilities Corporation, Canaan Restoration Council, Jefferson County Historical Society, and the Jefferson County Preservation Council, Inc. Gale has served as the Shelby Township trustee for ten years and has always been an enthusiastic advocate for the Canaan community.
Laura B. Schafer	Laura Schafer is a graduate of Canaan Elementary Madison Consolidated High School, and DePauw University, where she majored in Economics and Computer Science. She works as an Information Technology Consultant with Accenture where she works in custom software development, integration, data management and reporting. Valuing her time at

	<p>Canaan and seeing the necessity and potential of Canaan Community Academy led Laura to volunteer her technical and other skills to the school development. Laura has used her technical background to create the school website, plan for the software and hardware needs of the school, and lend technical assistance in the application for charter process. She plans to continue her involvement as the in-kind Technology Director and in organizing and supporting the community garden expected on the school grounds.</p>
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8. Proposed Board of Trustees

Name	Biography
Stacy Gray	<p>Stacy Gray is an educator and a resident of Canaan, Indiana. As well as being a gifted artist, she has fourteen years of experience in the instruction of fine arts at the elementary and secondary levels. Her passion for the community and her skills in leadership, communication, and problem-solving, make her a valuable asset for the organizing board of the Friends of Canaan, Incorporated. Stacy's commitment to the CCA stems from her desire to provide an exceptional educational choice for her daughter.</p>
C. Terry Rowlett	<p>Terry Rowlett is business leader, a community activist, and a resident of Canaan, Indiana. He has held positions in management with plastic molding firms for the past forty years. Mr. Rowlett is an active member of the Canaan community and currently has served as Worshipful Master of the Canaan Masonic Lodge, a trustee and deacon of the Indian-Kentuck Baptist Church near Canaan, a member of the Canaan Water Company's Board of Directors, President of the Community Volunteers for Grandview Cemetery, and a member of Friends of Canaan, Inc. Board of Directors. Mr. Rowlett is married and the father of two adult children. He has one granddaughter who will be attending Canaan Community Academy.</p>
Dean Adams	<p>Dean Adams holds degrees in economics and management from DePauw University, and currently is the director of operations of a financial advisory and loan fund for the firm, Community Health Facilities Fund. As a former Canaan School graduate and community member, Mr. Adams has committed his time and talent to the success of the Canaan Community Academy.</p>

Richard Clark	<p>“Rick Clark” is a long term community volunteer and a certified electrician. His commitment to the establishment of the CCA and the future of the community is evident in his dedication to current building maintenance and fundraising efforts for the facility.</p>
Barbara “Candi” Risk	<p>Barbara (Candi) Risk has recently retired from Madison Consolidated Schools. She earned her BS degree from Indiana University in 1967; and her MS degree from Purdue University in 1971, with a specialization in learning disabilities. She taught 32 years in the field of special education. She developed the program PreVocational Education at the Madison High School for students with mild disabilities. She is a member of the Madison Teacher's Association and Delta Kappa Gamma Educational Sorority. She enjoys learning and shares this joy with children. Retirement includes working, four wheeling, and gardening with her husband, Dick, on their family farm, entertaining family and friends, vacations, and most of all spoiling and loving her children and grandchildren.</p>
Barry Smith	<p>Barry is an educator and a resident of Canaan. He is currently teaching math, social studies, and “Project Lead the Way” at Switzerland County High School.</p> <p>Mr. Smith has had a broad range of life experiences as: 28 years as a pilot in the US Air Force, 8 years as a professor in the US Air Force Academy and the National Defense University, and 7 years as a high school special education teacher in Virginia.</p>
Gale Ferris, Sr.	<p>Gale Ferris, Sr. is a retired educator, community activist, and local historical preservationist. He brings to Friends of Canaan Incorporated’s Board of Directors a wealth of experience as a member of the following boards: Farm Bureau, Jefferson County Health Board, Canaan Utilities Corporation, Canaan Restoration Council, Jefferson County Historical Society, and the Jefferson County Preservation Council, Inc. Gale has served as the Shelby Township trustee for ten years and has always been an enthusiastic advocate for the Canaan community.</p>

9. Overview of the Proposed Program

Guided by the belief that “Connected Learning Assures Successful Students (C.L.A.S.S.)”, and working in partnership with parents and community members, the mission of the Canaan Community Academy is to provide each student with the opportunity to reach his or her greatest potential, personally and academically, and become productive and responsible citizens in a global world. The CCA will provide students in kindergarten through sixth grade an exceptional educational environment that enables each student to excel in all areas of their life.

The organizers of the CCA have been inspired and supported by the staff of the Rural Community Academy (RCA), in Graysville, Indiana. The RCA was opened in 2003, and is currently the only rural charter school in the state of Indiana. **The CCA hopes to become the state’s second rural charter school, the first C.L.A.S.S. charter school, and one of a very few charter schools in southeastern Indiana.**

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

Preliminary Information

1. Community Support and Demand

a. District Support:

The Board of Trustees for the Madison Consolidated School corporation voted to close the Canaan Elementary School at their March 17, 2010 regular meeting. At the March 17 meeting, it was suggested by the Board that community members pursue the opening of a charter school in the former school building. This is documented through minutes of board meetings and through statements made to the press and published in the local newspaper, The Madison Courier.

Current Madison Consolidated School corporation employees have been supportive in the following ways:

- providing time, talent, and treasure toward upkeep of the building and authorship of the “Proposal to Charter”
- leaving equipment and supplies in the building
- donating used furniture and equipment for use at the CCA
- pledging time, talent, and treasure toward the opening and ongoing support for the CCA

There is currently a strong, positive relationship between Madison Consolidated Schools and the organizers for the CCA. It is anticipated that these positive relationships will continue as the opening of the CCA approaches, and future meetings between the parties will result in a mutually beneficial working relationship.

b. Community Support:

The support from the Canaan community, as well as the entire community of southern Indiana, toward the formation of the Canaan Community Academy has been awesome. The outpouring of time and financial commitments from numerous individuals has been inspirational. Since the closing of Canaan Elementary School in June, 2010, over \$25,000 has been received from local community members for the upkeep of the building, the establishment of the 501 (c)(3), and the application process for the CCA. Attendance at events held at the Canaan Community Center by 200-250 people/event, informal conversations, and successful fundraising have demonstrated wide-spread support. Many community members and local groups have volunteered their time and resources to help clean, mow, maintain and repair the building, plan events, and assist with events. Coverage by local media sources has also been favorable. The past history of the PTO has demonstrated financial support of the school with an annual \$10,000 budget—the highest per student supplemental funding of any school in the area. **The CCA is very fortunate to have received pledges toward an endowment exceeding \$400,000. This endowment, managed by Friends of Canaan, Inc., will serve as a wonderful asset for the financial future of the CCA.**

c. Student Demand:

The Canaan Community Academy will provide students in southeastern Indiana with a distinctive choice for their education. With other charter schools located more than an hour's drive away, the CCA will provide a unique public school choice for our area of the state. Multiple formal and informal surveys have been used to determine the need for this new school. Community support toward enrollment, staffing, and monetary support to this new school has been overwhelming and inspirational.

Enrollment surveys have been mailed to eighty local families and Survey Monkey was used to gather data electronically. As a result, **94 students have indicated that they would enroll at the academy. In addition, surveys indicated 37 people would support the academy with their time or talent.**

Based on an electronic survey of 86 respondents, the following results were obtained:

- 97.7% believe that the CCA would be an asset to the local area
- 98.8% value weekly art, music and physical education classes for students
- 100% see the need for a school where parents are personally involved
- 96.5% favor a school with a locally-controlled school board

d. Proposal Opposition:

Currently, there is very little opposition to the establishment of the CCA. The organizers for the CCA have been proactive in educating the community about charter schools and the plans for creating a new educational opportunity for southeastern Indiana.

2. Feedback from Constituents

The mission of educating and informing the community about the plans for the CCA have included:

- Articles and Letters to the Editor in the Madison Courier
- On-air interviews on WIKI radio station
- Billboards
- Booths at the Canaan School carnival, the Canaan Fall Festival, and the Jefferson County 4H Fair
- Social networking media
- Website: www.canaancommunityacademy.com
- Monthly events at the Canaan Community Center
- Community meetings
- Personal contacts/Networking

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

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

3. Applicant Founding Group

a. Founding Group Members:

Table 3a: Founding Group Members

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Deena Schafer	Educator, School leadership, School finance knowledge, Chief document author	Chief Academic Officer/School Leader
Stacy Gray	Educator, School leadership, Document contributor/ Editor, Board member, Parent volunteer	Board member, Parent volunteer
Mike Moseng	Educator, School leadership, Document contributor/Editor	Chief Operations Officer
Dean Adams	Financial expert in school budgets; Budget documents, Document Author	Board member, Advisory team/Staff trainer
Julie Buchanan	Physical therapist/Educator, Special needs consultant, Document author	Community volunteer, Advisory team
Kathryn Hoffmann	Educator, Financial expert; Document Editor	Community volunteer, Advisory team
Joyce Poling	Retired educator, Former school administrator, Former school board member	Advisory team
Laura Schafer	Computer consultant, Financial expert	CCA Technology Director (volunteer)

b. Founding Group Origin:

The founding group originally came together as the decision to close Canaan Elementary was under consideration. The group organized to gather data and information to prevent the school's closure, and began meeting on a regular basis. However, following the

closure, the organizing group continued meeting and began to explore the possibility of forming a charter school to address the needs of the students in the area. All of the members of the founding group are residents of Jefferson County, Indiana, and they are united in their efforts to reopen the school and revitalize the Canaan community.

c. Proposal Development:

The process to develop the proposal began with meetings and informal conversations with current and retired teachers from the Canaan area. Discussion centered on “best practices” used in the past 50 years which contributed to the incredible success of the former elementary school, and involved mainly Canaan community members.

Brainstorming sessions also produced a list of human resources who could contribute to the mission. The next step in the process involved authoring a preliminary proposal which was submitted to Ball State University in July, 2010. After it was determined by BSU that the CCA founding group was not ready to advance in the process to “charter”, work continued in refining the document for resubmission. At this point, the document was shared with advisors who critiqued the document and provided input for improvement.

d. Previous Submissions

The CCA organizers submitted a Preliminary Proposal to Charter to BSU in July, 2010. The review team at BSU determined that the CCA organizers were not ready to advance in the process. A revised document was authored and prepared for submission in January 18, 2011 to BSU. On January 17, the CCA organizers received a call from OCS at BSU that the application process had been revised and there would be a delay in the due date of the preliminary proposal. Currently, the CCA organizers have submitted a Preliminary Proposal to Charter to BSU and it was submitted in March, 2011.

The CCA organizers have only submitted proposals to BSU and to no other entity.

4. Fiscal Impact

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

It is believed by the organizers of the CCA that the establishment of this school will not have a significant negative impact on the other public and nonpublic schools in the area. The school corporation most affected by the opening of the CCA will be Madison Consolidated Schools (MCS). Currently MCS's annual budget is approximately \$38 million. If 100 students who are currently attending an elementary school in the Madison district enroll at the CCA, the MCS budget will decrease by \$573,200. However, this is only a decrease of 1.5% of the current budget. In addition, MCS will no longer be responsible for hiring staff to educate these students and the transportation budget will be decreased when these students will no longer have to be transported far from their homes.

According to data on the IDOE website, the total cost for educating a student in the Madison district is \$11,500. If 100 current MCS students enroll at the CCA, the \$576,800 of local tax monies collected for these students will continue flowing to the Madison School district. Therefore, the financial impact on other schools in the area is considered insignificant.

If Applicable, submit your draft management contract or term sheet - as a PDF (Portable Document Form) named, **Attachment 5e - Draft Management Contract**

5. Education Management Organization

The Canaan Community Academy does not plan to work through or with an EMO, so this section is not applicable to our school.

Education

6. Education Mission Goals

a. Mission statement:

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

- Core philosophy or underlying purpose of the proposed school

Guided by the belief that “Connected Learning Assures Successful Students (C.L.A.S.S.)”, and working in partnership with parents and community members, the mission of the Canaan Community Academy is to provide each student with the opportunity to reach his or her greatest potential, personally and academically, to become productive and responsible citizens in a global world. The CCA will provide students in kindergarten through sixth grade an exceptional educational environment that enables each student to excel in all areas of their life.

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

The destination for students of the CCA has been determined by the state of Indiana—for all students to master the Common Core Standards and learn skills needed to become productive citizens. The freedom to choose a path that enables students to reach this destination has been selected by the supporters of the Canaan Community Academy.

The CCA Board and staff will optimize student learning by:

- Using research-based, brain-compatible, data-driven instruction
- Limiting class size to 20 students
- Providing a safe, nurturing environment
- Using the philosophy of Connected Learning Assures Successful Students (C.L.A.S.S.)
- Offering an extended school day for all students with quality after-school programs
- Emphasizing art, music, and physical education with classes offered weekly
- Focusing instruction on the school gardens grown on the 11 acre property
- Leveraging the rich, educational, and artisan resources of the Canaan Community

The organizers of the CCA have been inspired and supported by the staff of the Rural Community Academy (RCA), in Graysville, Indiana. The RCA was opened in 2003, and is currently the only rural charter school in the state of Indiana. The CCA hopes to become the **state's second rural charter school, the first C.L.A.S.S. charter school, and one of a very few charter schools in southeastern Indiana.**

b. Statement of Need:

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

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

Madison Consolidated Schools, the local school corporation, recently received a “D” rating under the 2011 Indiana Accountability System. With a declining enrollment, graduation rate (72%), and poor test scores, the local school system is failing its students. In contrast, the smaller, private, community centered schools in the area have had a surge in enrollment and excellent evaluations by the state. Prior to its closure, the halls of Canaan Elementary were full and the test results were positive. As shown by the needs assessment, schools that address the social and emotional needs of students, as promoted by C.L.A.S.S., have demonstrated success within the area for many years. The Canaan Community Academy has therefore chosen the overlying philosophy that fosters parent and community support. With a continued focus on modern teaching techniques, the school has designed itself after a “classical” educational approach that has repeatedly proven itself in over 700 Indiana schools for the last fifteen years.

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

The Canaan Community Academy will provide academic excellence with new and innovative approaches to the education of all children. Canaan Community Academy is committed to teaching values with a community based concept. The school will continue its 180 year tradition of excellence in producing well rounded, high achieving students with a great sense of identity and place (where they come from). All instruction will be based on the Indiana Academic Common Core Standards, and testing will include ISTEP+, NWEA, mClass, and Acuity.

The school will include grades K-6, and plans also include the formation of a Home-schooling Resource Center whereby partnerships are formed which are mutually beneficial. **Canaan Community Academy will offer an extended day for all students, and a strong after-school program known as T.E.A.M.** The after-school program will not only assist working parents, but will provide students help with homework and opportunities for quality programs for a constructive use of their time. Occasional evening activities will promote more parental and community involvement. This includes offering art, music, and physical education classes weekly. The talents of the students will be shared with the community through

multiple programs presented to the public throughout the year. Through this commitment to these areas of study, it will provide students with opportunities that are currently not available in the surrounding schools in our area.

The service of reasonable commutes to school will also be improved for many children within the school system. The 15+ children who live within walking distance of the school currently ride the bus more at least one and half hours each day. The longest commute for a child is more than two hours per day. Spending their morning and afternoon participating in T.E.A.M. activities will provide a vast improvement over these children's current treatment.

The Canaan Community Academy will focus on community-based teaching. It will draw on its wealth of talented community members including artists, artisans, and business members. The teaching of history will be enriched through the study of Canaan's rich history dating back to 1812. The CCA also plans to teach environmental education, science, and health through raising gardens on site and by capitalizing on the agricultural surroundings provided in the area.

Exceptional Choice for Educating Students

The CCA will provide students with an exceptional choice for their education. In the Madison Consolidated School district, E.O. Muncie Elementary has not made Adequate Yearly Progress (AYP) for five of the last eight years. This school, the largest elementary in the Madison district, has been identified as a School of Choice. As this trend continued up until recently, when Madison Consolidated Schools received the overall letter grade of D in Indiana's Accountability System. The CCA will provide these students with educational opportunities that are not currently available in their district.

c. School Demographics:

Describe your intended student population.

The demographics of the Canaan Community Academy are expected to reflect the community in which it is located, and that of the closest school district, Madison Consolidated Schools. The Madison Schools demographic data is shown below.

One notable exception to the Madison Consolidated data expected at Canaan is the number of students on free and reduced lunch. According to the 2008 Canaan Elementary School Improvement plan, 70% of the student body was on free and reduced lunch; therefore, the Canaan Community Academy is planning for more than 50% of their student body to be on free and reduced lunch.

Special Education	Students	%
Special Education	558	17%
General Education	2,798	83%

Ethnicity	Students	%
Black	27	1%
Asian or Pacific Islander	32	1%
Hispanic	49	1%
White	3,083	92%
Multiracial	158	5%

Free/Reduced Price Meals	Students	%
Free meals	1,405	42%
Reduced price meals	320	10%
Paid meals	1,631	49%

English Language Learner	Students	%
English Language Learner	34	1%
Non-English Language Learner	3,322	99%

Source of MCS data: <http://compass.doe.in.gov/Dashboard.aspx?view=CORP&val=3995&desc=>

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

Table 6c: Demographics of School

	Year One	Year Two	Year Three	Year Four	Year Five
Grades Served	K-6	K-6	K-6	K-6	K-6
Total Number Of Students	130	135	140	140	140
Student to Teacher Ratio	1:14	1:15	1:16	1:16	1:16

*The student to teacher ratio was derived by including seven classroom teachers and one special education teacher. The two administrators (CAO and COO) will also teach part-time.

7. Instructional Design

a. Alignment

Describe how the instructional design aligns with the needs assessment.

Analysis of the needs assessment indicated that students in the area need an educational setting that:

- Is in close proximity to their home and provides community-based instruction
- Is a place where students will feel safe and nurtured, and where they will be motivated to maximize their learning capacity. *The organizers of the CCA believe that the implementation of the C.L.A.S.S. philosophy **with fidelity** will address this need. The C.L.A.S.S. culture believes that given proper support and guidance, **all** people have the ability to be productive contributors to the world. It is the interdependence of social development and cognitive development that drives these abilities. This premise will drive the mission, resources, and services of the CCA.
- Provides integrated thematic instruction with accountability to Indiana's Common Core Academic Standards
- Offers formal instruction in art, music, and physical education on a regular basis
- Offers additional instructional time/day in the form of TEAM time
- Provides activities from Minds-in-Motion for ALL students

b. Measurable Goals

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

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

<i>Goals</i>	<i>Objectives</i>
Goal 1. The CCA will demonstrate progress by placing in the categories of "Exemplary, Commendable, or Academic Progress" (or A,B, or C) every year as identified by the No Child Left Behind at the Federal level or Public Law 221 at the state level.	1.a. At least 80% of CCA students in grades 3-6 will receive pass or pass+ scores on ISTEP+ testing every year. 1.b. At least 90% of CCA third graders will pass the IREAD test every year. 1.c. The average attendance rate for CCA students in grades 1-6 will be a minimum of 95% annually.
Goal 2. The student body of the CCA will demonstrate adequate yearly progress (AYP) on all measurements	2.a. At least 80% of CCA students in grades 3-6 will pass the language arts subtest of the ISTEP+, IMAST, or ISTAR

<p>which are part of Indiana's Accountability System</p>	<p>testing annually.</p> <p>2.b. At least 80% of CCA students in grades 3-6 will pass the math subtests of the ISTEP+, IMAST, or ISTAR testing annually.</p> <p>2.c. At least 95% of the CCA student population in grades 3-6 will participate in ISTEP+, IMAST, or ISTAR assessments annually.</p> <p>2.d. The average attendance rate for CCA students in grades 1-6 will be a minimum of 95% annually.</p>
<p>Goal 3. The CCA student body will average a minimum of one year's growth within one school year as demonstrated by gains on building and state level assessments. These assessments include, but are not limited to: ISTEP, mClass:Reading 3D, mClass Math, Acuity LA, Acuity Math, NWEA, Star Reading, and Star Math.</p>	<p>3.a. CCA students in grades 3-6 will demonstrate high academic growth at the 66th percentile or higher as measured by the annual ISTEP+ testing.</p> <p>3.b. CCA students in grades 3-6 will demonstrate an average increase of 20 standard deviation points on the Scaled Score as measured by the fall and spring administration of the Acuity LA assessment.</p> <p>3.c. CCA students in grades 3-6 will demonstrate an average increase of 20 standard deviation points on the Scaled Score as measured by the fall and spring administration of the Acuity Math assessment.</p> <p>3.d. CCA students in grades K-2 will demonstrate an average increase of 4 reading levels as measured by mClass Reading 3D Dibels assessment from beginning of year (BOY) to end of year (EOY) testing.</p> <p>3.e. CCA students in grades K-2 will demonstrate an average increase of 2 levels as measured by mClass Math 3D testing from BOY to EOY testing.</p> <p>3.f. CCA students in grades 1-6 will</p>

	<p>demonstrate an average increase of one grade level as measured by the Star Reading test from BOY to EOY.</p> <p>3.e. CCA students in grades 1-6 will demonstrate an average increase of one grade level as measured by the Star Math test from BOY to EOY.</p>
<p>Goal 4. The progress of all students will be monitored on a regular basis using universal screening tools. These benchmark assessments will be administered at least three times per year. The results of these assessments will be analyzed by the school leader and the special education director to identify students who may need adjustments to their educational program.</p>	<p>4.a. All CCA students in kindergarten and 1st grade will be screened at the BOY using universal screening tools such as Marie Clay's Observation Survey and Star Early Literacy testing. These tools will determine the intensity of intervention that will be required for each student.</p> <p>4.b. All CCA students in grades 1-6 will be assessed quarterly using Star Reading and Star Math to monitor their progress and identify students who require more intense interventions</p> <p>4.c. All CCA students in grades K-2 will be assessed three times/year using benchmark assessments such as mClass Reading and mClass Math, and adjustments to their educational program will be made.</p> <p>4.d. All CCA students in grades 3-6 will be assessed three times/year using benchmark assessments such as Acuity LA and Acuity Math, and adjustments to their educational program will be made.</p>
<p>Goal 5 CCA students will demonstrate academic growth by demonstrating normal gains on NWEA assessments.</p>	<p>5.a. At least 60% of CCA students will demonstrate normal gains on the NWEA language arts assessments.</p> <p>5.b. At least 60% of CCA students will demonstrate normal gains on the NWEA math assessments.</p>
<p>Goal 6. The CCA will accommodate the individual needs of ALL students and</p>	<p>6.a. All CCA students who have an IEP will be assessed using the testing</p>

will be in compliance with all Indiana laws in regards to Special Education IDEA and Article 7. The progress of students with IEP's will be closely monitored and documentation of their progress will be kept in their confidential file.	instruments listed above unless it is determined that such testing will not be in the best interest of the student. In this case, alternate assessments will be used to monitor academic progress and growth. 6.b. All CCA Special Education students will be assessed on a regular basis using appropriate assessment instruments and documentation of their progress will be placed in their file and reviewed at case conferences.
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- c. Support Table 7b with a brief narrative explaining how the educational program reflects a commitment to academic excellence for all students.

The educational program at the CCA will provide ALL students with an opportunity to learn and grow daily. By implementing C.L.A.S.S. project and Minds-in-Motion activities, students will be motivated and ready to learn. Integrated thematic instruction will engage students and provide all students with opportunity to learn common core standards. Progress of students will be frequently monitored and adjustments will be made to each student's educational plan.

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

A C.L.A.S.S. school provides students with a safe, enriched environment where there is absence of threat, collaboration among students, usage of community resources, and real or virtual field trips. As part of the C.L.A.S.S. philosophy, and to the greatest extent possible, the CCA has elected to utilize community-based lessons as part of the integrated thematic instruction promoted by C.L.A.S.S.. Community-based education is best defined as learning that is rooted in the local community -- the unique history, environment, culture, economy, literature, and art of a particular place. The local community provides the context for learning, student work focuses on community needs and interests, and community members serve as resources and partners in every aspect of teaching and learning (Perrone,1999). Community interaction is crucial to the success of any school using this approach. This is, in large part, why the governance structure of the Canaan

Community Academy demands that school policymakers interact with students, parents, and community members on a regular basis. It is the position of FOCI that teacher interaction and familiarity with the community-at-large functions as a form of accountability.

FOCI recognizes that the community-based approach lends itself more readily to social studies and science education. However, every effort will be made to ensure that all community-based activities also offer enrichment in language arts and mathematics. Classroom activities and curriculum that do not fall under the community-based classification will be research-based. Friends of Canaan, Inc. (FOCI) expects that all teachers as educated professionals will strive to keep their knowledge base current, and will, in conjunction with the FOCI Board of Directors, implement only curriculum and techniques that have been proven to result in greater student achievement. In response to the need for community volunteers, we have included in our non-academic goals the recruitment of ten local partners and fifteen community volunteers during our first year. Several local businesses and individuals have already expressed an interest in volunteering at the Canaan Community Academy.

The community-based curriculum implemented at the Canaan Community Academy will be rooted in the key areas of language arts, social studies, and science. Mathematics instruction will be integrated when possible, but most of the time, this area of the curriculum will be a separate entity. In addition, education in music, art, and physical education will be offered weekly, as we feel them necessary to a well-rounded education. It is important that students see that their learning is relevant to their world, to take pride in the place in which they live, to connect with the rest of the world in a natural way, and to develop into concerned and contributing citizens.

The CCA will offer all students the opportunity to participate in Minds-in-Motion activities. This unique program provides students with sensory stimulation and motor development activities in order to integrate their brains with their bodies, and therefore, maximize learning. The program was founded and developed by Candice Meyer of Scottsburg, Indiana, in 2008. It is currently used by more than 800 teachers in 10 states, and its success rate and testimonials can be viewed at www.mimlearning.com.

The CCA Board of Directors expects that all teachers, as educated professionals, will strive to keep their knowledge base current, and will, in conjunction with the CCA Board of Directors, implement only curriculum and techniques that have been proven to result in greater student achievement.

The implementation of C.L.A.S.S. and Minds-in-Motion will require staff development.

A plan is in place for training the staff that is dependent on the amount of funding available. For example, if funding is very limited, there are Canaan community people who have had extensive training in these areas who have volunteered to train the staff.

However, if funding is available, the staff will attend training sessions through webinars or on-site (Louisville, KY, Carmel, IN, or Indianapolis).

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

As the overlying plan for optimizing student learning was chosen for the CCA, careful consideration was given to choosing practices which have been implemented with proven results. Therefore, the organizers for the CCA chose C.L.A.S.S. project as the overall educational approach. There are several reasons why; they are:

- C.L.A.S.S. project is considered a “classic” educational approach by over 700 schools where this practice is used, and is an acceptable approach for school improvement in Indiana’s schools (IN DOE)
- In the past 20 years, many educational practices have been implemented in schools across the country; however, in schools where C.L.A.S.S. project has been used with fidelity over several years, it has produced students with higher test scores and better attendance rates.
- Staff at C.L.A.S.S. schools indicate in surveys that C.L.A.S.S. has a broad impact on teaching and learning. (William Morgan, Indiana University; www.indianaclass.com)
- In the past 20 years, many educational practices have been implemented in schools across the country; however, in schools where C.L.A.S.S. project has

been used with fidelity over several years, it has produced students with higher test scores and better attendance rates. The staff at C.L.A.S.S. schools indicate in surveys that C.L.A.S.S. has a broad impact on teaching and learning. (William Morgan, Indiana University; www.indianaclass.com)

- Schools such as Central Elementary in Lebanon, IN, (where C.L.A.S.S. originated in the 90's), have been repeatedly recognized as a Four Star School and a Blue Ribbon School of Excellence. **The success of Central Elementary continues as the Indiana DOE announced on September 15, 2011, that this school was one of nine Indiana schools recognized as a National Blue Ribbon School once again.**
- The organizers for the CCA believe in this approach and will implement it faithfully.

Minds-in-Motion was also chosen as a best practice to be used on a daily basis at the CCA. The Minds-in-Motion program provides students with sensory stimulation and motor development activities in order to integrate their brains with their bodies, and therefore, maximize learning. The program was founded and developed by Candice Meyer of Scottsburg, Indiana, in 2008. For more information, see mimlearning.com

Minds-in-Motion was also chosen as a best practice for the following reasons:

- Minds-in-Motion is currently used by more than 800 teachers in 10 states. The use of this practice has grown exponentially in a short amount of time.
- Testimonials on the website and from several community people have indicated the value of Minds-in-Motion activities.
- The organizers for the CCA believe in this approach and will implement it with fidelity.

Note: A primary volunteer for the CCA, who is a licensed physical therapist, has been trained in Minds-in-Motion, and is willing to assist in its implementation as an in-kind contribution.

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

- Consistency: The implementation of all educational approaches will be monitored informally by the Chief Academic Officer/School Leader (CAO) and Chief Operating Officer (COO) on a daily basis.
- Fidelity: In addition, the implementation of C.L.A.S.S. and Minds-in-Motion will be assessed during formal staff evaluations.
- Impact: Discussion will be held during monthly staff meetings to gather information concerning the positive and negative aspects of the programs and its impact toward student learning.

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

Formative and summative assessments will also be conducted throughout the school year through the aggregation and analysis of student testing according to the process outlined in section 33 of this document. The assessments will be used to alter instructional design as outlined in section 9 of this document. As the students are assessed to monitor progress, the staff will hold “data meetings”. The goal of these meetings is to identify students whose educational plans need altering and identify which activities in the educational approach should be increased or decreased. If the activities are ultimately not improving student learning, they will be discontinued.

8. Calendar and Daily Schedule

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

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

9. Curriculum and Instructional Methods

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

The Canaan Community Academy will provide academic excellence with new and innovative approaches to the education of all children. The school will expound upon a 180 year tradition of education excellence in Canaan by producing well rounded, high achieving students with a great sense of person and place.

The school will include grades K-6, and plans also include the formation of a Home-schooling Resource Center whereby partnerships are formed which are mutually beneficial.

Canaan Community Academy will offer an extended day for all students, and a strong after-school program known as T.E.A.M. time (Teach, Enrich, and Mentor).

The after-school program will not only assist working parents, but will provide students help with homework and opportunities for quality programs for a constructive use of their time. Occasional evening activities will promote more parental and community involvement.

The CCA plans include offering art, music, and physical education classes weekly. The talents of the students will be shared with the community through multiple programs presented to the public throughout the year. Through this commitment to these areas of study, it will provide students with opportunities that are currently not available in the surrounding schools in our area.

All CCA students will receive instruction daily based on Indiana's Academic Common Core standards. The destination for all students has been clearly defined by Indiana's Department of Education. The path that CCA students follow to reach this destination has been established by the organizers of the CCA. The educational approach used at the CCA will be Connected Learning Assures Successful Students (C.L.A.S.S.). This

approach, which is explained in greater detail in other parts of this document, will address the social and emotional needs of the students. Therefore, students will be “ready to learn”. In addition, through integrated thematic instruction, students will be presented with instructional materials that are interesting and motivating.

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

While incorporating modern teaching techniques, the curriculum of the Canaan Community Academy will be built upon community-based teaching. It will draw on its wealth of talented community members including artists, artisans, and business members. The teaching of history will be enriched through the study of Canaan’s rich history dating back to 1812. Canaan Community Academy has innovative plans in the education of environmental issues, science and health through the agriculture that its rural community setting can provide.

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

The curriculum will be based on the Indiana Academic Common Core Standards and student progress toward mastery of the common core will be assessed with tools such as: ISTEP, NWEA, mClass, and Acuity testing.

Accountability to the Indiana Common Core Standards will be measured for all students three times per year. At the beginning of school the measurement tools will identify students needing interventions to aid in mastery of standards. In January, assessment tools will monitor progress and identify students who need additional alterations to their educational program. At the end of the school year, students will be assessed to monitor their academic growth for the year. This proactive approach, using the assessments listed above, will anticipate students needing assistance PRIOR to ISTEP+ testing in third to sixth grade.

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

The readiness skills learned in kindergarten provide the foundation for skills to be introduced and/or reinforced in future years. All teachers will be utilizing various

techniques including brain-based learning, differentiated instruction, and cooperative learning that will promote higher order thinking skills in their classrooms to ensure student success. Most of the time, the curriculum will be centered on a theme or unit of study a.k.a. integrated thematic instruction in line with the CCA instructional strategies to follow the CLASS methodologies. The only cost expected for CLASS is staff training as outlined in Section 14, “Staff Development”.

Technology

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

With its rural location and primary goal of instilling a sense of place in its students, the Canaan Community Academy plans to embrace technology to bring the world to its students and enhance their learning daily. The wiring is currently in place and the next steps are planned to create a computer lab, classroom computers, teacher work stations, and projectors in each classroom.

Technology at the Canaan Community Academy will be used to support learning goals by enabling teachers to identify individual student needs and learning plans, providing means to collect and analyze student data, and providing images and media that enhance lessons via the Internet.

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

Technology will be used at the Canaan Community Academy through:

- computer classes for all students to introduce the basics of computer operations and keyboarding, advancing to word processing, spreadsheets, power point presentations
- Free or purchased online student assessments and learning tools such as Renaissance Learning products
- Usage of images, videos, and resources found on the internet and displayed via projector or interactive whiteboard to enhance curriculum

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

With the ever growing reliance on technology for communication the Canaan Community Academy plans to utilize the multitude of free resources available for communication. Plans include:

- Communication to parents via e-mail (if desired)
- Maintenance of a school website (currently already live at www.canaancommunityacademy.com)
- A blog available on the website providing school news
- Detailed assessment results provided to parents via student learning software reports

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

The CCA Technology Director, who is an active volunteer as a school organizer, will continue serving in this capacity as the school prepares to open and begins operation. The Technology Director serves as an in-kind contribution and expects NO compensation. Therefore, this is not a budgeted expense.

The following line items have been budgeted for technology:

- software: \$2500
- hardware: \$5000 + 7200/year
- student education: \$25/student

To minimize expenses, the charter school will utilize free software as much as possible.

Unless computers obtained are preloaded with an operating system, Edubuntu, a free operating system specifically designed for education, will be used. Google mail, website hosting, blogging, and document repositories will be used for teacher and administrator communication. Applications such as “SchoolTool”(a free software program that will be leveraged along with Microsoft Access and Excel for student and school management. Limited funds have been budgeted and future funds will be budgeted if technology is found that will particularly benefit the CCA. At the top of the priority list, if funds allow, is the Renaissance Learning STAR assessment tools followed by Skyward student and school management products. The CCA is currently working with both companies to negotiate licensing and annual fees with the school budget.

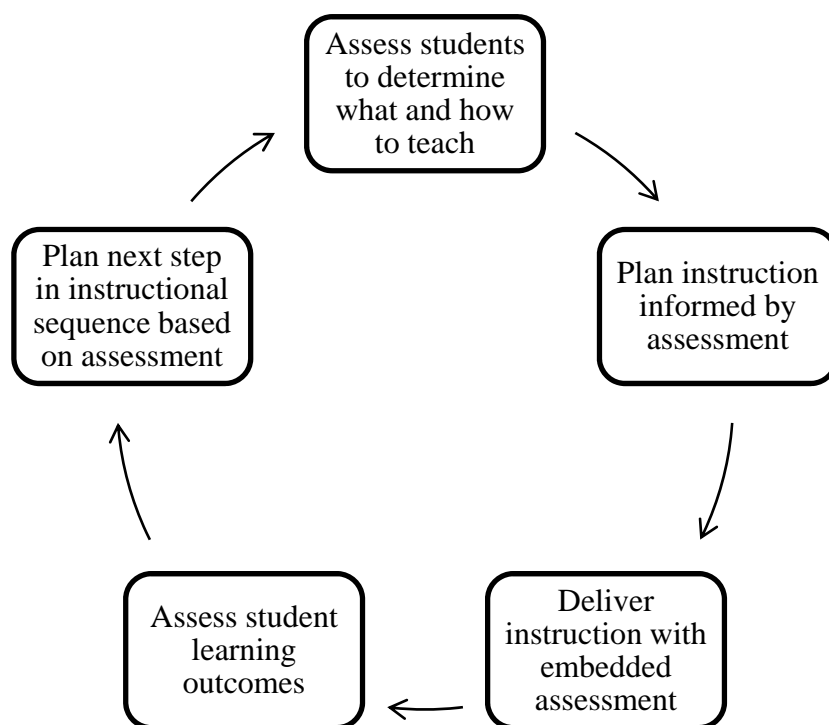
10.Evaluation of Student Performance

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

Using Student Evaluation to Attain Learning Goals

The CCA will frequently monitor student achievement and growth through assessment, then modify instruction accordingly. The staff will form Data Teams that organize and analyze student test data, then plan appropriate intervention strategies to improve achievement. Charts will be maintained and updated which outline specific interventions and services received by all low-achieving students (DATA WALL+).

Formal and informal assessments will be used daily at the CCA to guide instruction. Assessment will drive instruction in a continuous instructional cycle as illustrated by ASCD in Connecting Teachers, Students, and Standards.



Annual/Biannual Pupil Assessment

The CCA will administer nationally norm-referenced tests as required by the Indiana DOE and BSU. These assessments include, but are not limited to: ISTEP+, NWEA, mClass, and Acuity. Results of these tests will be kept as school records by the School Leader and will be presented to the Board of Directors following the receipt of scores. A report of results will be included in the meeting's minutes. The reports will be reviewed by school faculty in a formal meeting and will be made available to parents, the PTO, the general membership of the CCA, and the community at large. These reports and records will allow the Board and the public to assess student progress. However, **confidentially of individual student scores will be respected!**

Individual student scores on both the NWEA and the ISTEP will be shared with parents by the student's teacher, preferably in a personal conference setting. Parents will receive a written copy of the test results, and a copy of each will also be kept with the student's school records. Student educational progress will thus be tracked and reported to parents, teachers, and students. The school Data Team will meet on a regular basis to analyze the progress of the school as a whole, and plan for continued improvement.

Universal Screening Tools

The CCA will use universal screening tools for all students at the beginning of the school year to identify students who may need interventions and/or enrichment. These same assessment tools will serve a dual purpose when they are used again in January and May for all students. The results will be used identify needy students and as benchmarks to monitor the progress of all students. Some of the assessments that may be used (but not limited to) are: Observation Survey, DIBELS, Star Early Literacy, Star Reading, Star Math, mClass, Acuity, Fountas and Pinnell Assessments, and Running Records. These test results will be organized and analyzed by the Data Team to verify that students needing interventions are being served.

Progress Monitoring/Diagnostic Assessments

The progress of students who are identified as Tier 2 or Tier 3 will be monitored more frequently-- preferably weekly, but at least monthly. The monitoring of these students is necessary to determine the students who are responding to interventions and making adequate progress. In addition, these assessment tools will help identify students who are in need of more intense interventions. The assessment tools for progress monitoring may include, but are not limited to: Curriculum Based Assessments such as DIBELS,

AIMSweb, Star Early Literacy, Star Reading, Star Math, mClass, Acuity, Fountas and Pinnell Assessments, or STEEP.

Diagnostic assessments will be used to isolate student needs for Tier 3 students.

Following intense intervention and multiple attempts at modifying instruction for Tier 3 students, it may be necessary to use diagnostic assessments to isolate barriers for these students. If and when this occurs, the staff will conduct research and explore options for obtaining a diagnostic tool that will provide the information needed for each individual student.

Summative Assessments

The May administration of the universal screening tools will also be used as summative assessments.

The results will be used as yearly benchmarks to monitor the progress of all students.

Some of the assessments that may be used (but not limited to) are: Observation Survey, DIBELS, Star Early Literacy, Star Reading, Star Math, mClass, Acuity, Fountas and Pinnell Assessments, and Running Records.

Data from these assessments will be analyzed by the staff to make instructional decisions for the following school year and to guide decisions about professional development needs of the staff. In other words, was the staff effective and the students making adequate progress as documented by the summative assessments--OR, do changes need to be made?

Table 10 Assessment System

The assessment system chart found as Attachment 10b provides a plan for in-house assessments that will be used at the CCA to monitor progress of students who may need adjustments to their educational program. This system takes a proactive approach to monitor progress of students at all grade levels. The assessments listed in this chart have been chosen for ease of administration, minimal time required to administer, and the information provided to staff to make instructional decisions. As new tools become available, the staff will alter the testing schedule.

In addition to the assessments listed in this chart, the ultimate goal is for students to master all Indiana Common Core standards and display progress on all assessments mandated by BSU and the state of Indiana.

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

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

11.Special Populations – Anticipated Needs

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

To determine the potential population of students with special needs at the CCA, data was gathered from two sources: Information on the Indiana DOE website concerning percentages of incident rates, and the Special Needs population of the former Canaan Elementary School. The CCA anticipates 25-30 students needing interventions and individual educational plans (IEP).

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

The CCA anticipates student populations needing special services with the following exceptionalities:

- Speech and Language: 8-10 students
- Mild Disabilities: 14-16 students
- Severe Disabilities: 2-4 students

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

The CCA will be located within the district boundaries of Madison Consolidated Schools. The former elementary school, Canaan Elementary, was located in the community for 180 years, and recent test data indicated that this school was the highest achieving, highest growth school within the district. Ironically, the year of its closure, 2010, Canaan was rated in the top quadrant of Indiana's growth report. The data from Spring, 2010, for

median % growth for the elementary schools in the Madison District is as follows:

Elementary School:	Math Growth %	English/LA Growth %
Canaan Elementary	73	67
Anderson Elementary	51	43
E.O. Muncie Elementary	46	51
Lydia Middleton Elementary	50	52
Deputy Elementary	48.5	39
Rykers' Ridge Elementary	46	51
Dupont Elementary	24	39

As a corporation, Madison Consolidated, has struggled to consistently make adequate yearly progress (AYP). In four of the last eight years, Madison Consolidated has not made AYP. In August, 2011, the corporation received the letter grade of D. According to the Annual Report Card on the Indiana DOE website, ISTEP passing rates for the general education population in Madison were: 82.3% passing the English/Language Arts subtest, and 78.8% passing the math subtest. The passing rates for the special education population in Madison were as follows: 56.2% passing in English/LA, and 64.7% passing in math.

The largest elementary in Madison, E.O. Muncie Elementary, has struggled to make AYP since these performance targets were established in 2002. According to information presented in the media and on the Indiana DOE website, the areas that were identified as areas of concern for E.O. Muncie were achievement level gains of special education and at-risk students. E.O. Muncie has been identified as a Choice School and enrollment has been declining at the school.

With the local school corporation struggling to meet the needs of at-risk and special needs students, the organizers for the CCA are pleased to offer a school that will provide all students with an outstanding educational environment.

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

Survey data was analyzed to determine the perception of the community served by the CCA. Based on an electronic survey of 86 respondents:

- 97.7% believe that the CCA would be an asset to the local area
- 98.8% value weekly art, music and physical education classes for students
- 100% see the need for a school where parents are personally involved

- 96.5% favor a school with a locally-controlled school board

Attendance at events held at the Canaan Community Center by 200-250 people/event, informal conversations, and successful fundraising have demonstrated wide-spread support. Many community members and local groups have volunteered their time and resources to help clean, mow, maintain and repair building, plan events, and assist with events. Coverage by local media sources has also been favorable. The past history of the PTO has demonstrated financial support of the school with an annual \$10,000 budget—the highest per student supplemental funding of any school in the area.

12.Serving Special Populations

Identifying and Serving Special Needs

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

CCA will follow current IDEA and ECEA laws and will hire a special education teacher possessing an Indiana teacher's license with appropriate endorsements. If after reasonable efforts, CCA is unable to employ someone with appropriate credentials/endorsements, CCA will hire an individual who will apply for temporary teacher eligibility.

The CCA will provide all related services required by the IEPs, including but not limited to initial evaluations/reevaluations, paraprofessional services, school health services, and other required services such as physical and occupational therapies. The CCA will contract with the appropriate agencies (ALL KIDS CAN, Madison Area Special Education Unit, or other) or individual providers to meet these needs.

CCA will receive special education funding based on federal laws(i.e. No Child Left Behind, the IDEA of 2004) as well as Indiana's Public Law 221 and Article 7 for each child with an IEP that is enrolled. CCA will be entitled to all federal and state special education funds pursuant to the Indiana Charter School Act, the IDEA, and the ECEA.

Funding that may be available for implementation of RTI include Title I Part A and Part B, Title II Part A, Title III Language Instruction for Limited English Proficient(LEP) and Immigrant Students, Title IV Part A, and IDEA Part B.

Enrollment at CCA will be open to any child who resides in Indiana. Although CCA's initial enrollment form will not ask a parent to state whether his or her child is on an IEP or Section 504 plan, the parent will be asked those questions when the child is enrolled. When a student who has an IEP enrolls, CCA will immediately notify the previous school and acquire the child's special education records. A case conference committee meeting will be convened to make recommendations for appropriate placement and services. The child's case conference committee team will make all placement decisions, including any decision to exit the child from special education.

The academy's school leader will keep the special education teacher informed of state and locally sponsored training opportunities and their dates. Appropriate CCA personnel will attend special education training or webinars whenever possible.

CCA will develop Section 504 policies and procedures for compliance with Section 504 requirements. CCA will appoint a staff member to be the building level section 504 coordinator. The coordinator will conduct an inservice at the beginning of each school year to train regular education staff on Section 504 requirements, including instructional modifications and accommodations in the general education classroom setting.

CCA will include in its student handbook a notice of nondiscrimination on the basis of disability and also appropriately post the nondiscrimination notice within its facility.

CCA will be responsible for determining student eligibility for Section 504 services, and as best practice, will convene a Section 504 team as necessary when a CCA student has been determined to be ineligible for services under the IDEA and ECEA.

CCA will develop a written Section 504 plan for eligible students. It will also be responsible for holding manifestation determination reviews in connection with student discipline proceedings. The CCA will make available to its staff the policies and procedures to follow in the event of a Section 504 dispute.

CCA's section 504 coordinator/special education teacher will keep the staff informed regarding any new and important information and updates.

The CCA anticipates that students with mild to moderate exceptionalities will receive services from the full-time special education teacher at the school. However, specialized services will be provided by part-time specialists as the need arises. When planning the

budget for special needs students, the revenue received from the Indiana Special Education grant will be used to meet the needs of the students. If all of this revenue is not needed for staffing, the remaining balance will be invested in the following: instructional materials, technology, and professional development.

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

CCA acknowledges and understands that ALL children can learn and achieve high standards as a result of effective teaching. CCA will use the Response to Instruction (RTI) model to provide resources to students in need of academic and/or behavioral support. CCA organizers recognize that assessment drives instruction for all students.

CCA's problem solving team will be known as the "Student Support Team" and will at minimum include school leader, classroom teacher, special education teacher, and others as needed. CCA will regularly convene this problem solving team to analyze data in order to identify students who are not making expected progress as well as those that may need educational enrichment. CCA will implement appropriate interventions for a student at the earliest indication of concerns to ensure the student's success. The Student Support Team will determine strategies for meeting the child's unique needs in the appropriate setting.

CCA will use a continuum of three levels of tiered interventions with increasing levels of intensity and duration to address the full range of student needs.

- Tier 1 instruction will include core curriculum, instruction, and learning environment for all students; preventative, proactive (approximately 80% of students)
- Tier II intervention is targeted, supplemental support; small group (approximately 15% of students)
- Tier III interventions is intense, individualized support; one-on-one/very small group, increased frequency, longer duration (approximately 1-5% of students)

The Student Support Team will develop criteria and indicators to determine if

intervention is successful. The student's progress will be regularly monitored and documented. If the Student Support Team determines that an intervention has not been successful, a new intervention with a higher degree of intensity will be implemented for the student.

A referral to special education will be made to the Student Support Team if the student is not making adequate progress with previous interventions as indicated by the data. CCA understands that the documentation of a student's progress will become part of the body of evidence used in determining if a child is eligible for special education services.

The CCA community must continue to gain knowledge and develop expertise of the RTI Model and current procedures. CCA will evaluate the current infrastructure relative to leadership, teaming, curriculum, screening, and professional development. At the beginning of each school year, the Student Support Team will conduct training for CCA's general education staff focusing on RTI Model as well as the importance and implementation of differentiated instruction.

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

Indiana law requires CCA to comply with all federal laws prohibiting discrimination based on disability. CCA is accountable to Ball State University for compliance with Individuals with Disabilities Act (IDEA) and Indiana's Exceptional Children's Education Act (ECEA), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The administration and teaching staff of CCA are responsible for ensuring that all students eligible for special education receive a free and appropriate education. The special education teacher of CCA will ensure CCA's compliance with special education and disability laws through annual audits of CCA's special education program. CCA understands that noncompliance with federal and state special education and disability laws may result in revocation of its charter with Ball State University.

Research and evidence-based information will continually be monitored to determine CCA's approach to serving students with special needs.

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

Progress of all students, including special education students will formally occur three times/year. The assessment plan for CCA students is found in Attachment #All students will be assessed in August to identify students who qualify for Tier 1, Tier 2, and Tier 3 interventions. Following the identification of the students who qualify for Tier 2 or Tier 3 interventions, small group and individual plans will be developed. At this point, further diagnostic assessments will be administered to obtain detailed information concerning each student's academic needs.

In January, all students will be assessed to monitor their progress and make adjustments once again to their educational plan. If Tier 2 and Tier 3 students are not making adequate progress as indicated on January assessments, further diagnostic tests may be administered to identify specific learning styles and maximize their educational program. Summative assessments will be administered to all students in May. The staff will analyze these scores to celebrate success and plan for the future. Case conferences will be held for students who have not shown adequate progress for the year.

CCA will coordinate with the special education director/designee and parent(s) to schedule a manifestation determination review by an appropriately constituted IEP team prior to implementing any change of placement. Disciplinary procedures will comply with IDEA requirements.

Pursuant to the IDEA, and ECEA, the federal Family Educational Rights and Privacy Act and the Indiana Public Records Act, CCA will establish policies and procedures to maintain the confidentiality of personally identifiable information in special education records during all stages of their collection, storage, disclosure and destruction.

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

CCA acknowledges and understands that the special education teacher is responsible for assuring that all special education students attending CCA receive a free appropriate public education (FAPE) under the IDEA and the ECEA. CCA will use the combination

model for special education service delivery. Specifically, CCA will be responsible for providing special education instruction according to the individualized education program (IEPs) for each student that has been determined eligible for services. CCA will deliver special education instruction primarily within the regular classroom and will provide resource room “pull-out” services if required by an individual student’s IEP.

CCA will provide all necessary accommodations with instructional and curricular modifications as required.

The CCA will be responsible for following the special education procedural safeguards.

CCA will be responsible for determining eligible students and ensuring these students receive special education services including evaluations and related services. The CCA will make available its continuum of alternative placements and Interim Alternative Educational Settings (IAES to CCA as necessary). CCA will provide notice to parents and will work to resolve special education disputes with parents if they arise. The CCA will make available professional development and technical assistance to special education and CCA staff.

CCA will educate its special education students to the maximum extent appropriate in age- appropriate general education classrooms with needed accommodations, instructional curricular modifications and other supports. If an individual student is not progressing, the Special Education teacher will convene a case conference committee meeting to discuss if an evaluation or re-evaluation is necessary.

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

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

13. Student Discipline Program

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

The Canaan Community Academy will have high expectations for student behavior—behavior in which students respect the rights of others and demonstrate self-discipline with personal responsibility. It is the opinion of the organizers that CCA students who are provided with a quality educational program, along with quality after-school activities, many discipline problems will be avoided.

The CCA will organize and implement a school wide behavioral plan that all teachers and staff will use. Teachers and staff will provide direction and set limits which will create an environment that is neither permissive nor oppressive. Although the CCA Board of Directors will work with all adjunct organizations to set general policies regarding student behavior, decisions regarding specific classroom rules will ultimately be left to the teacher within the written CCA policies.

It is recognized by the CCA board that disruptive students or those who exhibit inappropriate behavior should be dealt with in a manner that is respectful of the student and the student's rights. However, it is also recognized that inappropriate or disruptive behavior also infringes on the right of all other students to receive an education. Therefore, it is the policy of the CCA board that immediate steps to correct a problem should be taken when the disruptive or inappropriate behavior occurs.

Canaan Community Academy will comply in strict accordance with State of Indiana public school guidelines. A full policy has been established, but will be updated in accordance with new laws and guidelines. Changes will be made available to parents and students. Policy guidelines will be appropriate to the age level and maturity of the child. Treatment of students will be consistent regardless of race, religion, color, sex, origin, and socioeconomic status.

The CCA Discipline Plan is as follows:

CCA Discipline Plan

GOALS

- Provide a SAFE learning environment
- Focus on PREVENTION, not punishment
- Prevent disruptions to ALLOW:
 - Teachers to TEACH
 - Students to LEARN
- CHANGE inappropriate behavior
- Promote a COOPERATIVE school community focusing on appropriate behavior
- Implement discipline consistently throughout the school

SCOPE OF PLAN

- The student behavior program begins the first day of school and continues throughout the school year.
- The plan is in effect throughout the entire school day and also applies to behavior while on school property, while going to and coming from school, while riding on school-provided transportation, and while attending school-sponsored events and functions.

CODE OF CONDUCT

A major component of the educational program of the CCA is to prepare students to become responsible learners and citizens, by learning how to conduct themselves properly and in accordance with established standards.

EXPECTED STUDENT BEHAVIORS

Each student shall be expected to:

- abide by national, state, and local laws as well as the rules of the school
- respect the civil rights of others
- act respectfully to adults and fellow students
- be prompt to school and attentive in class
- work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race, or ethnic background
- complete assigned tasks on time and as directed
- help maintain a school environment that is safe, friendly, and productive

AUTHORITY TO DISCIPLINE

Any teacher or staff member has the right to correct a student whenever necessary. Disobedience of a teacher or staff member's reasonable request is not acceptable and disciplinary action will be taken in accordance with the **Table of Consequences**. Ultimately, it is the school leader's responsibility to keep things orderly. In all cases, the school shall attempt to make discipline prompt and equitable and to have the punishment match the severity of the incident.

GENERAL GROUNDS FOR DISCIPLINARY ACTION

Students may be disciplined for:

1. Knowingly interfering with school purposes or inducing another student to do so;
2. Stealing or damaging school property or property of another person;
3. Knowingly causing bodily harm to another person;

4. Threatening another person with bodily injury;
5. Possessing a firearm or any other object that is readily usable as a weapon or is dangerous to others (such as fireworks);
6. Possessing or providing to another a drug except as authorized by prescription;
7. Possessing or providing to another any substance represented to be a drug;
8. Possessing or providing to another an alcoholic beverage;
9. Consuming or being under the influence of a drug or alcohol except as authorized by prescription;
10. Possessing or providing to another tobacco or any tobacco product;
11. Knowingly failing to report to scheduled assignment without permission or acceptable excuse;
12. Failing or refusing to comply with directions of an adult supervising a class or school activity;
13. Directing unwelcome statements, communications, or conduct of a sexual nature to another person; (See Harassment below)
14. Materially altering any school document such as a hall pass;
15. Violating Indiana or federal law;
16. Leaving a school activity or school property without prior approval of a supervising adult; teacher or
17. Cheating on an academic assignment such as a test or homework, or knowingly assisting another student in cheating;
18. Attempting or conspiring with another person to violate any student behavior standards.
19. Chewing or possessing gum;
20. Harassing other students, staff members, or the general public by means of any speech or action that creates a hostile, intimidating, or offensive learning environment. Conduct constituting harassment may take different forms, including, but not limited to the following:
 - a. *Sexual Harassment*
 1. Verbal: The making of written or oral sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, or threats to a fellow student, staff member, or other person associated with the CCA.
 2. Nonverbal:
Causing the placement of sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow student, staff member, or other person associated with the academy.
 3. Physical Contact: Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body, with a fellow student, staff member, or other person associated with the CCA.
 - b. *Gender/Ethnic/Religious/Disability Harassment*
 1. Verbal:
 - a. Written or oral innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, disability etc. toward a fellow student, staff member, or other person associated with the CCA.
 - b. Conducting a "campaign of silence" toward a fellow student, staff member, or other person associated with the CCA by refusing to have any

form of social interaction with the person.

2. Nonverbal:

Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the CCA.

3. Physical:

Any intimidating or disparaging action such as hitting, hissing, or spitting on a fellow student, staff member, or other person associated with the CCA.

REPORTING HARASSMENT/ INVESTIGATION/ REMEDY

Any student who believes that they are the victim of any of the above actions or who has observed such actions taken by another student, staff member, or other person associated with the CCA should immediately take the following steps:

A. If the alleged harasser is a student, staff member, or other person associated with the CCA, the affected student should, as soon as possible after the incident, contact the School Leader/CAO, the COO, or another staff member.

B. If the alleged harasser is the student's school leader, the affected student should, as soon as possible after the incident, contact the Chief Operations Officer (COO) or another full-time school employee.

The student may submit a report in writing, by telephone, or in person. The reporting student should provide the name of the person(s) whom they believe to be responsible for the harassment and the nature of the harassing incident(s).

The report shall be investigated in as timely and confidential a manner as possible. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law, a collective bargaining agreement, or in the context of a legal or administrative proceeding. No one involved will discuss the subject outside of the investigation.

If the investigation reveals that the complaint is valid, then appropriate remedial and/or disciplinary action will be taken promptly to prevent the continuance of the harassment or its recurrence. Such discipline may include any of the following: oral warning, written warning, in-school restriction, out-of school suspension, restriction of privileges, restriction of access, or expulsion.

Given the nature of harassing behavior, the academy recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges. Under no circumstances will the School threaten or retaliate against anyone who raises or files a harassment complaint unless it is determined that a false accusation has been intentionally made for the purpose of harming another person.

Some forms of sexual harassment of a student by another student may be considered a form of child abuse, which will require that the student-abuser be reported to proper authorities.

Hazing by any school group, club or team is not permitted. This includes any form of initiation that causes or creates a risk of causing mental or physical harm, no matter how willing the participant may be.

DISCIPLINE FOR HARASSING BEHAVIOR

Any form of harassment will not be tolerated at the CCA. Disciplinary actions will occur in accordance with **Section A or B of the Table of Consequences**. The consequence administered to the student will be in direct relationship to degree of harassment. This will be determined by the administration.

CLASSROOM STANDARDS

1. All classroom teachers will develop and implement a classroom discipline plan which meets the student's needs and encourages the positive social and educational development of the student.
2. Classroom discipline plans will include specific rules, limit-setting consequences, and positive consequences for desired behaviors.
 - The rules will deal with observable or verifiable behavior, will be simple, and consistently administered.
 - Behavior expectations will be outlined for students, and students will know in advance what will happen should they choose to act irresponsibly.
 - Mistakes and poor choices will become a student's responsibility.
 - Limit-setting consequence should be logical and realistic.
 - Classroom consequences may include: A warning and restatement of the behavior expectations, a private conference with the student, isolation. Time out in another location, removal of privileges and activities, and additional consequences may be imposed in the reasonable discretion of the teacher.

LUNCHROOM BEHAVIOR

While in the cafeteria students are expected to:

- Be courteous, respectful and use good manners
- Follow directions.
- Raise your hand if you have a question or need assistance.
- Keep hands, feet and objects to yourself.
- Talk quietly with those at your table.
- Be responsible for keeping your area clean.

SCHOOL BUS CONDUCT AND SAFETY RULES

The school bus conduct and safety rules are designed to promote student safety. Each student is expected to obey the rules and the bus driver. The authority of the driver is recognized under the law and supported by the CCA. Bus transportation is a privilege and inappropriate behavior may result in transportation being denied. Transportation will not be provided to students for social events (dates, sleepovers, birthday parties, or studying together).

EXPECTED BUS BEHAVIOR

AT THE BUS STOP

1. Be on time. Board and leave the bus only at your regularly assigned stop.
2. Stay out of the street and away from the road. Help protect the surrounding property while you wait for the bus.
3. Wait until the bus has come to a full stop and the door has been opened by the driver.

BUS RULES

1. Always obey the driver.
2. Promptly be seated and stay in your assigned seat.
3. All buses will have assigned seating charts.
4. Keep all books and materials on your lap or contained in a backpack or sack.
5. Be courteous and do not use profane language. Speak in low tones.
6. Never push, shove, scuffle, or horseplay, as it is considered to be a serious safety hazard.
7. Keep your head, hair, hands, feet and all belongings inside the bus and to yourself.
8. No tobacco products are acceptable on the bus.
9. Fighting is prohibited.
10. Never throw objects inside or outside the bus.
11. Do not eat or drink on the bus.
12. All students should respect everyone while riding on the bus.
13. Keep the bus clean and orderly.

LEAVING THE BUS

1. Take your turn and do not push.
2. Once off the bus, clear the area immediately. If crossing the street, wait for a signal from your driver.

BUS CONSEQUENCES

First Offense: Bus driver will give verbal warning to student

Second Offense: Bus driver will call parent

Third Offense: Written referral will be given to the Chief Operations Officer (COO) on the day or day after the offense – The CAO or COO will meet with student – Parent and transportation will receive a copy of the disciplinary actions

Fourth Offense – Written referral will be given to the school administration on the day or day after the offense (marked as second referral) - The CAO or the COO may suspend riding privileges

Fifth Offense – Written referral will be given to the school administration on the day or the day after the offense (marked as third referral) – The CAO or the COO may suspend riding privileges for the remainder of the semester and/or year

DRESS CODE

School Uniforms

***It is the goal of the organizers for the CCA that school uniforms be considered by the CCA Board of Directors. This decision will be adopted by the Board following a parental survey.**

School Dress/ Alternative Non-uniform Policy

The CCA recognizes that standards of dress change with the times. What is appropriate at one time or place may not be appropriate at another. In the long run, attitudes of society will determine how we dress for different occasions. The primary requirement for the appropriateness of any dress for children is cooperation of parents. If a child's clothing/hair/overall appearance is so unusual that it attracts attention or does not fit comfortably, it may at the same time distract attention from the business at hand, which is the education of the child. No rule will suffice for all occasions, so **parental cooperation**

is a must. We believe that children should not wear any clothing that would prevent them from safely participating in all school activities. Experience indicates that there is a reasonable connection between proper dress & grooming and the successful maintenance of good discipline. We ask that our students come to school with clean bodies, hair and clothing.

The following items are considered unacceptable anytime during the school day:

- Any clothing that encourages inappropriate behavior (clothing relating to drugs, gangs, alcohol use, etc.)
- All tops that do not fully cover the top of the shoulder or that show the chest (halter tops, muscle shirts, spaghetti straps, tank tops, etc.)
- Painted hair and body paint
- Anything that can damage school property or cause personal injury (large chain links, high heeled shoes, some jewelry)
- Beachwear, miniskirts, saggy pants, clothing with large tears or holes
- In addition, all shorts and skirts must be at least finger tip length

SKIPPING CLASSES/TRUANCY

The skipping of classes or any part of the school day is considered an unexcused absence. Discipline will result in accordance with **Section B** of the **Table of Consequences**. Leaving school property without permission will be considered truancy and will result in disciplinary action in accordance with **Section B** of the **Table of Consequences**.

MAKE-UP OF TESTS AND OTHER SCHOOL WORK

Students who are excusably absent from school shall be given the opportunity to make up work that has been missed. The student should contact the teachers as soon as possible to obtain assignments.

Students will be given the number of days of excused absence in which to make up work. If a student misses a teacher's test or standardized test due to excused absence, the student may make arrangements with the teacher to take the test.

BULLYING

According to Indiana Code (Effective July 1, 2005):

"As used in this chapter, "bullying" means overt, repeated acts or gestures, including:

- a) verbal or written communications transmitted;**
- b) physical acts committed; or**
- c) any other behaviors committed; by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student."**

1. This rule applies when a student is:

- On school grounds immediately before or during school hours, immediately after school hours or at any other time when the school is being used by a school group;
- Off school grounds at a school activity function, or event;
- Traveling to or from school or a school activity, function, or event; or
- Using property or equipment provided by the school.

2. Bullying by a student or groups of students against another student with the intent to

harass, ridicule, humiliate, intimidate, or harm the other student through overt, repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior is prohibited.

3. Parents or students who suspect that repeated acts of bullying are taking place should report the matter to the school leader or their designee. School personnel will investigate all reports of bullying.

4. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation.

5. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.

6. All staff members are encouraged to engage students and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in the school.

7. Participants will be disciplined in accordance with **Section B** of the **Table of Consequences**. The instigator may be disciplined in accordance with **Section C** of the **Table of Consequences**.

CARE OF PROPERTY

Students are responsible for the care of their own personal property. The school will not be responsible for care of the property or its loss. Valuables such as jewelry, electronic devices, or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student does damage to or loses school property, the student or the student's parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to disciplinary action according to the Student Behavior Standards.

CELL PHONES/PAGERS/ELECTRONIC DEVICES

Students are allowed to be in possession of a cell phone. The phone must be OFF during school hours (may NOT be on silent or vibrate). Students are not to be in possession of any type of electronic paging device or beepers, portable CD players, portable tape player, or electronic games. When a student is found in possession of one of these items the item may be confiscated by the teacher and or administrators.

CHEATING

Cheating and plagiarizing are prohibited and students found to have engaged in either activity will not receive credit on that particular examination, project, or homework assignment. The teacher will notify the parent and the administration immediately of cheating.

DRESS AND GROOMING

While fashions change, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

Students should consider the following questions when dressing for school:

Does my clothing expose too much? (no)

Does my clothing advertise something that is prohibited to minors? (no)

Is there obscene, profane, drug related, gang related or inflammatory messages on my clothing?

(no)

Am I dressed appropriately for the weather? (yes)

Do I feel comfortable with my appearance? (yes)

If a student is referred to the administration for inappropriate dress, the student will be asked to change into acceptable attire. If the student cooperates with the directions of the administrator, no further action is necessary. If the student becomes disrespectful or fails to obey the directions, the penalty for violation of this policy will result in disciplinary action in accordance with **Section B** of the **Table of Consequences** (See Appendix).

EXTORTION/THREATS

The practice of threatening or extorting another student for money, food, or any other item is extortion. This violation of school policy will result in disciplinary action in accordance with **Section B** of the **Table of Consequences** (See Appendix).

FIGHTING

Fighting in school, on school transportation, or at school- sponsored events will result in discipline to all participants in accordance with **Section B** of the **Table of Consequences**. An unprovoked attack on another will result in disciplinary action in accordance with **Section C** of the **Table of Consequences**.

FOOD FIGHTS

Throwing food in the cafeteria will not be tolerated. Students throwing food will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

HORSEPLAY

Injury to individuals as a result of horseplay or inappropriate behavior will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

ILLEGAL SUBSTANCES

Students will be disciplined in accordance to **Section D** of the **Table of Consequences** for the following: possessing or providing to another a drug except as authorized by prescription; possessing or providing to another any substance represented to be a drug; possessing or providing to another an alcoholic beverage; consuming or being under the influence of a drug or alcohol except as authorized by prescription; or possessing, providing or using drug paraphernalia. Any item promoting an illegal substance is prohibited.

INSUBORDINATION

The failure of a student to follow a reasonable request by any staff member is insubordination. Normally, insubordination results in disciplinary action in accordance with **Section B** of the **Table of Consequences**. If the insubordination is accompanied by profanity or other serious misconduct, it may be treated as a **Section C** or **Section D** suspension. This will be determined by the administration.

NUISANCE ITEMS

Possession of items which are disruptive to the school environment is not permitted at school. These nuisance items include, but are not limited to, skateboards, roller blades, water pistols, or toys brought without teacher permission. Normally the first time a nuisance item is brought to school, the item will be confiscated by the teacher. The student will be allowed to obtain his/her confiscated property at the end of the school day. Future occurrences will result in the confiscation of the item, and it will be retained by the administration. It will only be released directly to the parent or guardian. Water guns will not be returned.

Nuisance items which are dangerous to the safety of others or have the potential to cause damage to personal or school property, such as but not limited to fireworks, smoke or stink bombs, eggs, or shaving cream will be confiscated and will not be returned.

Students bringing these items to school will be disciplined in accordance with **Section B** of the **Table of Consequences**.

PROFANITY

Students using profanity will be asked to refrain from further use of the inappropriate language. If the student cooperates, no further action will be taken. If the student directs the profanity at any staff member, or continues to use profanity, disciplinary action will be administered in accordance with **Section B** of the **Table of Consequences**.

SMOKING OR POSSESSION OF TOBACCO PRODUCTS

The purchase, possession or use of tobacco products by minors is prohibited by law. Students are not authorized to smoke in school, on school grounds, or in school transportation. If students are found using or in possession of, any tobacco products or any item representing or promoting tobacco products, to include cigarettes, cigars, smokeless tobacco, lighters, or matches, this will result in disciplinary action in accordance with **Section B** of the **Table of Consequences**.

THEFT

Theft of or possession of stolen personal property or school property will result in a disciplinary action in accordance with **Section B** or **Section C** of the **Table of Consequences** (See Appendix). (\$100 or less **Section B**; over \$100 **Section C**.)

THREATENING A STAFF MEMBER OR STUDENT

The safety and well being of all students and staff members at the CCA is necessary to ensure that the schools are safe and enjoyable places to learn. Threats will not be tolerated. A student who verbally threatens a student, or staff member will be disciplined in accordance with **Section C** of the **Table of Consequences** (See Appendix). A student who pushes, hits, or physically strikes a student, or staff member will be disciplined in accordance with **Section C** of the **Table of Consequences**.

VANDALISM

The intentional destruction or damage of school property or the personal property of others is vandalism. All incidents will result in a disciplinary action in accordance with **Section B** of the **Table of Consequences**. Students will be expected to reimburse the CCA for all damages that were incurred.

WEAPONS

Weapons or any weapon related item (incl. bullets, caps, M80s, etc.) of any type are not allowed at the CCA under any circumstances. A student found in possession of a weapon

will be suspended for ten days and expulsion proceedings will be initiated. Any student using a weapon to threaten or harm another individual will be suspended for ten days and expulsion proceedings will be initiated.

ENFORCEMENT OF STANDARDS

1. The standards will be enforced by administrators, teachers, instructional assistants, bus drivers, and any other adult authorized by the school to supervise students.
2. The objectives of the enforcements of these standards are:
 - a. to protect the physical safety of all persons and prevent damage to property.
 - b. To maintain an environment in which the educational objectives of the school can be achieved;
 - c. To enforce and instill the core values of the CCA and its school community.
3. The nature and extent of any discipline utilized to enforce student behavior standards will be determined by:
 - a. the nature and extent of any potential or actual injury, property damage, or disruption;
 - b. the student's prior disciplinary history and the relative success of any prior corrective efforts;
 - c. the willingness and ability of the student and the student's parents to participate in any corrective action;
 - d. the interest of other students in the School in a school environment free from behavior that violates the School's behavior standards; and
 - e. any other aggravating or mitigating factor or circumstance that should be considered.

DUE PROCESS RIGHTS IN EVENT OF SUSPENSION, EXCLUSION OR EXPULSION

The following rules and procedures will apply with regard to the administration of discipline involving suspension, exclusion, except that due process for special education students will follow the guidelines of Article 7.

Before a student may be suspended, expelled, or excluded from school, there are specific procedures that must be followed.

SUSPENSION FROM SCHOOL

The school leader may deny a student the right to attend school or take part in any school function for up to 10 consecutive school days. The suspension period may, at the discretion of the administrator, be In-School or Out of School in the care of the student's parents.

When a student is being considered for a suspension, the administrator in charge will notify the student of the reason. The student will then be given an opportunity to explain the student's side. After that informal conference, the school leader will make a decision whether or not to suspend. If a student is suspended, the student and student's parents will be notified, within one day, of the reason for and the length of the suspension. The suspension may be appealed in writing directed to the school leader. Students are not to be on school property during any suspension from school. The suspension will be counted as an un-excused absence. During the appeal process, the student will not be allowed to remain in school.

EXCLUSION FROM SCHOOL

A student may be excluded from school if the student poses a substantial threat to the health or safety of other students or staff.

Upon written request to the CCA administration, a hearing may be arranged within ten days after the student has been suspended pending the exclusion hearing. A decision to exclude may be appealed to the State Department of Education.

EXPULSION FROM SCHOOL

An expulsion is a denial of the right of a student to take part in any school function for a period greater than 10 consecutive school days.

When a student is being considered for expulsion, the student will receive a formal letter of notification addressed to the parents indicating, among other requirements, their right to request an expulsion meeting within 10 days after receipt of the hearing examiner's letter. If no request is received within that time period, the right to a hearing has been waived. Students being considered for expulsion may or may not be removed immediately in the discretion of the administration. At the expulsion meeting the student may be represented by parents and/or legal counsel.

The school administration shall review the hearing examiner's report and make a decision within two school days after receiving the report. If the student is excluded or expelled, the parents may appeal, in writing, to the Board of School Trustees. The appeal can be based only on evidence from the hearing or evidence presented in the appeal. All opportunity to earn grades or credit ends when a student is expelled. Students are not to be on school property during any period of expulsion from school.

CONTRABAND DETECTION ON SCHOOL PROPERTY

School policy allows for the use of law enforcement agencies to assist school personnel in the detection of contraband, which could include but is not limited to explosive devices, weapons, bio-chemical materials, and illegal drugs or narcotics. In addition to the use of local, county, and state police officers, law enforcement canine police units may be incorporated into the detection process.

In the event a student is suspected of being in possession of any form of contraband on school property, the student will be placed in the custody of the school principal, the student's parents or guardians will be notified and informed of the circumstances and requested to come to school.

SEARCH AND SEIZURE

Search of a student and the student's possessions may be conducted at any time the student is under school jurisdiction, if there is a reasonable suspicion that the student is in violation of law or school rules in order to protect the safety of the student or others. All searches may be conducted with or without a student's consent.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items that have been confiscated.

LOCKERS

Students may be provided lockers, desks and other equipment in which to store materials. Students may not place a personal lock on any locker. Locks are to prevent theft, not to prevent searches. It should be clearly understood that this equipment is the property of the school and may be searched at any time.

Under Indiana law, a student who uses a locker is presumed to have no expectation of privacy in that locker or the locker's contents. A school administrator may, in accordance with the rules of the governing body, search a student's locker and the contents of the

locker at any time. A law enforcement agency having jurisdiction over the geographic area having a school facility may at the request of the school leader; and in accordance with the rules of the governing body of the CCA, assist a school administrator in searching a student's locker and the locker's contents.

STUDENT RIGHTS OF EXPRESSION

The school recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials as long as the items meet school guidelines.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the school leader 24 hours prior to display.

A. Materials may not be displayed if they:

1. are obscene to minors, libelous, indecent or vulgar. Items which promote drugs, alcohol, tobacco, or anti-social behaviors are deemed unacceptable by the school administration
2. advertise any product or service not permitted to minors by law,
3. intend to be insulting or harassing
4. intend to incite fighting or present a likelihood of disrupting school or a school event.

B. Materials may not be displayed or distributed during class periods, and permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there are proper entrances and exits to and from the building.

PARENT OR STUDENT CONCERNS, SUGGESTIONS AND GRIEVANCES

The school is here for the benefit of the students. The staff is here to assist a student in becoming a responsible adult. If a parent or student has suggestions that could improve the school, they are encouraged to offer them to the teacher or school leader.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Concerns and grievances should be directed to the principal.

A student has the right to a hearing if the parent or student believes the student has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. All initial hearings will be conducted with the principal of the school. All hearing determinations are subject to a request for review in accordance with the due process procedures established for the students and parents.

TABLE OF CONSEQUENCES

(All disciplinary consequences are subject to being modified in the reasonable discretion of the administration.)

Section	First Referral	Second Referral	Third Referral	Fourth Referral	Fifth Referral
A	Counseled by Administration	Student warned and parent notified	1 day In-school Suspension	2 days In-school Suspension	3 days In-school Suspension
B	Administrative determination	1 day In-school Suspension	2 days In-school Suspension	3 days In-school Suspension	4 days In-school Suspension
C	3 days In-school Suspension	4 days In-school Suspension	5 days In-school Suspension	10 days In-school Suspension	Out of school Suspension or Expulsion Recommended
D	5 days In-school Suspension	10 days In-school Suspension	Out of school Suspension or Expulsion Recommended		

EQUAL EDUCATION OPPORTUNITY

It is the policy of the CCA to provide an equal education opportunity for all students.

Any person who believes that the school or any staff member has discriminated against a student on the basis of race, color, creed, disability, religion, gender, ancestry, national origin, limited English proficiency, place of residence, or social or economic background, has the right to file a written complaint with CCA Board of Directors.

STUDENT RIGHTS AND RESPONSIBILITIES

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. The school respects students' rights to freedom of expression and association and to fair treatment and requires the students to respect those rights for their fellow students and the staff. Students must follow teacher directions and obey all school rules. Disciplinary procedures are designed to insure due process (a fair hearing) before a student is removed because of his/her behavior. Disciplinary procedures are set forth in the Discipline Plan above.

GENERAL INFORMATION

Parents have the right to know how their child is performing in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the responsibility of the student to deliver that information. If necessary, the mail or hand delivery may be used to insure that parents receive the information. Parents are encouraged to build a two-way link with their student's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals. The staff expects students to arrive at school prepared to learn.

CUSTODY AND COURT PAPERS

If one parent has been awarded custody of the student by the courts, the parent of custody shall provide the school with a copy of the custody order and inform the school in writing of any limitations in the rights of the non-custodial parent. In the absence of such notice, the school will presume that the student may be released into the care of either parent.

MCKINNEY VENTO ACT

The McKinney Vento Act which was reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. The act is a part of the Federal Legislation called No Child Left Behind. The McKinney Vento Act provides school districts guidelines to services which are available to children that would be classified as homeless. The CCA will provide a residency form to be completed twice a year by each family of the children attending and enrolling in the CCA. The data collected from these forms will be used for data reporting purposes and to offer assistance when and where needed. The complete McKinney Vento Act can be found under The McKinney Vento Act Homeless Assistance (42 u.s.c.11431)

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

The aforementioned Discipline Plan for the CCA has been modeled from the best practices at C.L.A.S.S. schools, and is supported by research. Research sources have included Alfie Kohn's book entitled Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes. Behavior plans similar to the plan for the CCA have been used successfully at numerous high achieving schools, and the organizers for the CCA believe that it will be an effective plan for the intended population of the school.

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

The CCA's Discipline Plan is designed to follow the key constructs of the brain-based learning in the C.L.A.S.S. model. This is illustrated by the following chart:

Key Constructs of Brain-based Learning Incorporated in the C.L.A.S.S. Model	
Emotion drives attention	Joseph E. LeDoux. <i>The Emotional Brain: The Mysterious Underpinnings of Emotional Life</i> (1996) Candice Pert. <i>Molecules of Emotion: Why You Feel the Way You Feel</i> (1997) Antonio Damasio. <i>Descartes' Error: Emotion, Reason, and the Human Brain</i> (1994)

	Robert Sylwester. <i>A Celebration of Neurons: An Educator's Guide to the Human Brain</i> (1995) David Kiersey. <i>Please Understand Me II: Temperament Character Intelligence</i> (1998)
Humans have many ways of taking in the world	Howard Gardner. <i>Frames of Mind: Theory of the Multiple Intelligences</i> (1983) Howard Gardner. <i>Intelligence Reframed: Multiple Intelligences for the 21st Century</i> (1999) Thomas Armstrong. <i>7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences</i> (1999)
Movement is important for the whole brain/body development	Carla Hannaford. <i>Smart Moves: Why Learning is Not All in Your Head</i> (1995)
Learning is enhanced by social interaction and collaboration	Spencer Kagan. <i>Cooperative Learning</i> (1994) Jeanne Gibbs. <i>TRIBES: A New Way of Learning and Being Together</i> (2001) Jeanne Gibbs. <i>Discovering Gifts in Middle School: Learning in a Caring Culture Called Tribes</i> (2001)
Interest is the key to learning. Content must connect to students' prior knowledge or experiences created in the classroom.	Renata and Geoffrey Caine. <i>Making Connections: Teaching and the Human Brain</i> (1994)
Enriched experiences with time to process and practice (feedback) create brain connections	Marion Diamond and Janet Hopson. <i>Magic Trees of the Mind: How to Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth Through Adolescence</i> (1998)
Patterns of understanding lead to the development of mental models for using what we understand.	Leslie Hart. <i>Human Brain and Human Learning</i> (1999)
Behavior plans need to be based on clear expectations and require adequate time to create procedures with students	Alfie Kohn. <i>Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes</i> (1993)
Age appropriate material and experiences are important for the development of young minds	Jane Healy. <i>Endangered Minds: What Children Don't Think—and What We Can Do About It</i> (1998) Jane Healy. <i>Failure to Connect: How Computers Affect Our Children's Minds—and What We Can Do About It</i> (1998)

13. Professional Development

Staff Experience and Expertise

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

The CCA expects to employ a highly qualified staff with various levels of expertise. People who expressed an interest in serving students at the CCA include basically two levels of expertise. It ranges from unemployed or underemployed educators to recently retired educators. The organizers for the CCA believe this combination of beginning teachers and experienced professionals will provide a highly effective, passionate staff that will optimize learning for all CCA students.

Potential staff members will possess the following:

- Commitment to the Canaan Community Academy mission, objectives, and mission
- Program development, classroom management, and professionalism
- Organization and effectiveness of instructional practices
- Communication, mutual respect, approachability, and accessibility
- Commitment to the implementation of C.L.A.S.S. philosophy
- Effective participation in the Canaan Community Academy family
- Remaining up-to-date/implementing requirements of the Indiana DOE

Professional Development Plan

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

Canaan Community Academy will provide the staff with professional improvement that includes participation in professional development programs and attendance at professional conferences when appropriate. Canaan Community Academy will provide an environment that encourages positive interaction with all those participating in the adventure of this educational endeavor. In addition to providing opportunities for professional development, the faculty will be evaluated yearly. Initially, the staff will attend training seminars in C.L.A.S.S.'s Summer Institute and in-Motion to prepare the staff to initiate the mission of the CCA. For more information, visit the websites: www.joyofclass.com and www.mimlearning.com.

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

C.L.A.S.S. implementation requires a multi-year commitment, and the CCA plans to form a partnership with C.L.A.S.S. personnel to continue improving and expanding on the C.L.A.S.S. philosophies. Ideally, if funding allows, staff training would occur annually on-site in the Indianapolis area. However, with the assistance of technology, professional development will continue using webinars, videos, and internet resources. Sharing with other professionals who have used or are using this educational approach is also an option.

Minds-in-Motion implementation will require training 4-5 staff members who will in turn train the remainder of the staff. The CCA is fortunate to have a trained physical therapist who recently attended Minds-in-Motion training sessions, and has offered her services to train CCA staff and begin implementing the program at the CCA.

Professional development opportunities are also available on the Indiana DOE and other websites, and the CCA will be vigilant in taking advantage of these opportunities.

c. Explain the system for ongoing staff development.

Initial staff development for C.L.A.S.S. will occur prior to and during the first year of operation. Implementation will be monitored by the CAO and COO, and further staff development opportunities will occur during the future dependent upon needs of the staff and funding.

Minds-in-Motion training will also occur prior to and during the first year of operation. Implementation will be monitored by the CAO and COO, and further staff development will be provided as staff turnover occurs and faculty needs arise.

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

Assessing Successful Implementation of C.L.A.S.S.

Evaluation rubrics will be completed by staff members and the administration. The following critical questions will be used to assess the effective implementation of C.L.A.S.S.:

1. Is the classroom safe, comfortable environment where there is the “absence of threat”?

2. Is there collaboration and cooperation occurring based on mutual respect?
3. Are students provided with an enriched environment where students are immersed in topics of instruction?
4. Are the students provided with integrated thematic instruction, including differentiated instruction within the chosen themes?
5. Are students provided with meaningful content, where knowledge and skills are not only based on Indiana's Academic Common Core Standards, but are connected to real world situations?
6. Are students given immediate feedback to optimize learning and mastery?
7. Are formal and informal assessments used frequently to verify mastery?
8. Are students in the class making adequate gains in achievement?

Successful Implementation of Minds-in-Motion

Evaluation rubrics will be completed by staff members and the administration. The following critical questions will be used to assess the effective implementation of Minds-in-Motion (MiM):

1. Is the staff implementing MiM activities with all students at least 3 times/week?
2. Is the staff implementing more intensive MiM activities with students who display this need?
3. Are staff members displaying knowledge of the MiM techniques and implementing the activities successfully?

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

In the first year of operation, \$15,000 has been budgeted for staff development. Of this budgeted expense, the plan is to spend \$10,000 for training in C.L.A.S.S., allowing as many staff members as possible to attend the training. The remaining \$5,000 will be used to train as many staff members as possible in Minds-in-Motion techniques, with remaining funds allotted for supplies and equipment.

The annual staff development budget includes \$7,200 for ongoing training for all other years of operation.

15.Co-Curricular and Extracurricular

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

Extracurricular and co-curricular activities at the CCA will be instructional and recreational in nature. Most academic clubs and athletic sports activities will occur during the Teach, Enrich, and Mentor (T.E.A.M.) time after the school day (2:30-3:35 P.M. daily). Plans for supervising and instructing students during TEAM time will be provided by staff members and in-kind contributions. Any costs associated with extracurricular activities will be funded by the CCA Parent/Teacher Organization.

Teach, Enrich, and Mentor Activities: T.E.A.M. Time

Throughout the school year, varied T.E.A.M. activities will be used to enrich the regular curriculum. The theme may be seasonal or multicultural, relating to one particular country. T.E.A.M. activities will be overlapping, such as community service projects made during visual arts activities, or music used to teach dance or support dramatic presentations. These activities will address the seven intelligences as outlined by C.L.A.S.S. project.

T.E.A.M. Activity	Community Partners	Frequency of Activity
<i>Tutorial/Remedial Work(Mandatory):</i> <i>Homework help, remedial instruction</i>	Staff Members	Daily
<i>Homework Help (Optional):</i> Staffed room for assisting students with homework	Staff members	Daily
<i>Healthy Bodies/Healthy Mind:</i> Dance, Sports, Cheerleading, Running Club	Staff members and Community volunteers	Daily
<i>Technology Club:</i> Thematic research project on the internet; Computer enrichment	Staff members and Community volunteers	Daily
<i>Reading Buddies:</i> Multi-age book sharing; Renaissance Place Accelerated Reader comprehension activities	Staff members and Community volunteers	Daily
<i>Good News Club:</i>	Local churches,	Weekly

Christian religion education, including crafts and music	community volunteers	
<i>Drama Club:</i> Plays, musicals, Reader's Theater,	Staff members and Community volunteers	Weekly
<i>Arts Club:</i> Music, art, dance, displays and shows	Staff members and Community volunteers	Weekly
<i>Foreign Language Club:</i> French and Spanish	Community volunteers	Weekly
<i>Extended Community Organizations:</i> 4-H, Girls, Inc., Boy Scouts, Girl Scouts	Community Volunteers	Weekly
<i>Math Club:</i> Computer competitions and games, Board games, Apangea Math	Staff members and Community volunteers	Weekly
<i>Science Club:</i> Internet science research, environmental studies, outdoor lab	Staff members and Community volunteers	Weekly
<i>The Great Brain Club:</i> Research topics of interest; Share information with others	Staff members and Community volunteers	Weekly
<i>Gardening Club:</i> Research, plan, and plant gardens on school property	Community volunteers	Seasonal
<i>Cooking Club:</i> Seasonal or multi-cultural themes; Recipe test trials	CCA Food Services Director or Community volunteers	Seasonal
<i>Little Hoosiers Club:</i> In-depth study of local and Indiana history; patriotic activities	Staff members and Community volunteers	Seasonal
<i>Young Authors:</i> Write, publish, and illustrate books	Staff members and Community volunteers	Seasonal
<i>Academic Competitions:</i> Geography Bee, Destination Imagination, Apangea	Staff members and Community volunteers	Seasonal
<i>Community Service Club:</i> Recycling, Community clean-up, Canaan Fall Festival, School gardens	Staff members and Community volunteers	Seasonal

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

All participation fees associated with co-curricular and extracurricular activities will be provided by the CCA Parent/Teachers' Organization or by fund-raising.

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

The CCA will not have any gender specific activities.

16. Transition Plan

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

As CCA students transition from the academy to middle grades, every effort will be made to ensure a smooth transition. First of all, it is the goal of the CCA organizers that our students will be:

- Strong in character
- Emotionally secure
- Confident in their abilities
- Academically prepared for the future
- Possessing high self-esteem

Therefore, the transition to the next grade-level span will be a successful experience for all CCA alumni. However, the following activities will be implemented to assure successful transitions:

- CCA staff members will meet with the staff at the receiving school to plan for each student's future.
- Student records, including detailed assessment results, will be shared with the receiving school.
- For students transitioning to the Madison Junior High School, there will be an on-site visit during the spring prior to exiting the CCA.
- Students and their parents will be invited to attend an Open House at the receiving school.

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

The CCA anticipates very few issues as the students transition from the CCA to other school environments. It is the belief of the organizers of the CCA that students who attend the school will acquire the high academic, social and emotional skills that will enable them to success in their future. Therefore, they will be prepared for anything that life sets before them. The community is accustomed to students transitioning from multiple elementary schools into the current Madison Junior High School.

Organization

17. Parental Involvement

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

The CCA recognizes that the relative family-friendliness of the school refers to how inviting it feels to the families of the students: do families feel they would be welcome to ask questions, to contribute somehow in their children's classroom, to make suggestions, or to otherwise support their children's education? The degree to which parents feel at ease at the CCA will be influenced by such factors as who initially greets them and whether they are met with a smile, with a frown, or ignored entirely; whether there is a physical space for parents to meet and find information and resources related to the school and education in general; whether they receive timely information (e.g., about school events, student productions, upcoming assessments) on a regular basis, as in a weekly newsletter coming home with their children. For example; whether the school staff seems open to questions or feedback; and whether the only time parents hear from anyone at school is when there is a problem with their child. Parents who have made an initial effort to come to school to meet their children's teachers and school leaders are less likely to return if their experience is not positive. **On the other hand, if parents are enthusiastically invited into schools, warmly greeted, and engaged in ways that make them feel comfortable and assure them that their input and questions are valued, they may be willing to come back and become involved at levels they might not even have considered.**

To assure that the CCA remains “family friendly”, an annual survey of parents will be conducted. Indiana’s Parent Involvement Resource Center has developed an "Are We Family Friendly?" Survey for distribution to Indiana schools. “This perception survey asks parents how comfortable they feel in the school; how informed they feel about their children's performance and how to help them; whether or not they feel invited to participate in the school's activities and at what level; and how empowered they feel in addressing any issues and concerns they might have.

Teachers, in turn, are asked how often and in what capacity parents are invited to participate in their children's education in the classroom and at home; how informed they keep the parents; whether they make home visits and go into students' communities; and how much they solicit information.”

*Source of Information: [Ed.gov/parent involvement/indiana](http://Ed.gov/parent_involvement/indiana)

To further ensure a greater parent response rate, a parent liaison at the CCA will be responsible for disseminating the survey, analyzing the results, and providing follow-up if parents need additional encouragement to respond.

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

The Canaan Community Academy is designed to function as a rural community school. The community includes students, parents, teachers, staff (paid and volunteer), administrators, and the organizations, businesses, and individuals of our geographical area. Annual goals include the following:

1. The average daily attendance rate will be at least 96% of enrolled students.
2. All parents/families will be asked to volunteer a minimum of 20 hours with the school annually, excluding attendance of teacher conferences and school events open to the general public.
3. All parents will participate in at least one parent-student-teacher conference during the academic year (preferably early fall of the first semester). Semester two conferences will be arranged on an as need basis.

4. A parent-teacher organization (PTO) will be formed during the first year of operation. This organization will contribute to the mission of the CCA, and will take an active role in coordinating community projects and other needs of the school as agreed upon with the school leader and the board of directors.

5. A student council will be established and served by upper grade students during the first year of operation.. One member of the CCA Board of Directors and one parent representative will work regularly with the student council to ensure a student voice in the operation of the school.

6. Parents will be informed of homework expectations early in the academic year (Open House).

Grades K-2: Read/share books sent home daily 4 to 5 nights per week. Complete other homework (spelling, math) and return to school daily.

Grades 3-6: Assignment Agenda Books will be used in the intermediate grades. Books will list daily homework assignments. Parents are expected to check completion of homework and sign the page as verification they were aware of the students' homework requirements.

Students who do not complete homework assignments will be required to work during recess or during TEAM time. TEAM Time will be offered (K-6) as an afterschool tutorial/enrichment program. Homework completion will be a priority, and its importance will be emphasized. Those students who fulfill their homework requirements will be encouraged to choose an enrichment activity in which to participate. Parental/community volunteers will be involved in providing the TEAM Time enrichment programs. The CCA hopes to capitalize on the talents and creativity of parents/community volunteers.

7. During the summer vacation, the Canaan Community Academy PTO will sponsor the Canaan Academy Summer Challenge. This program will encourage students to complete educational objectives for their appropriate grade level and also become involved in community service projects. Upon returning to school in the fall, students who completed the Summer Challenge requirements will receive recognition and incentives for completing the "Challenge". Again, parent involvement will be essential for the success of this endeavor.

8. The CCA will sponsor four community projects, programs, or events each year, offered cooperatively by and/or for the students, parents, teachers, staff, and the wider community. Each event/project will be educational, service, or performance oriented.

Examples include, but are not limited to, concerts, plays, various types of fairs, academic competitions, school fundraisers, and service projects extending beyond the school.

These events will be advertised with the extended community invited. Specifically, the CCA school community will work jointly with the parents/volunteers to kick start parental involvement early in the school year by encouraging participation in events/activities leading to the Canaan Fall Festival. Activities include guest speakers to provide study/research into the local community history of Chief White Eye, history of the Pony Express Mail Run, and culminate in the creation of a classroom entry (float) in the annual Canaan Fall Festival Parade. Other possible school/community events will include a Fall Harvest Celebration, Christmas/Winter Celebration, Spring Celebration, and possibly a summer event.

9. The CCA recognizes the importance of consistent communication with parents. Parent reports containing assessment results (STAR Reading/Math. ISTEP; Acuity, etc) will be sent home after periodic testing is completed. The CCA will send a monthly newsletter to parents informing of upcoming events and school activities. Individual classroom teachers will send newsletters and information pertaining to each specific classroom. The CCA will encourage parents to feel free to contact the school with questions/comments regarding their child's academic progress and activities. The CCA values feedback from parents and is willing to work in partnership to create an optimum learning environment.

10. The CCA will publish quarterly progress reports (report cards), and parent conferences will be held following the first quarter to discuss the first report. Additional formal conferences will be held on an as-needed basis.

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

Expectations/Goals:

Parents will be asked to participate in establishing goals and expectations for their child(ren) early in the school year. In addition, as the school staff establishes goals and expectations for the student body, parents will be asked to review those goals and work collaboratively to modify the goals for the school on an annual basis. It is the goal of the organizers for the CCA that parents will be full partners in the education of their children,

and that they will have pride and ownership in the success of the school.

Feedback:

Parents will be provided with feedback concerning their child's progress at least quarterly with reports being produced by the instructional team and shared with the parents or guardians of each student.

Assessments/Standards:

Parents will be informed of their child(ren)'s progress toward mastery of Indiana's Common Core Standards on a regular basis. Results of the following assessments will be shared with parents three or four times per year:

Star Early Literacy (K-1); Star Reading and Star Math (2-6); mClass Reading and Math; Acuity LA and Math; DIBELS

The above assessment results will be shared with ALL parents. Parents of children with special needs will not only be informed of their child's progress on the assessments listed above, they will also receive reports on other more detailed diagnostic assessments.

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

The first line of communication with the community will use tools at little to no cost. These include: school website (www.canaancommunityacademy.com), email, social networking sites such as Facebook, Twitter, media websites, radio, signs, and electronic newsletters/newspapers. Additional methods include: newspaper ads, newsletters, flyers, mailings, participation in local parades and community service fairs, and manned booths at local events.

The precedent for support of a school in Canaan is strong, and has been maintained through support of the building maintenance where the school will be housed. Many of the methods of communication described above are already employed. A particularly effective method has been the use of large signs placed on main thoroughfares throughout town. Each of these forms of communication simply feed the already strong network of community involvement.

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

CCA parents will have the opportunity to influence the management of the school through the following:

- Formal and informal meetings with the CAO and the COO
- Public comments at Board of Directors meetings
- Discussion at Parent/Teacher Organization meetings
- Parent Surveys

18. Partnerships / Contracts

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

The CCA will partner with C.L.A.S.S. project staff and with Minds-in-Motion for programs and services. The amount in the preoperational budget supporting this partnership is \$15,000. This funding will provide staff development and necessary materials needed to implement these outstanding, effective programs. The operational budget will include \$7,200 per year for ongoing expenses.

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

Connecting Learning Assures Successful Students (C.L.A.S.S.)

Initially, staff members will attend the C.L.A.S.S. Summer Institute to receive training in "The Keys to Extraordinary Teaching". As funding allows, there will be a continued relationship with C.L.A.S.S. personnel to assure the successful implementation of the C.L.A.S.S. philosophies.

The continued success of C.L.A.S.S. schools over the last twenty years is impressive.

The CCA has received commitment from Jeff Pederson, Vice President of Operations at C.L.A.S.S., to establish a partnership in becoming the first C.L.A.S.S. charter school in Indiana. The following document entry provides information about C.L.A.S.S. as authored by Mr. Pederson:

WHY C.L.A.S.S.?

The Dis-connection of Education In 1983 the National Commission on Excellence in Education issued a call to arms to America's policymakers, educators, and citizens with the publication of *A Nation at Risk: The Imperative for Educational Reform*. This report documented the declining ranking of U.S. students in international comparisons, a downward trend of S.A.T. scores, high rates of functional illiteracy, and the increasing need for colleges and employers to provide remedial education and training in basic reading and math skills. These indicators of decline riveted America's attention on the nation's schools and legions of education reformers have ever since bombarded America's schools and teachers with new programs. Every time test scores go down, there are consultants waiting at the door promising school boards, administrators, teachers, and parents that this new program is going to solve the problem. Are math scores declining? Then try this math program. Reading scores? This research-based program is sure to solve the problem.

After twenty five years, despite good intentions, heavy investment, and an explosion of educational research, most efforts at school reform have failed to allay the concerns many Americans have about the quality of America's schools. In 2001 federal policymakers rallied to implement No Child Left Behind (NCLB), which proposed to narrow the achievement gap among American students by focusing on a standards-based, data-driven approach to school improvement. The results have been mixed. Despite the proclamations of the Bush Administration that NCLB is working to improve student achievement, many educators have been highly critical of the policy, which has brought about unprecedented federal involvement in education policy at the state and local levels.

Why hasn't such an extensive focus on education reform been more successful? At C.L.A.S.S. we believe that modern education reform has been largely ineffective because it has failed to understand and address the complexities of schools. Education reformers have too often approached their subject with unexamined assumptions leftover from the industrial-age that ushered in most public school systems. These assumptions, however, no longer work well for the enterprise of education.

As organizational change expert Peter Senge has observed:

"Research conducted by Professor Linda Valli (University of Maryland) even suggests that the shift to high-stakes testing mandated by NCLB has in fact undermined the quality of teaching in reading and math."

The world in which children are now growing up differs dramatically from the world which gives rise to the industrial age school. So, it is no wonder that it is failing. Efforts to prop it up will not suffice. The types of reforms we have pursued most extensively have actually worked against the emergence of schools that work well in our age of "infotainment" and global economies because they have failed to connect learning in meaningful ways to the conditions of the present age and have, in fact, actually disconnected students, teachers, and schools from the world outside school.

Challenged to balance the political and ideological demands of diverse constituencies, policy-driven reform has tended to disconnect and disengage the "living assets" of schools—educators, students, parents, support personnel, and their shared, "life-affirming vision, values, and practices"—from the reform process. Program-based reform, with its tendency to focus intensively on improving distinct content areas, disconnects content from the holistic, integrated process of learning that comes most naturally to students.

Implemented in top-down fashion, most reform, whether originating with policymakers or with curriculum and instruction experts, tends to further disconnect people from process, sending the messages to teachers that they do not know what they are doing and that they need rescuing by the “experts.” For too many years we have treated the most critical assets in the business of schooling—our classroom teachers—as cogs in an industrial-age machine. At the same time, we have put our nation’s schools on the front lines and asked them not only to improve academic achievement but to take responsibility for a growing number of social and economic goals, from enhancing economic competitiveness to saving the environment to improving the health and fitness of our children. None of these goals will be accomplished in schools where teachers have not been encouraged and given the resources needed to grow together into confident, professional learning teams capable of engaging in reflective process of putting good teaching to practice in more effective ways. True education reform must begin with teachers and must enable them to re-connect what goes on in the classroom to real life, to meaningful things that motivate students and teachers alike to want to learn more. **On living asset management, see <http://www.lampindex.com/>**

Re-Connecting Education through Exemplary Teaching and Brain-based Learning

The success of our schools is up to the people who are there. Outside forces may dictate what needs to happen in schools, but the people at each school make it happen. Barbara Pedersen, C.L.A.S.S. Founder C.L.A.S.S. is a staff-development process and school philosophy that combines the experience of master teachers and the findings of research on brain-based learning to transform schools into communities where: ... students become lifelong learners, collaborators, and responsible citizens; ... staff are also lifelong learners, collaborators, and responsible citizens who continually refine their knowledge and skills about the art and science of teaching; and ... learning happens in a climate, in a community, with a curriculum that reflects time-honored and emerging principles about human learning. C.L.A.S.S. began with the assumption that the key to improving schools was to identify successful teachers, find out what they were doing in their classrooms, and do more of it. In the process of helping teachers learn what practices generate the best results and why, C.L.A.S.S. turned to the new science of brain-based learning to better understand the connection between research and practice. The science of the brain has evolved significantly in the past decade and continues to do so. One reason is the growing intersections of findings from several disciplines including neuroscience, cognitive psychology, sociology, philosophy, education, technology, sports psychology, creativity research, gifted research, and physics. Another is the newly developing science of brain imaging, which has rapidly accelerated our understanding of the brain and the human mind. Selectively utilizing the newest findings of research on brain-based learning, the C.L.A.S.S. Model began to transform entire schools, weaving climate, community, and curriculum together in positive and purposeful ways.

Key Constructs of Brain-based Learning Incorporated in the C.L.A.S.S. Model/Research to Support Theory

Emotion drives attention	Joseph E. LeDoux. <i>The Emotional Brain: The Mysterious Underpinnings of Emotional Life</i> (1996) Candice Pert. <i>Molecules of Emotion: Why You Feel the Way You Feel</i> (1997) Antonio Damasio. <i>Descartes' Error: Emotion, Reason, and the Human Brain</i> (1994) Robert Sylwester. <i>A Celebration of Neurons: An Educator's Guide to the Human Brain</i> (1995) David Kiersey. <i>Please Understand Me II: Temperament Character Intelligence</i> (1998)
Humans have many ways of taking in the world	Howard Gardner. <i>Frames of Mind: Theory of the Multiple Intelligences</i> (1983) Howard Gardner. <i>Intelligence Reframed: Multiple Intelligences for the 21st Century</i> (1999) Thomas Armstrong. <i>7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences</i> (1999)
Movement is important for the whole brain/body development	Carla Hannaford. <i>Smart Moves: Why Learning is Not All in Your Head</i> (1995)
Learning is enhanced by social interaction and collaboration	Spencer Kagan. <i>Cooperative Learning</i> (1994) Jeanne Gibbs. <i>TRIBES: A New Way of Learning and Being Together</i> (2001) Jeanne Gibbs. <i>Discovering Gifts in Middle School: Learning in a Caring Culture Called Tribes</i> (2001)
Interest is the key to learning. Content must connect to students' prior knowledge or experiences created in the classroom.	Renata and Geoffrey Caine. <i>Making Connections: Teaching and the Human Brain</i> (1994)
Enriched experiences with time to process and practice (feedback) create brain connections	Marion Diamond and Janet Hopson. <i>Magic Trees of the Mind: How to Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth Through Adolescence</i> (1998)
Patterns of understanding lead to the development of mental models for using what we understand.	Leslie Hart. <i>Human Brain and Human Learning</i> (1999)
Behavior plans need to be based on clear expectations and require adequate time to create procedures with	Alfie Kohn. <i>Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes</i> (1993)

students

Age appropriate material and experiences are important for the development of young minds

Jane Healy. *Endangered Minds: What Children Don't Think—and What We Can Do About It* (1998) Jane Healy. *Failure to Connect: How Computers Affect Our Children's Minds—and What We Can Do About It* (1998)

Much as the human mind itself both depends upon the structure of the brain and mysteriously transcends it, C.L.A.S.S. helps teachers cultivate the knowledge, experience and skills they need to connect all the disparate things that make up a school into a whole that is greater than the sum of its parts. C.L.A.S.S. connects learning with excitement: C.L.A.S.S. was born in 1990 out of the belief of a small community of educators in Indiana that education should be a life changing experience for students, filled with excitement, encouragement, and purpose. Teachers consistently report that C.L.A.S.S. re-energizes them and helps them share the joy of learning with their students. C.L.A.S.S. connects research with practice: C.L.A.S.S. coaches help make good teaching more productive by engaging teachers in exploring the research of learning and its application in the classroom. In a C.L.A.S.S. School, teachers learn to evaluate their own work and to monitor the rich knowledge base being generated about the human mind, how learning occurs, what motivates individuals, and more. C.L.A.S.S. connects learning across the curriculum: C.L.A.S.S. helps teachers map content area standards, packaged curriculum, testing mandates, and what excites them and their students into an integrated curriculum that helps students find coherence rather than confusion in the classroom. C.L.A.S.S. connects community with character: School climate, social skills, and character development all have an enormous impact on student academic success. By engaging students, teachers, and all school staff in cooperative and collaborative learning processes, C.L.A.S.S. generates positive school and classroom cultures. Does It Work? C.L.A.S.S. Improves School Morale.

C.L.A.S.S. as a Classic Philosophy

In 18 years, C.L.A.S.S. has worked with over 700 schools in Indiana, and currently delivers programs in nine states, including Indiana, Missouri, Georgia, Michigan, Pennsylvania, Ohio, Iowa, Kentucky, and Illinois. Our experience and the testimony of hundreds of teachers and students tell us that C.L.A.S.S. has a powerful impact on schools, teachers, and students. Because the foundation of C.L.A.S.S. depends on creating positive emotional climates and high motivation for learning, the positive feedback we consistently receive from C.L.A.S.S. schools is an important validation of our results. C.L.A.S.S. Implementation Associates with Gains in Literacy.

We are compiling research-based evidence of C.L.A.S.S.'s positive results on academic achievement. In 2002, the Randall L. Tobias Foundation supported Literacy for Life, a competitive initiative that enrolled 15 Indiana schools in our comprehensive literacy program based on best teaching practices and brain research related to learning. Eleven of the original 15 schools completed the three-year pilot program; seven of these schools were categorized as Title I schools, receiving federal assistance due to high enrollment of economically and educationally disadvantaged students. Findings from several indicators suggested significant student literacy improvements during the Literacy for Life pilot program. 91% of the Literacy for Life students passed the ISTEP+ exam compared to

79% of Indiana general education students, a 12% performance difference. Further gaps were also identified on subtest scores.

Comparative analysis of ISTEP+3 total passing exam scores between Literacy for Life students who had completed the three-year pilot program and the Indiana general education students indicated a large achievement gap.

C.L.A.S.S. Implementation Associates with Gains in Student Attendance Rates. During the Literacy for Life evaluation attendance rates at participating schools significantly exceeded Indiana state averages for each year of that same 3-year time period.

Continuing Evaluation of C.L.A.S.S.

Based on the strong results of C.L.A.S.S.'s first major longitudinal evaluation, we are working to design additional studies of the measurable impact of C.L.A.S.S. programs on academic achievement (literacy, mathematics, science). In Indiana, all students in grades 3 through 10 take the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+), as well as on other important indicators of academic success, including attendance rates, graduation rates, teacher satisfaction, parent/student satisfaction, and others. These studies will include in-house evaluations as well as scientifically-designed evaluations conducted by independent academic organizations.

C.L.A.S.S. PROGRAMS AND SERVICES

The C.L.A.S.S. Model of Staff Development: The Key to Extraordinary Teaching The C.L.A.S.S. Model of Staff Development encompasses the school community, developing a culture that is absent of threat, conducive for learning and active in the learning process. It transforms required standards-based education into meaningful learning through behavior accountability, collaboration, hands-on learning, and meaningful content and context. C.L.A.S.S. defines what it means to be educated and represents the belief that all students can achieve great success through proper environment and instructional processes. C.L.A.S.S. provides staff development through staff workshops, special events, and summer institutes, but the heart of staff development in a C.L.A.S.S. school is the coaches. C.L.A.S.S. coaches are highly effective classroom teachers with many years of experience. They want to share with others the joy of experiencing success in the classroom. They translate and model the insight and skill they have with students into their work with adults. They help teachers to think deeply about their work, acquire new strategies, and use what they already know in a climate of support and respect.

Traditionally, professional development for teachers has been delivered in a workshop setting by an outside expert who leaves teachers with new information and little help in implementing it in the classroom. By contrast, staff development in a C.L.A.S.S. school is exciting and worthwhile because our coaches are on hand on a continuing basis to help teachers take something just learned and use it thoughtfully in their classroom practice. Coaches suggest new strategies, help set goals and assess progress, recognize and support the good instincts of teachers, and facilitate teamwork. C.L.A.S.S.'s model instructional process, "Say It, Play It, Relay It, Weigh It," assists teachers with curriculum design and instruction in a manner that embodies the findings of brain-based learning research and the practices of highly effective teachers. C.L.A.S.S.'s curriculum mapping process complements and enhances classroom instruction by helping schools and teachers transform state standards into organized curriculum that is readily implemented in the classroom. C.L.A.S.S. helps teachers create powerful curriculum maps that help them lead students to meaningful understanding of the required content, skills, and concepts.

Meaningful Content:

The Key to Effective Lifelong Learning Literacy for Life. Our information-saturated culture demands increasingly honed literacy skills that will enable students to develop critical responses to text through reading, writing, speaking, and listening. C.L.A.S.S.'s approach to language arts curriculum development and instruction—Literacy for Life—incorporates C.L.A.S.S.'s broader philosophy of school improvement focusing on:

1. Climate—creating and implementing a non-threatening environment as a powerful foundation for powerful learning
2. Community—building and maintaining community through relationships, collaboration and communication creates responsible citizens
3. Curriculum—developing, delivering, and assessing meaningful literacy curriculum promotes lifelong learning

How Scientific!

Our global economy is increasingly driven by advances in technology that require advanced mathematics skills and scientific knowledge. C.L.A.S.S. is developing approaches to help teachers improve student learning in these critical core subjects. How Scientific! is a vision of excitement and engagement that embraces science as a context for learning. Through the use and integration of Core Science Standards, teachers will understand that the purpose of education is to create meaningful curriculum worth learning. By using science as the focus for engaging teachers and students, C.L.A.S.S. will lead and facilitate a learning process that integrates science and language arts and makes learning come alive with meaning and purpose. Students will experience what it means to be literate in science by understanding the world around them; how to critically think through science-related community issues, and problem-solve to create solutions for life's experiences. Science literate students and teachers will be able to make well educated decisions based upon the understanding of complexities of the environment, systems thinking, and the scientific process of learning. Character Skills Curriculum: The Key to Exemplary Schools In a C.L.A.S.S. school, the vision is about teachers learning how to teach students how to learn—how to learn for life. Like teachers, students need to understand how people learn and why the environment for learning has to be non-threatening. They need to experience learning as it should be—natural, fun, and rewarding. None of us can learn if we feel threatened or if the environment is chaotic. Therefore teaching, modeling, and rehearsing good behavior is a consistent thread in the daily life in a C.L.A.S.S. school. In promoting a positive climate for learning, C.L.A.S.S. schools remind students of two overarching life goals that are discussed, modeled, written on the wall, integrated into the curriculum, and celebrated. The Life Goals provide a common language for the school community.

The C.L.A.S.S. Life Goals Do the “right” thing. Treat people “right.” ...even if you do not feel like it. C.L.A.S.S. schools also recognize, understand, and practice enduring life skills that people of all cultures value. C.L.A.S.S. schools focus on character skills known as Lifelines through a variety of purposeful, school-wide activities.

The C.L.A.S.S. Lifelong Guidelines:

Integrity Initiative Flexibility Perseverance Organization Sense of humor Effort Common Sense Problem solving Responsibility Patience Friendship Curiosity Cooperation Caring Courage Pride Resourcefulness

Finally, C.L.A.S.S. helps teachers approach behavior procedures by engaging students in the development of written, step-by-step expectations to help students know what to do in a variety of situations. Behavior procedures commonly refer students to the language of the Life Goals and Lifelines.

The Student Ambassador Program:

The Key to Equipping Leaders Over the years, C.L.A.S.S. has realized that our character skills curriculum has been most successful when students themselves have caught the enthusiasm and helped to lead the transformation of their own classrooms. Our new Student Ambassador Program has been developed to embrace the role that peer influence plays in learning and to cultivate leadership skills among those students with potential to be powerful shapers of the learning culture in their schools and communities. C.L.A.S.S. is dedicated to providing quality programs that aid in creating learning communities that encourage students to be successful contributors to our society. The Student Ambassador Program provides selected students with the leadership skills and communication skills to solve real problems in their schools and communities. The students chosen for this program are those who have demonstrated leadership potential and strong peer influence. This does not mean that these students are necessarily the best behaved or the more academically successful. Our expectation is that given recognition and individualized attention through the program, Student Ambassadors will learn to use their influence to encourage others and to model the Life Goals and Lifelines. Student Ambassadors, their parents, and Teacher Liaisons (administrators and teachers) will participate in C.L.A.S.S. leadership facilitation, training, and coaching on topics that will include: setting high expectations for learning and behavior; brain research on emotion; building relationships among students, staff, and parents; student responsibility for learning; parental involvement; focusing on student strengths before addressing weaknesses; celebrating what is working. Piloted in 2007-08, in several elementary schools in the metropolitan school district of Pike Township, Indiana, the Student Ambassador Program achieved dramatic changes culturally and socially in both the school community and with individual students. As we expand the program to other schools and districts, we will develop a program evaluation process that will track students throughout their school careers to assess future achievement, graduation rates, and evidence of continuing community leadership.

Summer Events:

The Key to Energizing High Quality Teachers Thousands of teachers have participated in C.L.A.S.S.'s Summer Events which provide an energizing introduction to and reinforcement of C.L.A.S.S.'s model for high quality teaching. Summer events package intensive instructional days, lectures by nationally recognized educators, and a fun and refreshing environment that helps restore, motivate, and energize educators. They focus on the essence of good teaching and engage educators in asking, "How do we make curriculum come alive for our students?" The impact of C.L.A.S.S.'s events is best heard by listening to teachers themselves: C.L.A.S.S. has had an extremely positive impact on

me and my teaching. The C.L.A.S.S. Model has given me purposeful guidance and structure for my teaching day. I love all of the connections that my students and I are making throughout the year. C.L.A.S.S. has allowed me to develop a curriculum that is meaningful and thought-provoking for the students I teach. I am a better teacher today because of C.L.A.S.S.! To me, C.L.A.S.S. is the perfect classroom model for teaching because it blends creativity, high interest and enthusiasm with rigorous standards and expectations. The result is students who WANT to come to school; who WANT to do their very best; and who WANT to be successful in life. C.L.A.S.S. empowers students to do more than they ever imagined! This past year was the first time in my teaching career that I greeted my students each morning with a welcome message that included a task followed by the teaching of the literacy links. I followed the welcome message with reading/writing activities designed around the C.L.A.S.S. literacy curriculum. At the end of the year, 86% of my students scored above the benchmark goal of 90 words per minute on our DIBELS assessment. Over half of those students were reading 120 words or more per minute. My NWEA results indicated 82% of my students scored above the norm group average. Reflecting on this data, I realized the impact C.L.A.S.S. teachings had on my reading scores (22% gains) when taught with consistency. Post-Secondary Programs: The Key to Extending Learning Success In addition to our K-12 programs, C.L.A.S.S. is extending its services to reach the post-secondary educational system. We are in the planning phase of a new program to provide core coursework in teacher education for pre-service educators. We will be working with colleges of education to offer courses based upon the C.L.A.S.S. principles in character education; literacy; curriculum mapping & alignment; and fundamental C.L.A.S.S. teaching process. We believe that providing specific attention to pre-service educators will help these upcoming educators enter schools with the conceptual and practical tools they need to succeed in preparing students for the growing global community and demands in our society. C.L.A.S.S. is also teaming with Bethel College to develop and delivering C.L.A.S.S. methods for staff development. We are confident that equipping college-level teachers with the tools for fostering brain-based learning environments will improve the success of students as well as improve staff satisfaction and performance. The focus of staff development for the post-secondary environment will include attention to:

- Relationships/Inclusion (professor-professor; professor-student)
- Student Engagement (strategies used as emotional hooks to lessons)
- Student collaboration/cooperative learning
- Alternative performance tasks based upon Bloom's Taxonomy and learning modalities

ABOUT C.L.A.S.S.

C.L.A.S.S. Education Inc. is a 501(c)(3) non-profit organization committed to the mission of increasing student achievement in academics, literacy, and social and character development by translating brain research into practical classroom application; providing research-based techniques that drive successful learning; preparing current and future educators to become exemplary practitioners; and creating a philosophical foundation in the school community that empowers the growth of students in becoming productive contributors to society. C.L.A.S.S. was founded in 1989-90 by Barbara Pedersen, a nationally recognized leader in cognitive development and curriculum design and instruction. From 1990-2007, C.L.A.S.S. operated with funding primarily provided by the Indiana State Department of Education. As a planning model for the State of Indiana (Public Law 221), C.L.A.S.S. served over 700 schools across the state. In 2007, C.L.A.S.S. incorporated as an independent nonprofit corporation and began to outline a

strategy for translating 18 years of success in Indiana to school districts, schools, and teachers across the United States and around the world. Today, C.L.A.S.S. is actively developing programs for professional development and school improvement with programs in nine states and an active plan for expansion across the United States and into other countries.

Partnership with Minds-in-Motion

Minds-in-Motion will help address neural integration problems and develop and challenge a student's balance and learning capabilities. Minds-in-Motion maze activities have been documented to alleviate clumsiness and disorganization, improve vision skills for reading, improve handwriting skills, increase tracking of digits in math, combat double vision, empower students to walk, stand, and sit in a controlled manner, increase focusing ability of students, improve tonal quality of speech, improve eye-hand coordination, and affect many more sensory and motor integration issues! We at CCA understand the importance of motor movement and academic achievement and believe that Minds-in-Motion is a great addition to the CCA.

Minds-in-Motion will be implemented for all students. All students will participate in the maze activities for approximately 15-20 minutes each day. We also believe that MiM can be adjusted to fit RTI. Students in Tier 2 will be given an additional 20 minutes in a small group, while students in Tier 3 will be given additional one-on-one opportunities for approximately 15 minutes.

A member of the organizing group for the CCA attended the Minds-in-Motion(MiM) basic and advanced training this summer which was paid for by an in-kind contribution. At this training, she received the information to implement the maze at the school, and was given networking opportunities with the CEO/Founder of Minds-in-Motion as well as participants from other schools that have implemented the program. She has been invited to visit the schools to see the maze in operation, and they have provided valuable information about what they have learned since implementing the program and have provided hints and suggestions to help us get started. This person will also be available to design and assist in implementation of the maze and provide input throughout the year.

Candace Meyer, CEO/Founder of MiM, has provided Canaan Community Academy with a bid to help train staff to implement the program. A two-day training will be provided at

the CCA in the spring of 2012 for all staff for \$3000 plus travel (\$37.74). Rose Cottage owner and former teacher at Canaan Elementary, Norma Tuttle, has offered her Bed and Breakfast which is located in Canaan free of charge to Candace Meyer while she is training. Two staff members will be sent to the advanced training for (\$250 x 2 = \$500) in the summer of 2013 which will be held at one of the Minds-in-Motion Centers in Louisville, KY or Carmel, IN.

Candace Meyer, as owner of MiM, has offered to provide free-of-charge initial and final assessments to the CCA students to determine progress during the year. Candace Meyer has provided an equipment list for the maze and states that the cost is approximately \$995. Minds-in-Motion has provided the equipment in the past and they plan to again in the future.

19.Organizational Structure

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

Initially, the Canaan Community Academy will be organized and managed by Friends of Canaan, Inc. (FOCI) This nonprofit corporation has been formed by the Canaan Community Academy Organizational Team. FOCI will assume management of the Canaan Community Academy upon confirmation by Ball State University that a charter will be granted for this school. In accordance with our stated beliefs that community and parental involvement are necessary for the success of any educational institution, the governance structure of FOCI and the Canaan Community Academy (CCA) has been designed to ensure that all stakeholders are represented and are given a voice to the greatest extent possible. As stated in its Bylaws, FOCI will accept all persons interested in becoming involved in education in southeastern Indiana as members of the organization. This includes parents, teachers, and members of the community.

A Board of Directors consisting of five or seven members governs FOCI. Board members are appointed by the members of the Board. Duties of the board, election procedures, and all other information concerning the board are outlined in the FOCI Bylaws.

Any current member of FOCI who is in good standing may be appointed as a member of the Board of Directors, with the following exception: **Full-time employees or spouses of**

full-time employees may not serve on the Board. The Board of FOCI will serve as a nominating committee for board appointments held annually in June. FOCI has mirrored its philosophy that all stakeholders should be adequately represented and given a voice in the governance of the schools. The five to seven members of the Board of Directors will be comprised of at least two representatives with educational expertise and at least two members with financial expertise. All members will represent the interests of the parents or the community.

FOCI respects the skills and gifts of numerous members of the community, and have confidence there will be an opportunity to select highly qualified individuals that they feel are best suited to serve on the board. This is a reflection of the rural setting in which FOCI will operate. In a close-knit, rural community, individuals interact on a daily basis. This interaction is not restricted solely to educational activities. Therefore, it is anticipated that members of FOCI will be familiar with nominated board candidates and will have had previous interaction with these individuals.

Given this familiarity, FOCI has every faith that members will elect those individuals who bring unique skills and perspectives to the FOCI board and who will provide adequate leadership for the Canaan Community Academy.

As the Canaan Community Academy transitions from a concept to a functioning institution, we believe that the Board of Directors should become a body primarily concerned with policy issues. The board will initially reserve all powers. However, as the transition from concept to institution takes place, the board will delegate powers and responsibility for daily operations of the CCA to a hired administrator. This individual will be allowed, in turn, to delegate powers and responsibilities among the faculty and staff of the Canaan Community Academy. As deemed necessary, the board may also delegate responsibility to various committees. Appointed committees will report directly to the board and will make recommendations to the board on various issues. **These committees will have no decision making power; they will only report their findings and recommendations to the Board.**

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

We chose this organizational structure by:

- Researching and modeling multiple school organizations
- Gathering input from community members and the Ball State Charter School Review team.
- Modeling structures in schools such as Rural Community Academy of Sullivan, IN, Central Elementary School in Lebanon, IN, and Prince of Peace Schools in Madison, IN

20. Governing Board

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

Board Selection

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A Board of Directors consisting of five or seven members governs FOCI. Board members are appointed by the membership of FOCI in open meetings. Duties of the board, election procedures, and all other information concerning the board are outlined in the FOCI Bylaws.

Any current member of FOCI who is in good standing may be appointed as a member of

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Given this familiarity, FOCI has every faith that members will appoint those individuals who bring unique skills and perspectives to the FOCI board and who will provide adequate leadership for the Canaan Community Academy.

Board Responsibilities/Subcommittees

As the Canaan Community Academy transitions from a concept to a functioning institution, we believe that the Board of Directors should become a body primarily concerned with policy issues. The board will initially reserve all powers. However, as the transition from concept to institution takes place, the board will delegate powers and responsibility for daily operations of the CCA to a hired administrator. This individual will be allowed, in turn, to delegate powers and responsibilities among the faculty and staff of the Canaan Community Academy. As deemed necessary, the board may also delegate responsibility to various committees. Appointed committees will report directly to the board and will make recommendations to the board on various issues. These committees will have no decision making power; they will only report their findings and recommendations to the Board.

CCA Records

All academic and financial records will be maintained in electronic and paper files. These files will be kept in the school office where they will be available for inspection by authorized staff members and Ball State University personnel.

Expanded Criminal History Checks

In accordance with Ball State University policies, all members of the FOCI Board of Directors will undergo more detailed personal background and criminal record checks once confirmation is received that the University will sponsor the proposed school. FOCI recognizes the right of Ball State University to veto any FOCI Board Member whose background check does not meet minimum criteria set forth by the University.

FOCI/CCA Board

The initial FOCI Board of Directors was elected by members of the Canaan community at a meeting on June 17, 2010. The nominations for the founding board members were selected because they displayed interest and enthusiasm for the successful establishment of the Canaan Community Academy. As well, the talents and expertise of these individuals promote varied perspectives to broaden our horizons as they implement the stringent requirements of the Canaan Community Academy. Prior to their election, additional names were solicited from those in attendance.

A public meeting will be held annually in June to present the members of the appointed Board of Directors to the public. Such meeting was held on June 24, 2011. Prior to the meeting, the current FOCI Board of Directors served as a nominating committee for the CCA Board of Directors. Following the appointment of the CCA Board, they assumed all responsibility for the operation of the school. Simultaneously, during the annual meetings in June, the CCA Finance team will be confirmed. The Finance team will be responsible for managing the Endowment and providing financial support for the CCA, and therefore, it is hoped that the CCA Finance team will consist of people who have invested their time, talent, and financial resources to this mission.

Resignations/Removal of Board Members

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the Corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the Corporation.

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

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

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

21.Principal Leadership

Educational Role

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

The Chief Academic Officer/School Leader and the Chief Operations Officer (COO) will work as an administrative team. It is the hope of the organizers for the CCA that these administrators will work directly with students on a daily basis. Therefore, as the job descriptions below indicate, the first and most important part of the job descriptions for these two individuals is as a teacher.

The administrative model at the CCA will follow the philosophy that the administrators

will be master teachers NOT the master of teachers. The CAO and COO will walk beside the staff members---not tower above them on the journey of educating students.

The Chief Academic Officer/School Leader will be the first individual hired by CCA, and this person will be a critical component for the success of the school. Therefore, as the Chief Academic Officer/School Leader (CAO), this person should possess the following characteristics.

- Highly qualified educator, holding an Indiana teaching license
- Experienced teacher with a comprehensive understanding of current educational practices
- Knowledge of school finance
- Dedicated to the mission of the CCA and the Canaan community
- Leadership qualities and experience

As the Chief Academic Officer/School Leader of the CCA, it is very important that this individual is hired in a timely fashion. The school leader position, as well as all other positions, will be advertised both locally and regionally, and on the school and IN DOE web-sites. Regional and local advertising ensures that CCA will draw from a large pool of potential applicants. The CCA Board of Directors will appoint a committee to oversee the search for a School Leader. The committee will consist of at least two parents of potential students, two members of the community, and two members of the CCA Board of Directors. This committee will recruit applicants, conduct interviews, and make their recommendations to the entire board. The board may accept the recommendation of the search committee and begin negotiations, or reject the recommendation. Once a salary and benefits package is discussed, the board will vote to hire or not hire the recommended applicant.

The Chief Operations Officer will be the second employee hired by the CCA Board of Directors. The person in this position is also critically important to the success of the CCA. Therefore, this position will be advertised both locally and regionally, and on the school and IN DOE web-sites. The CCA Board of Directors will appoint a committee to

oversee the search for a School Leader. The committee will consist of at least two parents of potential students, two members of the community, and two members of the CCA Board of Directors. This committee will recruit applicants, conduct interviews, and make their recommendations to the entire board. The board may accept the recommendation of the search committee and begin negotiations, or reject the recommendation. Once a salary and benefits package is discussed, the board will vote to hire or not hire the recommended applicant..

Job Descriptions:

Chief Academic Officer/School Leader

Immediate supervisor: Board of Directors

Specific Duties:

- Teacher
- Director of Instructional Personnel
- Board, Parent, and Community Liaison
- Director of Curriculum and Assessments
- School Discipline Officer
- Director of Special Education
- Coordinator of Professional Development
- Liaison with Ball State University

Chief Operations Officer

Immediate supervisor: School Leader

Specific Duties:

- Teacher
- Director of Non-Instructional Personnel
- Finance Director
- Treasurer
- Director of Transportation
- Bus Discipline Officer
- Director of Marketing
- Technology Coordinator
- Grant Writer
- Volunteer Staff Coordinator
- Substitute Staff Coordinator

b. Describe the qualifications required for the school leader.

The School Leader will be the first individual hired by CCA, and this person will be a critical component for the success of the school. Therefore, as the Chief Academic

Officer/School Leader, this person should possess the following characteristics.

- Highly qualified educator, holding an Indiana teaching license
- Experienced teacher with a comprehensive understanding of current educational practices
- Knowledge of school finance
- Dedicated to the mission of the CCA and the Canaan community
- Leadership qualities and experience

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

As the Chief Academic Officer/School Leader of the CCA, it is very important that this individual is hired in a timely fashion. The school leader position, as well as all other positions, will be advertised both locally and regionally, and on the school and IN DOE web-sites. Regional and local advertising ensures that CCA will draw from a large pool of potential applicants. Once a salary and benefits package is discussed, the board will vote to hire or not hire the recommended applicant.

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

The CCA Board of Directors will appoint a committee to oversee the search for a School Leader. The committee will consist of at least two parents of potential students, two members of the community, and two members of the CCA Board of Directors. This committee will recruit applicants, conduct interviews, and make their recommendations to the entire board. The board may accept the recommendation of the search committee and begin negotiations, or reject the recommendation.

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

School Management

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

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

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

The organizers for the CCA are confident in their ability to manage the school; therefore, a management organization will not be involved with the CCA.

22.Staffing

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

Highly qualified teachers will administer classroom instruction and activities. Where needed, teacher's aides will be placed in classrooms to work under the direct supervision of the teachers. By special arrangement, individuals may be hired or volunteers may be utilized to function as teacher's aides in order to provide art, music, and physical education classes. When recruiting and selecting employees for the Canaan Community Academy, the CCA will promote equal employment opportunities for all people and will adhere to all applicable equal employment opportunity laws. Much time and effort will be expended by CCA in the search for faculty and staff because these efforts are critical to the success of the school. Each position, including aides and staff, will utilize a background check and interview process to select the most qualified candidates.

The successful applicant to the Canaan Community Academy will possess several desirable traits:

- The ability to inspire and motivate children to love learning
- Flexibility, adaptability, and excellent organizational skills
- Confidence and creativity as an educator

- A strong academic background in education
- Approachability and compassion toward students balanced with appropriate firmness and fairness
- The ability to approach and interact with each child as a unique individual, and to meet individual needs
- The ability to give students independence while ensuring that respect for others is maintained
- Along with the ability to instill students with a lifetime love of learning, the teacher should also possess this love and continually strive to develop themselves professionally.

Preliminary employment plans for the Canaan Community Academy call for the hiring a Chief Academics Officer/School Leader, a Chief Operations Officer, one administrative assistant, eight teachers, and three teachers' aides. This plan for eight certified teachers with a projected maximum enrollment of 140 students would give us a student to certified teacher ratio of 16 to 1.

All members of our teaching staff will meet the requirements of the Highly Qualified criteria as stated in the No Child Left Behind Act and state certification requirements. All teachers, upon hire, will be required to show proof of their license and state certification. After hire, all teachers will be directly employed by Canaan Community Academy and issued a contract which they will be required to sign and return by a specified date.

Before the start of each school year, Canaan Community Academy will require verification of all teacher certification in order to ensure that all members of the teaching staff are keeping up with their yearly requirements as set by the state of Indiana. In addition, all members of the teaching staff will be required to participate in various professional development opportunities. Additionally, the Canaan Community Academy plans to utilize an excellent pool of community volunteers, including several retired teachers, to assist in after school enrichment activities in our after-school, "Teach, Enrich, and Mentor" time (T.E.A.M.).

In keeping with the Canaan Community Academy's belief that children learn best when

provided an individualized curriculum, the school will make arrangements to meet the needs of exceptional students. Exceptional students will be exposed to the same community-based curriculum that all other students receive. However, efforts will be made to ensure that the challenges presented through projects are adjusted to meet the student's abilities. When necessary, additional faculty will be employed to provide special education services. Qualifications for special education faculty are essentially the same as for other faculty. CCA expects that all faculty meet the previously stated criteria. The special education faculty also would be expected to demonstrate a high level of competency in their area of specialization.

Brief job descriptions for employees (other than administration) are as follows:

Administrative Assistant/Office Manager

Immediate supervisor: School Leader

Specific Duties:

- Administrative Support
- Clerical Duties
- Deputy Treasurer
- Payroll Clerk
- Student Management Software Coordinator
- Communication Coordinator
- Student Health Manager

Educators

Immediate supervisor: School Leader

Specific Duties:

- Instruction of Indiana's Academic Standards
- Implement C.L.A.S.S. project best practices
- Classroom Discipline
- Parent Communication
- Student Assessment
- Intervention Team Member
- Implementation of IEP Requirements
- Classroom Environmental Maintenance

Instructional Support Team

Supervisor: School Leader

Immediate supervisor: Teacher

Specific Duties:

- Support the Staff with C.L.A.S.S. Implementation
- Provide support for Exceptional Learners and Title 1 Students

- Prepare instructional materials
- Student Supervision duties
- Library/Computer Lab Supervision
- Assist in Providing Art, Music or Physical Education classes

Non-Instructional Team

Custodian

- Inventory of maintenance supplies
- Clean and sanitize facility
- Perform light maintenance and make repairs
- Regulate heating/cooling systems

Bus Drivers

- Maintain a regular bus schedule
- Drive the school bus safely
- Prepare bus reports and keep the bus clean
- Perform fuel and maintenance duties
- Communicate with parents

Food Service

- Order food, supplies, and kitchen equipment
- Prepare menus under state guidelines
- Prepare and serve food
- Monitor inventory and manage the budget
- Keep the kitchen clean and orderly to pass state inspections

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

23. Staff Recruitment and Retention

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

Staff recruitment has already been implemented for the CCA, and an abundance of passionate, highly qualified staff members have shown interest in serving the Canaan area students. Staffing surveys have been completed by numerous individuals who have committed to serving as volunteers or paid employees, in full-time or part-time positions. This recruitment process will continue and expand following the acceptance of the charter proposal. At that time, staffing positions will be advertised, and the hiring process will be implemented.

The CCA expects to employ a highly qualified staff with various levels of expertise. The majority of people who have expressed an interest in serving students at the CCA fall into two levels of expertise: recently graduated unemployed or underemployed educators and recently retired educators. The organizers for the CCA believe this combination of

beginning teachers to experienced professionals will provide a highly effective, passionate staff that will optimize learning for all CCA students.

The CCA plans to retain staff members through the following methods:

- Providing an outstanding work environment where they feel valued and appreciated
- Providing teaching tools such as current technology devices to make their jobs easier
- Staff appreciation events
- Bonus pay for job performance for all employees (funded by the CCA Endowment)
- Public recognition on the school website and other media for outstanding job performance

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

The CCA staff will be involved in the management of the school on a daily basis. The plans call for the Chief Academic Officer and the Chief Operating Officer to teach part-time, and they will be working with the teaching staff daily. Therefore, all certified staff members will serve as the instructional team to provide the best education possible for all students.

The governance of the CCA will also involve the staff. Due to the small size of the community, most governance issues more than likely will be resolved by discussions between staff and members of the Board of Directors within an informal setting.

However, if staff members have issues concerning policies or procedures that cannot be resolved at the building level, they can attend the Board meetings to discuss these issues with the Board of Directors. *Staff members must adhere to the procedures as outlined in this document under Section 41, “Complaint Policy”.

Finance and Facilities

24. School Financial Plan

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

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

Development and implementation of the ongoing financial plan will be primarily the responsibility of the administrative staff including the School Leader, Chief Operating Officer, and Business Manager with regular ongoing oversight from the Board including on a more intensive basis, the Finance Committee of the Board.

The general philosophy of the financial planning and budgeting process will be to prioritize the requirements and needs of the students in the classroom first and foremost. These priorities will be centered on the following goals:

- Providing a safe and secure environment
- Providing quality, well trained, motivated teachers, and
- Providing the necessary resources (including equipment, textbooks, technology, and materials to maximize learning) within the funding available;

The annual budgeting process will be ongoing but will be particularly focused at the beginning of the calendar year. The administrative staff will develop an initial budget proposal based on an analysis of the revenues and expenses that are anticipated for the following fiscal year. The driving factors in the development of the budget will be, of course, anticipated enrollment and the anticipated tuition support payment levels from the State. Once the anticipated revenues are determined, the staff will estimate the various expense items and prioritize those items within the revenue constraints.

The staff will present a proposed budget to the Finance Committee of the Board with sufficient documentation to establish the reliability of the estimates made and the justification for the priorities of the various expense items. The Finance Committee will be responsible for reviewing, questioning and testing the staff's analysis and proposals and ultimately will approve the Budget for submission to the full board and the required State review process. Upon approval by the Finance Committee, the full Board will review the proposed budget with an opportunity to revise the proposed plan. Upon approval of the full Board, the budget will be finalized and serve as the framework for the financial management of the organization in the subsequent fiscal year. As additional information becomes available with regards to enrollment, state tuition support levels, adjustments in the level of various expense items, staff will adjust the assumptions and keep the Finance Committee and Board aware of changes that could have a substantive

impact on the financial status of the organization.

b. School's fiscal procedures.

Fiscal procedures will be developed with the goal of ensuring that funds are spent wisely, that expenditures are made in compliance with the state standards, that funds are used in the manner and amount established by the budget, with sufficient transparency for the administrative staff and Board to track the uses of funds, and that all spending is accounted for properly.

- Funds will be expended only from the appropriate funds for which various types of expenses can be utilized as provided for in state laws and regulations.
- The Board will receive and review monthly reports detailing the expenditures which have been made and will be required to approve any expenditures above certain amounts prior to their distribution by the administrative staff.
- To the extent that undistributed reserves are available, the Board will approve any proposed use of such funds prior to their being expended. The Board will establish a Rainy Day Fund to hold such funds with the goal of creating a source of funding for emergency expenses and ongoing long-term expense items.
- All inter-fund transfers will be approved by the Board as required by applicable state law and procedures;

Emergency expenditures above certain levels will only be made in consultation with and approval by the Board and will be followed by a process of documentation of the reason for the expenditure and an analysis of the impact of such expenditures on the budget and adjustments to the budget to identify funding sources and/or expense reductions necessary to keep the budget in balance.

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

The Board of Directors of Canaan Community Academy will be the primary group responsible for planning, management and oversight of the financial performance and position of CCA. The Board of Directors and the Finance team currently includes a

number of individuals with extensive experience in finance, business management, and public education administration including a retired educator and elementary school principal with a superintendent's license. These individuals will work with the School Leader to provide insight and experience into financial issues. The CCA will continue to recruit board members who have backgrounds in business, education finance, and non-profit management. They will use their experience to evaluate the annual audit and monthly operating budget reports prepared by an external audit company, various members of the CCA leadership, and the Chief Operating Officer (COO).

The School Leader will hire and oversee a qualified financial team. The financial team will include a full time Chief Operating Officer (COO)/Administrative Assistant who will assist with bookkeeping and outside vendors and consultants will provide expertise in areas of need. The COO selected will be a person with extensive experience providing accounting and financial management services in the past. The School Leader and the COO will be responsible for preparing the annual budget in conjunction with the Board's Finance team and this document must be approved by the Board. The COO is responsible for overseeing and managing the monthly budget, and providing data to the outside accounting/finance entities (i.e., Bookkeeping Plus or a similar vendor). The Chief Operations Officer will be required to have a background that includes responsibility for handling money and posting income and expense accounts. These budgets will be reported to Ball State as required.

An independent accounting firm will be engaged to conduct an annual review of our financial procedures, reporting and record keeping. All academic and financial records will be maintained in electronic and paper files. These files will be kept in the school office where they will be available for inspection by authorized staff members and Ball State University personnel. Ball State personnel will also be invited to review the monthly or annual financial reports as required by their governance policies.

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

Present and attach pre-operational through first-year monthly cash-flow projections with clearly explained assumptions (Table 25, Budget Worksheets A-B). Provide supporting evidence in the form

of a narrative that the proposed school would have sufficient start-up funds through first year available to it. Explain how the first year plan supports the school's mission and educational goals.

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

Pre-Operational Period (December 2011 – June 2012)

During the period commencing with the granting of the charter, CCA will continue the process of planning and implementing the various policies and procedures described throughout this proposal. The funding for this phase of the school's life is anticipated to be grant funding received through the Federal Public Charter Schools Grant Program via the Indiana Department of Education. We have assumed that funding of \$150,000 will be available for the costs that will be incurred during this initial phase. These funds will be used for the following purposes:

- Legal costs associated with documentation and review of contracts, agreements, insurance, and other processes required to open and operate the school;
- Setup of the accounting, payroll and benefits systems with an outside vendor;
- Funding the costs associated with writing grants to raise additional funds for operations, equipment and other needs for the school. This would include engaging a grant writer to assist in identifying and applying for applicable grants;
- Marketing costs associated with the recruitment of students including flyers, poster, billboards, mailings, and local radio and newspaper advertising;
- The costs of utilities for the building during this period;
- Office supplies and other basic equipment needed for the administrative offices;
- Computer hardware and software for instructional needs;
- Purchase of textbooks and other instructional materials;
- Staff training and development including seminars, consultants, and materials to engage and inform teachers and staff about the curriculum, policies and procedures;
- Board development and training to engage and inform the Board members and administrative staff of the responsibilities, policies and procedures for operating the school; and
- Personnel costs for the school leader, business manager, and clerical staff (including benefits) during this period.

We have budgeted to expend the full amount of the anticipated grant of \$150,000 during this period.

Initial Year of Operations (July 2012 – June 2013)

Summary

We have budgeted for enrollment of 125 students in the initial year of operation which will generate approximately \$680,000 (annualized) in State Tuition Support based on current rates. Other sources of funding in this period will include grant funding from federal Public Charter School Program for implementation, a loan from the Common School Loan Fund for working capital, revenues for food service and textbook rental, and a grant for Title I services. Total income and cash receipts for the first year are anticipated to total \$1,088,000. Total cash expenditures for the period are budgeted at just less than \$1,000,000 including capital outlays and other longer-life asset purchases. This would result in a remaining cash balance of approximately \$87,000 at the end of the period.

The following table summarizes the expenses and outlays budgeted for the first year of operations:

Summary of Expenditures in First Fiscal Year

Total Employee Salaries	\$423,000	42%
Total Employee Benefits	\$126,816	13%
Total Rent and Utilities	\$54,301	5%
Total Insurance	\$28,769	3%
Total Service Contracts	\$168,550	17%
Total Supplies & Materials	\$51,550	5%
Total Capital Outlay	\$98,700	10%
Total Other Expenditures	\$46,756	5%
	\$998,442	100%

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

Revenues

Revenues to fund operation of the school will primarily be derived from the State Tuition Support payments. Based on current support payments for students in the Madison Consolidated School Corporation, which is expected to be the primary source of our

students, the State Tuition Support payments would be \$5,732 per ADM for primary students and \$3,896 per Kindergarten ADM. Our budget assumes an enrollment of 125 students in the initial year of operation including 105 students in grades K-6 and 20 students in kindergarten. This enrollment level at the current level of tuition support would provide \$339,000 (or \$678,000 on an annual basis) in revenues from the state.

Other revenue sources in the initial year of operations would include:

Food Service revenues including both self-pay and free and reduced price meals. We have budgeted for \$3.50 per student per day based on USDA guidelines;

- ✧ Other grants for operations include funding from the Title I reading program; and
- ✧ Textbook rental revenues (\$125 per student and assuming a 75% collection rate)

In addition to funds from operating revenues, funds to finance the initial year of operations will be derived from several grant and loan programs including the following:

- ✧ A federal charter school implementation grant through the Indiana Department of Education including \$150,000 for the pre-opening period and \$225,000 for the first year of operations;
- ✧ A loan from the Common School Loan Fund in the amount of \$300,000; and
- ✧ A loan from a local financial institution to finance the purchase of 2 buses for student transportation. We have assumed an \$80,000 loan with a 5 year term at 5.0% with monthly payments. By providing for student transportation options, we believe that additional students who might not otherwise be able to attend the school will be able to do so when given the opportunity for transportation.

Expenses

The expenses associated with the initial year of operation are described below based on the expense categories identified in the template provided.

Employee Salaries

The largest category of expenses will be the salaries and wages for the administrative personnel, teachers and support staff. The budgeted salary levels are based upon estimates of the salaries necessary to attract and retain qualified, quality teachers and

staff. The salary levels included in the budget are based upon the salary levels for teachers and staff at other local schools both public and private in the surrounding area.

The following table details the budgeted salaries for the employees of the school in the initial year of operation.

School Leader/CAO	1 @ \$50K
Assistant Principal/COO	1 @ \$35K
Business Manager	1 @ \$25K
Classroom Assistants	2 @ \$14K each
Clerical	1 @ \$20K
Teachers	8 @ \$32K each

In addition to the teachers and staff, there would be additional personnel that would be contracted or part-time temporary employees including social worker(s) and substitute teachers.

The total Employee Salaries for the first year of operations is budgeted at \$423,000 which represents approximately 42% of the total budgeted expenses for the period.

Employee Benefits

Full-time employees would have the opportunity to receive certain fringe benefits including:

- ✧ group health insurance,
- ✧ contribution to a retirement plan
- ✧ group dental insurance; and
- ✧ group life insurance.

We have budgeted an employer contribution of \$5,000 per year per employee which is sufficient to provide for the full cost of single coverage or a substantial portion of family coverage through the State of Indiana Personnel Department. In order to maximize the benefits available to the employees at a cost that the school can afford, we would solicit

pricing for health insurance coverage on an annual basis from private insurance plans for comparison to the plans available from the State.

The contributions for retirement funding will be through either the Public Employee Retirement System or the Indiana State Teachers Retirement System which requires contributions of 7% and 7.5% of wages and salaries respectively.

In addition to these fringe benefits, additional personnel costs that are included in the budget are the mandated costs for unemployment compensation (assuming a premium as a government employer of 1.6% and a wage base of \$9,500) and the employer portion of the Social Security and Medicare withholding taxes equal to 7.65% of salaries and wages for employees.

The budgeted total for Employee Benefits in the initial year of operation is \$126,816 or 13% of total expenses.

Rental of Facilities & Utilities

Friends of Canaan, Inc. has an agreement in place with the Trustee of Shelby Township, Jefferson County, to lease the building which formerly housed the Canaan Elementary School until it was closed in June 2009. As a result, we have based our estimates for various utility costs on the actual costs that were incurred for these services historically.

As a result of the lease arrangement, rent for the facility will total \$1 per year. No mortgage or other facility expense will be required.

Utilities and other facilities maintenance related expenses are budgeted to consume approximately \$54,000 in the first year including water, electricity, fuel oil for the boiler heating system, internet access, grounds maintenance, and trash removal. The facility is in very good condition currently. An allowance has been budgeted for repair and maintenance costs, but we do not anticipate the need for a full time maintenance employee.

Insurance

Obtaining and maintaining appropriate levels of insurance coverage will be an important focus of the administrative staff and Board in order to ensure the safety and well-being of the students and staff as well as reduce the risk to the organization associated with any catastrophic events that might occur. We have budgeted approximately \$29,000 for the various insurance coverage that would be required at the levels that we anticipate will be needed to provide comfort to the Board that the coverage is adequate. These insurance costs include only property and liability related coverage and do not include health insurance coverage which is included in the employee benefits portion of the budget.

Service Contracts

We anticipate the use of several outside vendors to provide certain services which can be performed more cost-effectively by a third-party than by the staff of the school due to the cost of personnel required or the equipment, technology and/or software required. Most importantly would be accounting and payroll services which we anticipate would be obtained through a vendor. The vendor would work in conjunction with the business manager to perform the payroll function (including required tax reporting and governmental payments), maintain and update the required accounting records, and in submission of the required financial and operational data to the State. We also anticipate the need for certain data processing and IT consulting services in conjunction with financial and operational data management and reporting.

Other services that will be obtained through outside vendors or through contractual means (rather than as employees) include food service, legal services, and transportation (including drivers and vehicle maintenance). We have budgeted for the food service budget to break-even with the student fees and other funding fully covering the cost for food and labor.

We have assumed that the transportation function will be done on a contractual basis with the driver(s) working as independent contractors. We have based the total cost including drivers, fuel, repairs and maintenance at \$2.00 per mile assuming 50 miles per day per bus during the school year. This estimate is based on industry averages for school transportation nationally.

We anticipate the need to utilize outside sources for certain staff development functions. We anticipate the extensive use of webinars and other technology based communication methods will be an integral part of our staff development process which will be both convenient and cost-effective in reducing travel and related personnel costs while obtaining state of the art, high quality training and educational resources for our teachers and staff.

We have budgeted \$168,000 for these items in the first year of operation.

Supplies & Materials

The primary costs that will be incurred for supplies and materials are

- Advertising via local newspaper, radio, billboards, and direct mail. Given the limited geographic area from which the school will draw students and the low cost of advertising in the Madison media (Madison Courier [daily newspaper], Roundabout Madison [monthly giveaway newspaper], WORX and WIKI [local radio] and TV-15 [City of Madison local cable access channel] being the primary outlets), we have budgeted \$2400 for these costs.
- Computer software. We anticipate utilizing freeware software to the greatest extent possible for most of our general software needs (word processing, spreadsheets, database, graphics, etc.). We have budget \$2,500 for purchase of software that must be purchased. Educational software has been accounted for in the Capital Outlay section below.
- Instructional supplies are budgeted at \$6,000 for the year.
- Textbooks are budgeted for \$25,000 in the first year although we will seek to identify sources for low cost or donated textbooks including used material to the extent they are of high quality and condition.
- Testing and evaluation supplies for the standardized testing required by the State are budgeted at \$2,100 assuming approximately \$20 per student.

Capital Outlay

The school has an existing supply of computer hardware that is available for use by students. We have provided some funding in the pre-operational period to purchase some additional hardware and software. In light of budget constraints, we plan to make significant effort to identify and utilize various donated, public use and freeware software products that are available at little or no cost that provide comparable educational value as similar commercial products. Accordingly, we have provided a budget of \$25 per student in the initial year for the cost of educational software. The budget for computer hardware in year one is \$7,200 in anticipation of the need to update and replace hardware as needed.

The facility is currently furnished with more than enough student furniture to accommodate our anticipated enrollment. We have budgeted only \$5,000 in the first year for necessary instructional equipment and \$2,500 for office furniture and equipment.

We plan to purchase two vehicles for student transportation as a tool for enhancing and easing the process for enrolling students from a larger geographic area. By providing for the convenience of single stop pickup and drop off of students in Madison, we anticipate that more parents will be inclined to consider CCA as a school of choice for their children. We have budgeted \$80,000 to purchase two small buses that could accommodate this plan.

Given the outstanding condition of the facility, we have provided for limited spending (\$4,000) in the first year for improvements and alterations. We anticipate that minor repairs and maintenance needs will be provided for in the maintenance budget and through community volunteers of skilled labor and materials.

Other Expenditures

Other expenses that we would need to account for in the first year of operation include the cost of an independent financial audit for the Board and other interested parties to provide a third-party verification of the financial results and status of the organization on an annual basis. The audit would be conducted in conjunction with the accounting and payroll vendor, the business manager with oversight by the Finance Committee of the

Board of Directors.

Debt Service expenses would be incurred related to the loan from the Common School Loan Fund and the commercial loan from a local bank to purchase buses for transportation. We have assumed a \$300,000 loan from the CSLF which would amortize over 20 years at a conservative rate of 4% with repayment not required to begin until 18 months after the loans inception. We have assumed a 5 year loan of \$80,000 at 6% to purchase two vehicles for transporting students.

Assuming that there would be independent fund raising efforts and parental support for student field trips, a minimal amount of \$25 per student per year for the cost of field trips has been budgeted.

The BSU administrative fee is budgeted at 3% of the State tuition support payments.

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

The Board of Directors has, and will continue to, familiarize itself with the state charter school funding process in an effort to understand state policy changes and make necessary adjustments to financial processes and reporting. The Governing Board will also work with one of our local community banks to obtain and maintain a standby line of credit for the school if unforeseen circumstances necessitate the need for additional funds. River Valley Financial Bank, headquartered in Madison, Indiana has signed a letter of intent to provide that line of credit to the CCA.

The Board of Directors will approve the finances of the school at its monthly meeting. As the budget was prepared, great attention is given to ensure the budget is balanced and projects a positive cash flow and is adequate for the time periods that are projected. Should circumstances arise that would cause the Finance Committee or any other Board member to have a concern about the financial viability of the school (i.e., low enrollment, higher than anticipated expenses), the Board will deal with these concerns aggressively

and thoughtfully to ensure the continued viability of the institution. Remedies may include the following: Consultation with the appropriate experts at BSU and/or the Indiana Department of Education, use of a financial consultant conversant with school finance, obtaining a short term loan from local financial institutions and enhancement of student recruitment.

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

26. Projected Five Year Budget Plans

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

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

Summary

The budget for Fiscal Years 2 – 6 is primarily driven by growth in anticipated enrollment. We have assumed that per ADM State Tuition Support payments would increase at 2% annually to reflect inflation. The following table summarizes the anticipated enrollment growth during this period and the State Tuition Support revenues that we have assumed in our budget.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	125	130	135	140	140
State Tuition Support	\$339,890	\$701,194	\$744,744	\$789,755	\$820,757

The following table summarizes the expenses and outlays budgeted for the first five year of operations:

Summary of Expenditures in Fiscal Years 2-5

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Employee Salaries	\$423,000	\$431,280	\$439,726	\$448,340	\$457,127
Total Employee Benefits	\$126,816	\$151,920	\$159,805	\$162,979	\$166,217
Total Rent and Utilities	\$54,301	\$58,987	\$61,539	\$62,770	\$64,001
Total	\$28,769	\$29,794	\$30,329	\$30,875	\$31,432

Insurance					
Total Service Contracts	\$168,550	\$174,538	\$180,710	\$187,035	\$190,663
Total Supplies & Materials	\$51,550	\$33,220	\$34,130	\$35,681	\$36,091
Total Capital Outlay	\$98,700	\$12,200	\$17,200	\$30,200	\$35,200
Total Other Expenditures	\$46,756	\$55,777	\$57,084	\$58,434	\$59,364
Total Expenditures	\$998,442	\$947,716	\$980,522	\$1,016,314	\$1,040,095

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

Revenues

The following table summarizes the breakdown of budgeted revenue sources during the first five years of operations.

Total Revenues

	Year 1	Year 2	Year 3	Year 4	Year 5
State Tuition Support	339,890	701,194	744,744	789,755	820,757
Grants #	575,000	291,667	66,667	66,667	66,667
Other ##	170,469	95,726	101,142	106,688	108,487
Total	1,085,359	1,088,587	912,553	963,109	995,910

Includes PCSP implementation grant, Title I funding, and loans from the Common School Loan Fund

Includes bank loan and revenues from textbook rental and food service.

Expenses

Most of the expense categories are budgeted based on the same methodology detailed in Section 25 above. We have made a general assumption that expenses would increase by 2% annually to reflect anticipated inflation. We have only provided additional detail for those expense categories which are anticipated to change on a year to year basis for reasons other than inflation.

Employee Salaries

We have assumed no increase in staffing during the initial 5 year period as we believe that the initial staffing plan is sufficient to provide for the anticipated growth in enrollment without additional personnel.

The following is a summary of the total budgeted cost for employee salaries

	Year 1	Year 2	Year 3	Year 4	Year 5
Employee Salaries	423,000	431,280	439,726	448,340	457,127

Employee Benefits

We have assumed that both the healthcare insurance premiums and the employer contribution amount increase annually at the rate of inflation. In order to maximize the value of the benefits available to the employees at a cost that the school can afford, we would solicit pricing for health insurance coverage on an annual basis from private insurance plans for comparison to the plans available from the State.

Rental of Facilities & Utilities

The utility costs are projected to increase in cost at the general rate of inflation.

We have assumed a more substantial increase in the line item for Repair and Maintenance Services to reflect the additional need for upkeep and maintenance of the building as the building is more heavily utilized and enrollment grows.

Insurance

We have projected annual increases in the cost of the required property and liability insurance coverage that are needed to protect the organization from catastrophic events. No additional coverage or expenses associated with insurance are anticipated. In the event that there are additional coverage required by either the State or the insurance carrier, and we would build those into the budget.

Service Contracts

The various products and services provided by outside vendors or consultants will be an area of particular focus for management of the operating expenses of the school. As the operation matures and the administrative personnel, teachers and staff gain experience in operating the school, we anticipate that there will be less dependence upon outside vendors for some of the functions that we have initially assumed will be outsourced. Therefore we have assumed that the expenses related to these items will largely stay flat or increase only marginally in the initial 5 years. The exceptions to this are the assumption that Food Service expenses will increase at the rate of inflation to account for an assumed increase in food prices and that Transportation Costs will increase at the rate of inflation as well to account for increasing fuel prices.

Supplies & Materials

We have assumed that most of the items in this cost category will increase with inflation. We anticipate that the need for advertising will decline over time as the student enrollment stabilizes and the reputation of the school becomes known within the community.

Capital Outlay

We have budgeted for expenditures necessary to maintain the physical plant and equipment in acceptable condition. We have assumed that many of these types of expenditures will increase as physical assets age and need to be modernized, repaired or replaced. We have allocated funding each year for these types of expenditures in order to provide for a regular system of repair and replacement of computer hardware, student furniture, instructional equipment, and other physical assets.

Capital outlays for improvements and alterations will increase over the 5 year period of the projections in tandem with the need for repair and replacement of elements of the building and mechanical systems. We have estimated capital outlays for repair and replacement as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5
Repair and Replacement	4,000	5,000	10,000	20,000	25,000

Other Expenditures

The debt service expense associated with the Common School Loan Fund will begin in Year 2 and continue throughout the projection period. The debt service expense associated with the bus purchase loan is projected to end at the end of Year 5. It is likely that those payments would continue in order to service a new loan necessary to replace the original buses.

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

The Board of Directors has, and will continue to, familiarize itself with the state charter school funding process in an effort to understand state policy changes and make necessary adjustments to financial processes and reporting. The Governing Board will also work with one of our local community banks to obtain and maintain a standby line of credit for the school if unforeseen circumstances necessitate the need for additional funds. River Valley Financial Bank, headquartered in Madison, Indiana has signed a letter of intent to provide that line of credit to the CCA.

The Board of Directors will approve the finances of the school at its monthly meeting. As the budget was prepared, great attention is given to ensure the budget is balanced and projects a positive cash flow and is adequate for the time periods that are projected. Should circumstances arise that would cause the Finance Committee or any other Board member to have a concern about the financial viability of the school (i.e., low enrollment, higher than anticipated expenses), the Board will deal with these concerns aggressively

and thoughtfully to ensure the continued viability of the institution. Remedies may include the following: Consultation with the appropriate experts at BSU and/or the Indiana Department of Education, use of a financial consultant conversant with school finance, obtaining a short term loan from local financial institutions and enhancement of student recruitment.

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

27.Fund-raising Contributions

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

The Future Canaan Community Academy will be housed in what is currently known as the Canaan Community Center (formerly Canaan Elementary). From the time that the elementary school was closed in May 2010, the community has held multiple fundraisers to pay the bills to maintain the building. Each fundraiser has consistently generated at least \$1,000 demonstrating the never-ending desire for the building and school to exist. Besides the fundraisers held, there have been many volunteered services by various community members and business owners saving thousands of dollars. Simple yard sales have generated thousands of dollars throughout the past year. So far, over \$25,000 has been donated by individuals to take care of costs incurred. Besides the community monthly fundraisers, corporations and other organizations have contacted the township to rent the building and the grounds for their events.

While we have not specifically identified or budgeted for fund raising contributions or in-kind contributions in the initial operating budget, we fully anticipate that there will be significant opportunities for raising funds to assist in funding the school and its operations. We anticipate that there will be a focus on fund-raising during the pre-operational planning period in the form of grants from local, state and federal government programs intended to assist charter schools in starting up as well as private grants from foundations and other corporate and philanthropic sources that support education generally and charter schools particularly.

We do anticipate that the local community will **continue** to provide support for education in the Canaan community as has been demonstrated over the last several years as the effort to form a charter school has been underway. There has been a regular and ongoing series of community events that have been well attended by the local community and which have resulted in significant monies being raised to support the effort and provide funding for the costs of insuring and maintaining the building in anticipation of the charter being awarded in December.

The most significant in-kind contribution which has been provided is the ability to lease the

former Canaan Elementary School building from the people of Shelby Township to whose ownership the school reverted upon the closing of the school in June 2009. Having access to the use of this building for a nominal rent of \$1 per year represents a significant financial contribution by the taxpayers of Shelby Township to the charter school.

The organizers for the CCA plan to establish an endowment for the ongoing support of the school and community. The initial goal for the endowment is \$500,000, with current pledges over \$400,000. This commitment, along with pledges of time and talent, assures the ongoing success of the Canaan Community Academy. This school had been in existence for 180 years and this community will support its return in every possible way.

28. Insurance

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

The school will obtain insurance coverage of the types and in the minimum coverage amounts required in the sample charter contract as required by the University as grantor of the charter. These coverage would include the following:

- ⌘ Real and Personal Property at replacement value which will be adjusted regularly to reflect any changes in the property or contents.
- ⌘ General liability insurance in the amounts of \$2,000,000 aggregate and \$1,000,000 per occurrence with endorsements for the following: 1) coverage for employee benefit plan administration; 2) specialized professional liability coverage for persons such as nurses and athletic trainers; and 3) coverage for groups conducting school sponsored activities, such as parent teacher organizations, booster clubs, and student groups.
- ⌘ Vehicle insurance for any vehicles owned or leased by school and used for school purposes, including, without limitation, any school buses and/or other vehicles used for the transportation of students. Coverage shall be in amounts equal to the greater of the amounts listed below or the amounts required by Indiana law.
 - ⌘ Liability \$1,000,000 aggregate/occurrence
 - ⌘ Medical \$5,000 per person per occurrence
 - ⌘ Uninsured motorist \$1,000,000

- ⌘ Underinsured motorist \$1,000,000
 - ⌘ Property damage \$50,000
 - ⌘ Comprehensive maximum deductible \$500
 - ⌘ Collision maximum deductible \$500
- ⌘ School leaders/legal professional liability in the following amounts: Board of Directors Errors & Omissions \$2,000,000 aggregate \$1,000,000 per occurrence
- ⌘ Umbrella/excess liability insurance over the general liability policy, the vehicle coverage, and the errors and omissions coverage for the board of directors in the amount of \$2,000,000
- ⌘ Employee dishonesty Bonds are required covering the treasurer in the amount of \$100,000 and Bonds or crime insurance for theft and embezzlement in the amount of \$100,000 for other employees handling money.
- ⌘ Workers compensation insurance in the amounts as required by law.

The named insured will include the corporation itself, the Shelby Township government, the Township Trustee, and Township Board of Trustees (as the owner of the facility), and the Board of Directors of the corporation.

We will also ensure that any vendors, contractors, or other third-parties that are providing services to or working on behalf of the school will have the necessary insurance coverage to protect the school from harm in the event of damage resulting from their actions.

The expenses for the coverage identified above are included in the budget based on preliminary estimates of the premiums provided by insurance brokers. The premium estimates are preliminary based on the anticipated staffing, enrollment, property replacement value and value of the contents of the school when in operation.

29. Facilities Plan

Describe the facilities needs and cost:

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

The Canaan Community Academy will be located in the former Canaan Elementary School building in Canaan, Indiana. The Board of School Trustees for the Madison

Consolidated School corporation approved the transfer of building ownership and responsibility to Shelby Township in August, 2010. The Shelby Township trustee and the township advisory board have agreed to accept the building and to lease it to the Friends of Canaan, Inc. and then to the Canaan Community Academy for \$1/year. Once the approval for the charter is received and pre-operational grants are received, the building can be leased from the township at no cost and the CCA will be responsible for all costs associated with building insurance, utilities, and maintenance. The organizers of the CCA are blessed with a wonderful, spacious facility that sits on eleven acres. The building for is located in a beautiful, rural environment and will be a wonderful asset to the community based education of its students. It is in excellent condition with plenty of room for future expansion. As a former elementary school building, it will continue to be in compliance with the requirements of the State Fire Marshall, the State Board of Health, Homeland Security, and all other state and national building codes. To view the facility, go to the website: www.canaancommunityacademy.com. The CCA building, with an assessed value of \$2,000,000 with very few immediate needs for major capital improvements, is a strong asset for the academy. The facility expenses will include insurance and utilities costs, which are estimated to be \$65,000/year. In addition, \$40,000/year has been budgeted for building and grounds maintenance. Therefore, it is estimated that roughly \$100,000/year will provide students with a comfortable, safe, learning environment. This expense is roughly 10% of the annual budget for the CCA.

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

The facility for the CCA will adequately meet (and exceed) the needs of the anticipated student body. The seven classrooms for instructional space will accommodate the 7 grade levels (K-6). In addition, the media center/library, gym, and cafeteria, along with the spacious playground are also strong assets for the school. Having been used as an elementary school up until July, 2010, the facility meets **all** health, safety, and accessibility requirements for public buildings.

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

The current guardian of the Canaan School property, township trustee Gale H. Ferris, has agreed to lease the building to the Canaan Community Academy. Mr. Ferris also has received approval from the township advisory board for lease arrangement.

The following letter from Mr. Ferris verifies the commitment from Shelby Township to lease the building for the Canaan Community Academy.

Shelby Township Trustee
Gale H. Ferris, Sr.
9713 N State Rd 62
Canaan IN 47224
July 10, 2010

Dr. Robert Marra
Office of Charter Schools
Ball State University
Muncie, IN 47306

Dr. Marra:

Please accept this letter of support for the proposed charter school at Canaan, Indiana.

As the trustee of Shelby Township and the new guardian of the former Canaan School/future Community Center. I strongly support the use of the building as a Charter School.

Our community has always emphasized the education and rural values of our young people. It is anticipated that the efforts so successfully perpetuated here in the past will be allowed to continue into this century, in the Canaan Community.

Our ratio of success has always been recognized with awards, college/university graduates, successful farmers and financially independent citizens with high values.

Please allow the efforts of educating in our community to continue by granting a charter.

Thanking you kindly, I am

Sincerely,
Gale H. Ferris
Shelby Township Trustee

*A signed copy of this letter can be made available upon request.

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

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

N/A - The CCA will be leased from Shelby Township, Jefferson County, Indiana.

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

The Shelby Township trustee and the township advisory board have agreed to accept the building and to lease it to the Friends of Canaan, Inc. per the lease agreement below and then to the Canaan Community Academy for \$1/year. Once the approval for the charter is received and pre-operational grants are received, the building can be leased from the township at no cost and the CCA will be responsible for all costs associated with building insurance, utilities, and maintenance. No potential conflicts of interest are anticipated.

Lease Agreement (Draft)

This lease agreement is between the governmental entities of:

Landlord: Shelby Township, Jefferson County, Indiana, and

Tenant: Friends of Canaan, Incorporated, Canaan, Indiana

The consideration of the premises and the mutual promises and covenants herein contained, agree to the following:

1. **Leased Premises:** The term, "Leased Premises", whenever used herein, shall mean those parts of the property commonly known as Canaan Community Center, Canaan, Indiana, 47224.
2. **Term:** Unless sooner terminated under the terms and provisions of provided here, the term of the Lease shall be thirty-six (36) months, commencing on the _____ day of _____, 20____. and ending the _____ day of _____, 20____. (the "Lease Term")

During the Lease Term, the Tenant shall pay to Landlord, without prior demand, a base lease payment of \$1.00 per year.

3. **Use, Maintenance, Compliance with Law:**

- a. The Leased Premises shall be used by the Tenant for the purposes of operating a Charter School and for no other use or purpose without the prior written consent of the Landlord.
- b. Tenant shall keep the Leased Premises in a clean and orderly condition and shall conduct Tenant's activities thereon in a careful and safe manner. Tenant shall not use the Leased Premises nor maintain them in any manner which constitutes a violation of any ordinance, statute, regulation or order of any governmental authority, including, without limitation, zoning ordinances, nor shall Tenant maintain or permit any nuisance to occur or exist on the Leased Premises.

4. Surrender/Holdover:

Upon the expiration or earlier termination of the Lease, Tenant shall surrender to Landlord the Leased Premises in the same order and condition in which Tenant received same, ordinary wear and tear excepted.

5. Acceptance:

Tenant hereby accepts the Leased Premises "as is" and acknowledges that Tenant is satisfied with the current condition of the Leased Premises. No additional equipment shall be added by Landlord.

6. Modification:

Tenant shall not cause or permit any alterations, additions, modifications, or changes of or upon the Leased Premises without first obtaining the prior written consent of Landlord which shall not be unreasonably withheld. Any such alterations, additions, modifications, or changes to the Leased Premises permitted by Landlord and performed by Tenant shall be done in accordance with all applicable laws and regulations and in a good and workmanlike manner, and all such additional alterations, additions, modifications, or changes which are permanently affixed to the structure of the building shall become Landlord's property. In the event any doors or equipment are removed by Tenant, they shall be replaced in original location upon termination of this Lease.

7. Assignment:

Tenant shall not assign, mortgage, encumber or transfer this Lease in whole or in part, or sublet the Leased Premises or any part thereof, nor grant a license in connection therewith, without the prior written consent of Landlord, which consent shall not be unreasonably withheld.

8. Personal Property/Risk of Damage:

Tenant agrees that all personal property of every kind or description which may at any time be in the Leased Premises, shall be at Tenant's sole risk or at the risk of those claiming through or under the Tenant. Landlord shall not be liable or responsible for damage to such personal property, and Landlord shall have no responsibility to insure Tenant's items of personal property against loss.

9. Inspection:

Landlord shall have the right to enter at reasonable times upon the Leased Premises for purposes of inspection or to make such improvements, repairs, or alterations as Landlord may consider expedient, but Landlord assumes no obligations to make any improvements, repairs, or alterations.

10. Casualty:

In the event of any damage to or destruction of the Leased Premises by fire or other casualty rendering the Leased Premises partially or totally inaccessible or unusable, Landlord shall repair such damage as soon as practicable, unless Landlord elects not to rebuild, repair, or to restore, as the case may be, within thirty (30) days of the occurrence of an event of destruction or damage. If Landlord elects not to rebuild, repair, or restore, this Lease shall terminate and Landlord and Tenant shall each be released or discharged from any and all further liability hereunder. In the event Landlord determines to rebuild, repair, or restore, it shall proceed to do so as soon as is practicable. In the event of such damage or destruction, the rental payable hereunder by Tenant shall be wholly or partially abated, proportionately to the unusable portion of the Leased Premises as compared to the usable portion thereof, until such time as such rebuilding, repair or restoration has been completed.

11. Subordination:

This Lease shall be subordinate to any mortgage, or mortgages, now or hereafter affecting the Leased Premises and to any and all advances to be made thereunder and all renewals, modifications, replacements and extensions thereof. Tenant covenants and agrees to execute promptly any certificate that Landlord may request in confirmation of such subordination, and Tenant hereby constitutes and appoints Landlord as Tenant's attorney-in-fact to execute any such certificate for or on behalf of Tenant.

12. Insurance and Indemnification:

Tenant shall purchase and maintain in full force and effect at all times during the term of the Lease, public liability and property damage insurance insuring against loss, cost, or expense by reason of injury to or the death of persons or damage to or the destruction of the property arising out of or in connection with the Tenant's occupancy and/or use of the Leased Premises, such insurance to include Landlord as named insured, to be carried with an insurer acceptable to Landlord with limits of not less than \$2,000,000.00. Tenant shall deliver appropriate proof of insurance to Landlord. Tenant shall indemnify and hold Landlord harmless from and against any and all injuries, claims, actions, causes of action, demands, suits, and damages. Losses, fees, penalties, and any and all liabilities occur or be claims or suffered by, or with respect to, any persons, corporations, entities or property on or about the Leased Premises arising from, resulting from or in any manner relating to the use and/or occupancy of the Leased Premises by Tenant or the Tenant's agents, employees, or invitees.

13. Utilities and Services:

As of the Effective Date, the Tenant shall place electricity, water, sewer, gas, heat, garbage disposal, and grounds maintenance in Tenant's name. Responsibility for payment of utilities shall be the Tenant's responsibility.

14. Quiet Enjoyment:

Landlord shall deliver exclusive possession of the Leased Premises on the first day of the term of this Lease Agreement. If Tenant shall perform all the covenants and agreements herein provided to be performed on Tenant's part, Tenant shall, at all times during the Lease Term, have the peaceful and quiet enjoyment and exclusive possession of the Leased Premises without any manner of hindrance from Landlord or any parties lawfully claiming under Landlord.

15. Renewal:

Tenant shall have the right to renew said Lease Agreement for one period of three (3) years with sixty (60) days prior written notice to the Landlord.

16. Notice:

Any notice or demand required or permitted under this Lease shall be given or served in writing, by personal delivery or certified or registered mail, addressed as follows:

If to Landlord: Shelby Township, Jefferson County, Indiana
Gale Ferris Sr., Trustee
*9713 N. State Rd. 62
Canaan, IN 47224

If to Tenant: Friends of Canaan, Incorporated
Canaan Community Academy
8775 N. Canaan Main Street
Canaan, IN 47224

*These addresses may be changed from time to time by either party by serving notice to

the other party as above provided.

17. Signage:

Upon execution of this Lease Agreement, and prior to Tenant occupancy, Tenant may erect signage on east side of the lawn.

18. General Agreement of Parties:

This Lease shall extend to and be binding upon the heirs, personal representative, successors and assigns of Landlord and Tenant, however, this provision shall not be construed to permit the assignment of this Lease by Tenant except with the consent of the Landlord which consent shall not be unreasonably withheld.

This Lease shall be governed and construed according to the laws of the State of Indiana. When applicable, use of the singular form of any word shall mean or apply to the plural. The neuter form shall mean or apply to the feminine or masculine.

The captions and paragraph numbers appearing in this Lease are inserted only as a matter of convenience and are not intended to define, limit, construe or describe the scope or intent of such provisions. No waiver by Landlord of any default by Tenant shall be effective unless in writing, nor operate as a waiver of any other default or of the same default on a future occasion, and Landlord's acceptance of rent shall not be deemed a waiver as to any preceding or subsequent default. This Lease shall not be recorded, nor shall any memorandum thereof be recorded.

IN WITNESS WHEREOF, Landlord and Tenant have duly executed this Lease Agreement as of the date first above written.

Landlord: **Shelby Township, as represented**

BY: _____
R. Donald Copeland, President, Shelby Township Advisory Board

DATE: _____

Tenant: **Friends of Canaan, Incorporated, as represented**

BY: _____
C. Terry Rowlett, President, Friends of Canaan, Inc.

DATE: _____

30.Accountability Plan Aligned

Develop a reasonable, thorough, and conceptually sound design for measuring and reporting the performance and progress of the charter school that is aligned with the

State's 10 principles from the "Indiana Department of Education Consolidated State Application Accountability Workbook for Public Law 107-110 that:

a. Includes all students and all subgroups.

The progress of **all** students will be assessed on a regular basis to document progress. All students and subgroups will be assessed as to their progress toward achieving the goals as outlined in Table 7b. Goals are aligned with State and Common Core Standards.

The testing of all students and subgroups will be according to individual educational plans, as outlined in Goal 6: "The CCA will accommodate the individual needs of ALL students and will be in compliance with all Indiana laws in regards to Special Education IDEA and Article 7."

Measuring and Reporting plan:

The progress of students with IEP's will be closely monitored and documentation of their progress will be kept in their confidential file. All CCA students who have an IEP will be assessed using the testing instruments listed above unless it is determined that such testing will not be in the best interest of the student. In this case, alternate assessments will be used to monitor academic progress and growth. All CCA Special Education students will be assessed on a regular basis using appropriate assessment instruments and documentation of their progress will be placed in their file and reviewed at case conferences.

The following principles from the State's 10 principles from the "Indiana Department of Education Consolidated State Application Accountability Workbook for Public Law 107-110" will be addressed through the assessment of all students and subgroups:

The CCA accountability system will include all students, including students with disabilities and limited English proficiencies.

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

To measure proficiency in accordance with the State System of Accountability, the CCA will provide an annual report to Ball State showing the results of testing compared to the following goals and objectives:

Goal 1. The CCA will demonstrate progress by placing in the categories of "Exemplary,

Commendable, or Academic Progress” (or A,B, or C) every year as identified by the No Child Left Behind at the Federal level or Public Law 221 at the state level.

- At least 80% of CCA students in grades 3-6 will receive pass or pass+ scores on ISTEP+ testing every year.
- At least 90% of CCA third graders will pass the IREAD test every year.
- The average attendance rate for CCA students in grades 1-6 will be a minimum of 95% annually.

Goal 3. The CCA student body will average a minimum of one year’s growth within one school year as demonstrated by gains on building and state level assessments. These assessments include, but are not limited to: ISTEP, mClass:Reading 3D, mClass Math, Acuity LA, Acuity Math, NWEA, Star Reading, and Star Math.

- CCA students in grades 3-6 will demonstrate high academic growth at the 66th percentile or higher as measured by the annual ISTEP+ testing.
- CCA students in grades 3-6 will demonstrate an average increase of 20 standard deviation points on the Scaled Score as measured by the fall and spring administration of the Acuity LA assessment.
- CCA students in grades 3-6 will demonstrate an average increase of 20 standard deviation points on the Scaled Score as measured by the fall and spring administration of the Acuity Math assessment.
- CCA students in grades K-2 will demonstrate an average increase of 4 reading levels as measured by mkClass Reading 3D Dibels assessment from beginning of year (BOY) to end of year (EOY) testing.
- CCA students in grades K-2 will demonstrate an average increase of 2 levels as measured by mClass Math 3D testing from BOY to EOY testing.
- CCA students in grades 1-6 will demonstrate an average increase of one grade level as measured by the Star Reading test from BOY to EOY.
- CCA students in grades 1-6 will demonstrate an average increase of one grade level as measured by the Star Math test from BOY to EOY.

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

To measure proficiency in accordance with the State System of Accountability, the CCA

will provide an annual report to Ball State showing the results of testing compared to the following goals and objectives:

Goal 2. The student body of the CCA will demonstrate adequate yearly progress (AYP) on all measurements which are part of Indiana's Accountability System

- At least 80% of CCA students in grades 3-6 will pass the language arts subtest of the ISTEP+, IMAST, or ISTAR testing annually.
- At least 80% of CCA students in grades 3-6 will pass the math subtests of the ISTEP+, IMAST, or ISTAR testing annually.
- At least 95% of the CCA student population in grades 3-6 will participate in ISTEP+, IMAST, or ISTAR assessments annually.
- The average attendance rate for CCA students in grades 1-6 will be a minimum of 95% annually.

d. High school must include graduation rate as indicator.

N/A - the CCA will not have a high school.

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

Additional assessments will be conducted three times per year: NWEA, mClass, and Acuity. Results of these assessments will be recorded and aggregated in a report sent to Ball State at the end of the month three times per year: September, January, and June. The results sent to Ball State will include comparison to the following goals and objectives:

Goal 4. The progress of all students will be monitored on a regular basis using universal screening tools. These benchmark assessments will be administered at least three times per year. The results of these assessments will be analyzed by the school leader and the special education director to identify students who may need adjustments to their educational program.

- All CCA students in kindergarten and 1st grade will be screened at the BOY using universal screening tools such as Marie Clay's Observation Survey and Star Early Literacy testing. These tools will determine the intensity of intervention that will be required for each student.
- All CCA students in grades 1-6 will be assessed quarterly using Star Reading and

Star Math to monitor their progress and identify students who require more intense interventions

- All CCA students in grades K-2 will be assessed three times/year using benchmark assessments such as mClass Reading and mClass Math, and adjustments to their educational program will be made.
- All CCA students in grades 3-6 will be assessed three times/year using benchmark assessments such as Acuity LA and Acuity Math, and adjustments to their educational program will be made.

Goal 5 CCA students will demonstrate academic growth by demonstrating normal gains on NWEA assessments.

- At least 60% of CCA students will demonstrate normal gains on the NWEA language arts assessments.
- At least 60% of CCA students will demonstrate normal gains on the NWEA math assessments.

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

Attendance will be monitored daily, recorded and aggregated in a report sent to Ball State at the end of the month three times per year: September, January, and June.

g. Additional Targets:

- Student recurrent enrollment

Recurrent enrollment will be captured in the “Average Daily Membership” (ADM) student enrollment counts and included in the ADM report to be sent to the State and Ball State. With a goal of 95% of recurrent enrollment, the report to Ball State will also include a comparison against that benchmark.

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

N/A - the CCA will not have a high school.

31.Accountability to Sponsor

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

The Board of Directors of Canaan Community Academy will be the primary group responsible for planning, management and oversight of the financial performance and position of CCA. The Board of Directors and the Finance team currently includes a number of individuals with extensive experience in finance, business management, and public education administration including a retired educator and elementary school principal with a superintendent's license. These individuals will work with the School Leader to provide insight and experience into financial issues. The CCA has recruited board members who have backgrounds in business, education, finance, and non-profit management. They will use their experience to evaluate the annual audit and monthly operating budget reports prepared by an external audit company and members of the CCA administrative staff.

The CCA administrative team, two Directors from the CCA Board, and volunteers with financial expertise will form the CCA Finance Committee. This CCA office staff will be responsible for bookkeeping, and outside vendors and consultants will provide expertise in areas of need. The COO selected will be a person with extensive experience providing accounting and financial management services in the past.

The CAO/School Leader and the COO will be responsible for preparing the annual budgets in conjunction with the Board's Finance team and this document must be approved by the Board. The COO is responsible for overseeing and managing the monthly budget, and providing data to the outside accounting/finance entities (i.e., Bookkeeping Plus or a similar vendor). The Chief Operations Officer will be required to have a background that includes responsibility for handling money and posting income and expense accounts. These budgets will be reported to Ball State as required.

The Board of Directors has, and will continue to, familiarize itself with the state charter school funding process in an effort to understand state policy changes and make necessary adjustments to financial processes and reporting. The Governing Board will

also work with one of our local community banks to obtain and maintain a standby line of credit for the school if unforeseen circumstances necessitate the need for additional funds. River Valley Financial Bank, headquartered in Madison, Indiana has signed a letter of intent to provide that line of credit to the CCA.

The Board of Directors will approve the finances of the school at its monthly meeting. As the budget was prepared, great attention is given to ensure the budget is balanced and projects a positive cash flow and is adequate for the time periods that are projected. Should circumstances arise that would cause the Finance Committee or any other Board member to have a concern about the financial viability of the school (i.e., low enrollment, higher than anticipated expenses), the Board will deal with these concerns aggressively and thoughtfully to ensure the continued viability of the institution. Remedies may include the following: Consultation with the appropriate experts at BSU and/or the Indiana Department of Education, use of a financial consultant conversant with school finance, obtaining a short term loan from local financial institutions and enhancement of student recruitment. We will engage an independent accounting firm to conduct an annual review of our financial procedures, reporting and record keeping.

All academic and financial records will be maintained in electronic and paper files. These files will be kept in the school office where they will be available for inspection by authorized staff members and Ball State University personnel. Ball State personnel will also be invited to review the monthly or annual financial reports as required by their governance policies.

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

Adherence to Board Policy

Members of the Friends of Canaan, Incorporated (FOCI) who are appointed to the Board of Directors may serve in this capacity with the following exception: **Full-time employees or spouses of full-time employees may not serve on the Board.** The Board of FOCI will serve as a nominating committee for board appointments held annually in June. The FOCI has mirrored its philosophy that all stakeholders should be adequately represented and given a voice in the governance of the schools. All members will

represent the interests of the parents or the community, and be required to familiarize themselves with each and every board policy found in the CCA Policies and Procedures documentation that includes, but is not limited to sections 33 through 53 in this document.

In accordance with Ball State University policies, all members of the FOCI Board of Directors will undergo more detailed personal background and criminal record checks once confirmation is received that the University will sponsor the proposed school. FOCI recognizes the right of Ball State University to veto any FOCI Board Member whose background check does not meet minimum criteria set forth by the University.

After a best effort has been made to select board members that represent the interests of parents, the community, and Ball State Office of Charter Schools, each board policy will be made publicly available for review by interested parties. If policies are not being followed, a formal complaint may be filed following the Complaint Policy outlined in section 41 of this document.

Annual Election Meeting

A public meeting will be held in June, 2011. Prior to the meeting, the current FOCI Board of Directors will serve as a nominating committee for the CCA Board of Directors. Following the election of the CCA Board, they will assume all responsibility for the operation of the CCA

Simultaneously, during the annual meeting in June, the CCA Finance team will be confirmed.

Regular Meetings

Regular meetings of Directors shall be held at a time and frequency decided by the Board, but expected to be monthly. Meetings shall be open to the public, though the Board retains the right to meet in executive session as needed.

Place Of Meetings

Meetings shall be held at the principal office (CCA) of the Corporation unless otherwise provided by the Board or at such other place as may be designated from time to time by

motion of the Board of Directors.

Special Meetings

Special meetings of the Board of Directors may be called by the President or by any two Directors, or by any person(s) specifically authorized under the laws of this state to call special meetings of the Board.

Notice of Meetings

Unless otherwise provided by the Articles of Incorporation, these Bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the Board of Directors:

- a) Regular Meetings. Notice will be posted at a designated place for any regular meeting of the Board of Directors and by publication according to the Open Door Law.
- b) Executive Session.
 - a. Oral or written notice of the date, time, and place of each Executive Session of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) business days before the date of the meeting.
 - b. Notice will be posted at a designated place for any regular meeting of the Board of Directors and by publication according to the Open Door Law.
- c) Special Meetings.
 - a. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) business days before the date of the meeting.
 - b. Notice will be posted at a designated place for any regular meeting of the Board of Directors and by publication according to the Open Door Law.
- d) Waiver of Notice. When notice of a meeting is required to be given to any Director of this Corporation under provisions of the Articles of Incorporation,

these Bylaws or the law of this state, a waiver of notice in writing signed by the Director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

Quorum for Meetings:

A quorum shall consist of the majority of the members of the Board of Directors. Except as otherwise provided under the Articles of Incorporation, these Bylaws or provisions of law, no business shall be considered by the Board at any meeting at which the required quorum is not present, and the only motion which the presiding officer shall entertain at such meeting is a motion to adjourn.

Majority Action as Board Action:

Each act or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act or decision of the Board of Directors as a whole, unless the Articles of Incorporation, these Bylaws or provisions of law require a greater percentage or different voting rules for approval of a matter by the Board.

Conduct of Meetings

Meetings of the Board of Directors shall be presided by the President of the Corporation or, in his or her absence, by the Vice President of the Corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the Directors present at the meeting. The Secretary of the Corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Executive Session

The Board of Directors may meet in executive session for the purposes of discussing confidential information or other matters deemed appropriate as designated by the Open Door Law.

Minutes

The Board Secretary shall be responsible for recording, publishing, and posting the minutes of all meetings. These shall be available to any member of the Corporation, within five business days of any meeting.

32.Accountability to Constituents

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

Constituents will be encouraged first and foremost to provide their informal feedback to the school board or leadership at any time through implementation of an open and inviting atmosphere in the school administration. Intermittent surveys will be collected via surveys sent home with students and made available anonymously via online survey services such as Survey Monkey (www.surveymonkey.com). Results will be gathered and directly acted upon by the survey issuer or submitted to the school governance board who will recommend action via the “Flow of Information” outlined in attachment 20b. Results will also, as required, be submitted to Ball State for inclusion in their annual Accountability Reporting.

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

With a mission to “provide each student with the opportunity to reach his or her greatest potential, personally and academically, to become productive and responsible citizens in a global world,” utilizing C.L.A.S.S. methodologies, the CCA will use the following criteria to evaluate whether that mission is being accomplished:

1. All or most test assessment objectives in the Accountability Plan are achieved.
2. C.L.A.S.S. methodologies have been seamlessly incorporated into effective daily teaching practices according to school leadership evaluations.
3. Goal of 95% attendance has been met.
4. The community is engaged and positively views the operations of the CCA.
5. Parents have been encouraged to take part in and are happy with the education of their children.
6. All issues and complaints raised to the board have been addressed.

The extent to which the criteria have been met will be evaluated and submitted to Ball State according to the process below.

CCA Mission Evaluation Process											
	August	September	October	November	December	January	February	March	April	May	June
Attendance		ACM Count	ADN and enrollment reported to Ball State								
	Attendance monitored daily by school leadership, any significant fluctuations addressed										
Student Testing	NWEA Administered	Student Demographics and baseline test data submitted to Ball State		STAR Assessments Administered		Precision Assessments Administered	Learning Plans adjusted for students as necessary			Summative Assessments Administered	Student Demographics and baseline test data submitted to Ball State
	Universal Screening Tools Administered	Learning Plans adjusted for students as necessary				NWEA Administered	Student Demographics and baseline test data submitted to Ball State	ISTEP testing administered			
Employee Performance										School leaders perform annual teacher evaluations	School leaders submit re-line recommendations to Board
	Informal teacher evaluations weekly										
Parental Satisfaction	Information sent home to parents	Parents asked to participate in annual community festival	Parent-Teacher conferences				If desired, survey distributed to gather feedback on school	Parent-Teacher conferences as necessary			
Community Involvement		Participation in annual community festival			If desired, survey distributed to gather feedback of school operations						Community feedback gathered in annual meeting

- c. Describe the extent to which the school plans to communicate its progress towards meeting its Accountability Plan goals and how that information will be shared with and used by stakeholders, including parents, teachers, board members and school leaders.

All communication regarding progress toward school goals will be made available to Ball State and shared with teachers, school leaders, and board members. Parents will have access to their child's progress reports and assessment information on a regular basis. The annual Accountability Reports published by Ball State and the Indiana Department of Education will be made available to any stakeholders who otherwise do not have access to these reports.

As goals are accomplished, this information will be shared in newsletters, on the school website, and with the public through other venues. In the event that there are areas of concern whereby school progress reports do not indicate adequate progress toward goals, the staff will meet and develop strategies for improvement. This will occur immediately without delay. Once the problem is corrected, and adequate progress is made, the public will be informed.

The organizers for the CCA realize that during our first two years of operation, we will be “under the microscope” for all stakeholders. Communication with stakeholders concerning progress toward goals is of the utmost importance. Frequent school progress reports and “Points of Pride” will be shared on a regular basis with the public stakeholders. In addition, during the public events held at the school, school progress reports will be made available for inspection.

*All student progress reports will respect the confidentiality of individual students.

Document Conclusion

With respect for our ancestors and hope for the future of our children and the community, we submit this proposal for the Canaan Community Academy. We are hopeful that the school building in Canaan will once again be filled with the voices of children learning and growing, and the community will be revitalized.

At the beginning of this process, our desire was a return of the local neighborhood school that we loved. However, after going through this process, we feel we are on the cusp of creating an excellent school—far superior to any other schools in our area.

We have been greatly encouraged by the near universal desire in our community for this charter school. This is true not only of families of school-age children and educators, but also of the community-at-large with no obvious connection to the school.

We as organizers for the Canaan Community Academy have also learned and grown through this chartering process. We are proud that we have the following assets:

- **Gifted and talented people who are committed to the success of the CCA**
- \$2,000,000 building in excellent condition with NO debt
- Pledges toward an endowment of \$400,000 +
- Plans for an educational program that is research-based, brain compatible, and data driven
- Hoping to become the first CLASS charter school in Indiana, with Minds-in-Motion services daily
- Support from government officials, the Indiana Public Charter School Association, and numerous educators from throughout the state
- Gifted with rich, educational, and artisan resources of the Canaan community

We look forward to serving the children in the area for many years to come.

School Policies and Procedures

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

33. Policy Regarding Organizer Governance

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

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

34. Proposed Governing Bylaws

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

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

35. School Admissions Policy and Criteria

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

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

36.Discipline Policy

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

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

37.Health and Safety Measures

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

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

38.School’s Leadership and Teacher Employment Policies

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

- The procedures for hiring and dismissing school personnel;
- The school’s required qualifications for hiring teachers, school administrators and other employees;
- A description of responsibilities for staff members;
- A description of the school’s processes and criteria for evaluating teacher performance;
- A description of how teachers will be held accountable for student achievement.

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

39. Policy Regarding Criminal Histories

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

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

40. Policy Regarding Conflict of Interest

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

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

41. Complaint Policy

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

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

42. Special Education

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

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

43. Parental Access to Education Records

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

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

44.Dissolution Procedures

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

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

45.Patriotic Commemorative Observances

Submit your policy regarding the observance of holidays.

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

46.Personal Financial Responsibility Instruction

Submit your policy regarding personal financial responsibility instruction.

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

47.School Safety Plan

Submit your school safety plan.

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

48.Dress Code Policy (if applicable)

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

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

49.Student and Parent Handbook

Submit a copy of your student and parent handbook.

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

50.Transportation Plan and Policy

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

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

51.Food Services Plan and Policy

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

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

52.School Promotion Policy

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

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

53.Detailed School Start-up Plan:

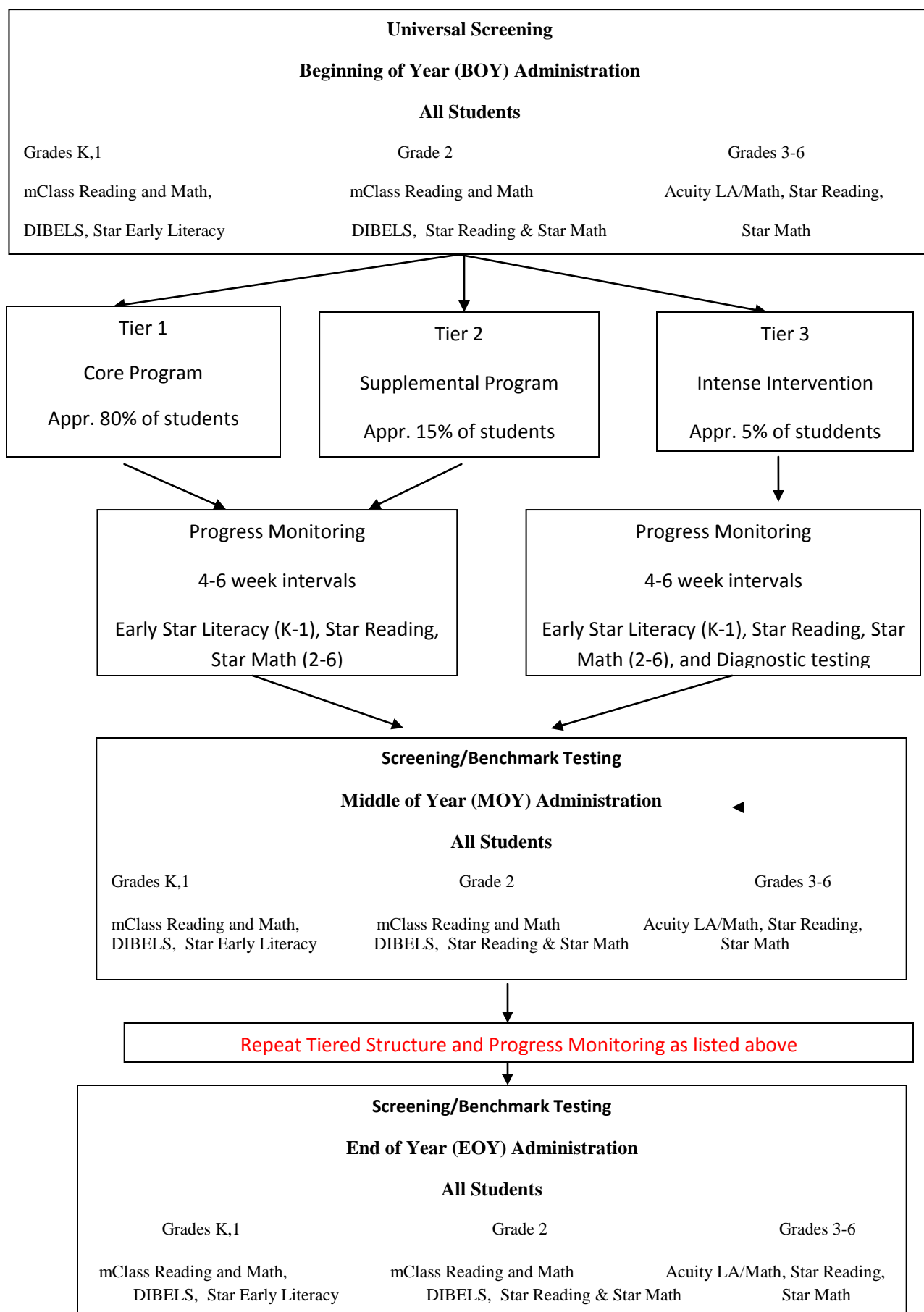
Provide a Pre-Opening Plan that documents key tasks to be completed between approval of the application and opening of the school. Include a schedule for initiation, development and completion of those tasks, identify primary responsibility by individual or position, and document anticipated resource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

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

Community Attitudes toward the formation of the Canaan Community Academy (CCA)

Many of the positive reactions to the formation of the Canaan are recognition of the possibilities of a locally controlled school that reflects the community atmosphere many sought in. Concerns tended to stem from a lack of knowledge of the functioning of a charter compared to a private or traditional public school.

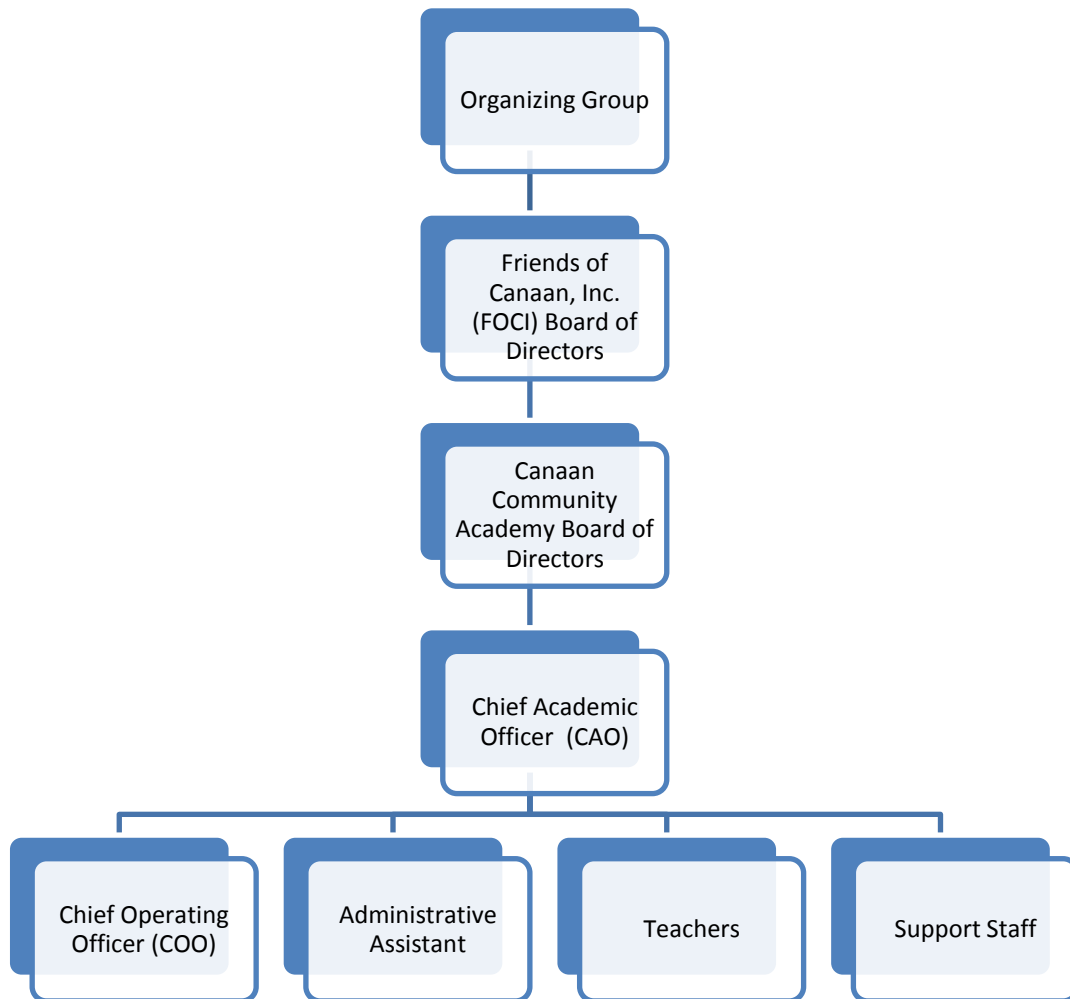
Positive Statements	Concerns
Positive reaction to the idea of a small, community school in close proximity to home that not only is “home” for students but also a hub and “home” for the community around it.	Many are concerned that the charter school will require tuition payments.
Parents are excited about more art, music, and physical education instruction for students. Currently students receiving only 15/week of instruction in these special areas weekly.	Concern that the charter school will be “stealing” money from public schools.
Previous and current concerns with governance by the larger school district board members who lack understanding of local interests; positive reaction to the idea of a Board of Trustees specifically devoted to the school and area.	The limited transportation that may be available for students.
Pride and confidence that staff members will care deeply for the success of each CCA student because those teachers must specifically apply to the school instead of being assigned by the larger school system.	
Some Canaan area elementary students are on buses more than 2.5 hours/day, and most 1-2 hours. A school closer to children’s homes would relieve these long and damaging commutes.	
A closer school would enable parents to participate in their child’s education who are unable to do so currently.	



**CCA Personnel Serving Special Education Students
Anticipated Staffing Needs/Budget**

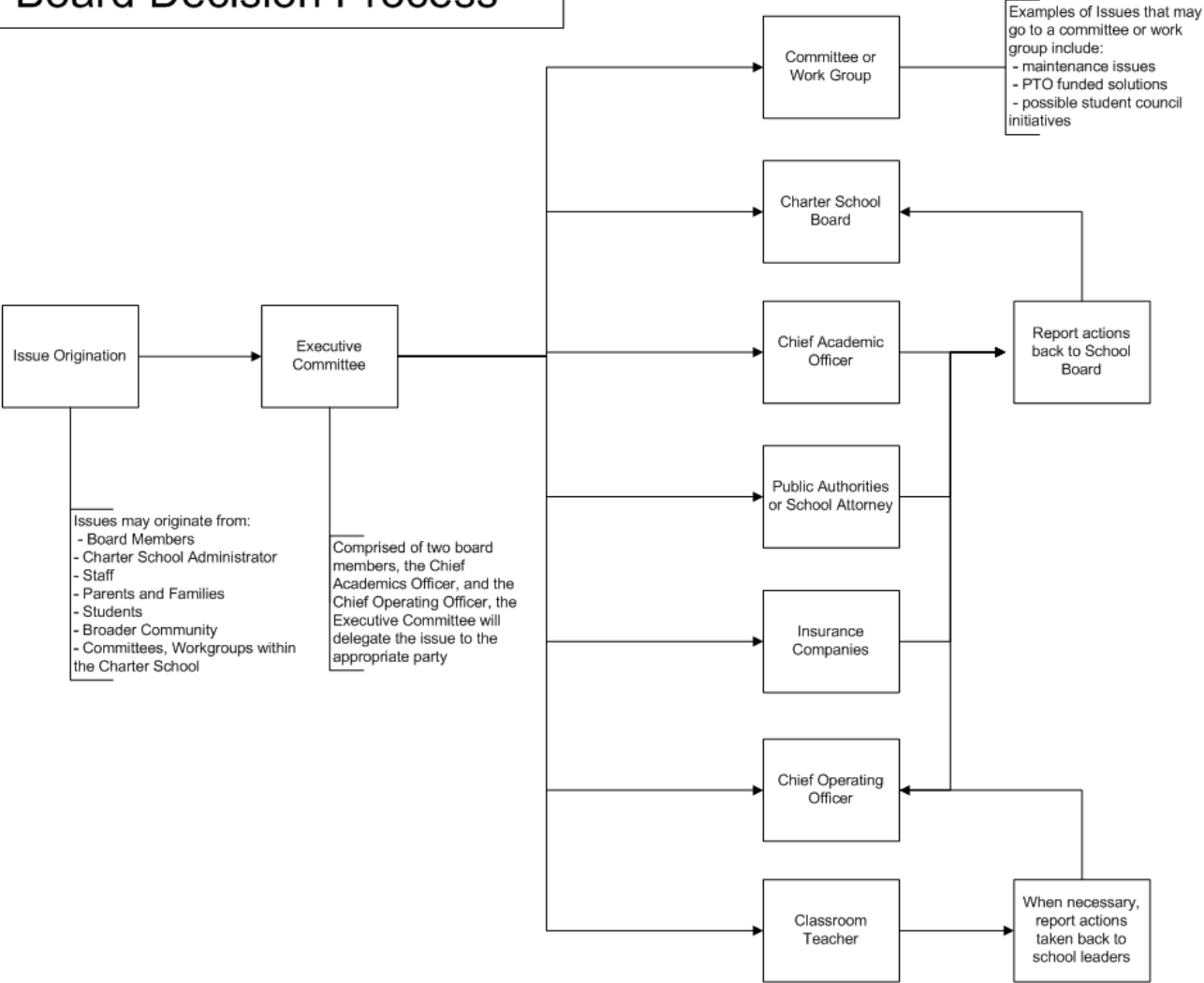
Student Exceptionality	Anticipated Student Count	Funding from Special Education Grant	Staffing Source	Anticipated Staffing Cost
Communication Disorders	8 – 10	$\$533 \times 10 = \$5,530$	Speech/Language consultant from “All Kids Can” or other agency	280 hours x \$20/hr = \$5,600
Mild Disabilities	14 – 16	$\$2,265 \times 16 = \$36,240$	Full-time teacher	\$36,000 (salary + benefits)
Severe Disabilities	2 – 4	$\$8,350 \times 4 = \$33,400$	Specialized staffing/consultants from “All Kids Can” or other agency	\$33,400

**Organizational Chart
Governance Structure
Friends of Canaan, Inc and Canaan Community Academy (CCA)**



The CCA Board of Directors will consist of seven members: two with an educational background, two with a financial background, and three parent/community representatives elected each June. Once elected, the Board will appoint a Finance Team to manage an endowment and provide supplemental financial expertise for the CCA.

Canaan Community Academy Board Decision Process



**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF INCORPORATION
of
FRIENDS OF CANAAN, INCORPORATED**

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 Tuesday, June 22, 2010.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, June 22, 2010.

A handwritten signature in black ink that reads "Todd Rokita".

TODD ROKITA,
SECRETARY OF STATE

2010062300235 / 2010062308096



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R10/1-03) Corporate Form No. 364-1 (October 1984)
Approved by State Board of Accounts 1995

NOTES:

1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.
2. Article VII must be completed appropriately. Please see (1) above.

INSTRUCTIONS:

1. Use 8 1/2" x 11" white paper for attachments.
2. Present original and one (1) copy to the address in the upper right corner of this form.
3. Please type or print.
4. Please visit our office on the web at www.sos.in.gov.

TODD ROKITA
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

Indiana Code 23-17-3-2

FILING FEE: \$30.00

RECEIVED
CORPORATIONS
DIVISION
10 JUN 22 PM 3:21

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation.

ARTICLE I - Name and Principal Office

Name of the Corporation: (the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof):

Friends of Canaan, Incorporated

Principal Office: The address of the principal office of the Corporation is:

Post office address

P.O. Box 20

City

Canaan

Indiana

ZIP code

47224

ARTICLE II - Purpose (optional)

The purposes for which the Corporation is formed are:

This corporation is organized for the purpose of conducting any legal activity permitted to be conducted for non-profit corporations under the laws of the State of Indiana and Section 501 (c)(3) of the Internal Revenue Code of the United States of America. More specifically, but without reservation or restriction, this corporation shall be organized and operated exclusively for educational purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1954, as amended, or any superseding section. This corporation shall, among other things, be empowered to organize and operate as a charter school.

ARTICLE III - Type of Corporation (check only one)

The Corporation is a:

- ☒ public benefit corporation, which is organized for a public or charitable purpose;
☐ religious corporation, which is organized primarily or exclusively for religious purposes; or
☐ mutual benefit corporation (all others).

ARTICLE IV - Registered Agent and Registered Office

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent

Norbert Everett Schafer

Address of Registered Office (street or building)

4857 E. 900 N.

City

Madison

Indiana

ZIP code

47250

ARTICLE V - Membership

Indicate if Corporation will have members:

☐ Yes ☒ No

(Continued on the reverse side)

ARTICLE VI - Incorporator(s)				
Name(s) and address(es) of the incorporator(s) is/are as follows:				
Name	Number and Street or Building	City	State	ZIP code
Mattie Joyce Poling	3242 E. Thornton Rd.	Madison	IN	47250
Gale Ferris, Sr.	9713 N. State Rd. 62	Canaan	IN	47224
C. Terry Rowlett	48 E. 925 N.	Madison	IN	47250

ARTICLE VII - Distribution of Assets on Dissolution or Final Liquidation
<p>Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution.</p> <p>If this corporation has its School Charter revoked by the issuing authority before the end of the term for which it is granted, or does not renew the Charter, or the Charter is otherwise terminated before the end of the term for which it is granted, the provisions of IC 20-24-7-9 concerning distribution of local and state funds that remain to distribute to the charter school shall apply. If the corporation is dissolved, then consistent with IC 20-24-3-3, all remaining funds and assets shall be distributed as follows:</p> <ol style="list-style-type: none"> 1. All remaining funds received from the Department of Education shall be returned to the Department of Education not more than thirty (30) days after dissolution; and 2. All other remaining assets of the Corporation and the Charter School shall be used for non-profit educational purposes.
<p style="text-align: right;">RECEIVED CORPORATIONS DIV. 10 JUN 22 PM 2:30</p>
<p>* Please note this section must be completed.</p>

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein and true this <u>14th</u> day of <u>June</u> , 20 <u>10</u> .	
Signature <i>Mattie Joyce Poling</i>	Printed name Mattie Joyce Poling
Signature <i>Charles Terry Rowlett</i>	Printed name Gale H. Ferris, Sr.
Signature <i>C. Terry Rowlett</i>	Printed name C. Terry Rowlett

This instrument was prepared by: (name) Michael J. Hensley, Collins, Hensley, and Wynn			
Address 307 Jefferson Street	City Madison	State IN	ZIP code 47250

the Corporation is dissolved, then, consistent with IC 20-24-3-3, all remaining funds and assets shall be distributed as follows:

1. All remaining funds received from the Department of Education shall returned to the Department of Education not more than thirty (30) days after dissolution; and
2. All other remaining assets of the Corporation and the Charter School shall be used for non-profit educational purposes.

ARTICLE V

- A. The Corporation is organized and shall be operated exclusively for educational purposes and it is authorized to accept, hold, administer, invest and disburse for educational purposes such funds as may from time to time be given to it by any person, persons or corporations, to receive gifts and make financial and other types of contributions and assistance to educational organizations, and in general, to do all things that may appear necessary and useful in accomplishing the purposes herein above set out. All of the assets and earnings shall be exclusively for the purpose herein above set out, including the payment of expenses incidental thereto. No part of the net earnings of the corporation shall inure to the benefit of, or distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- B. All property shall be irrevocably dedicated to educational purposes and shall be held in the corporate name of Friends of Canaan, Inc. Friends of Canaan, Inc., is a non-profit corporation organized and operated exclusively for educational purposes, which qualifies for exemption from Federal income tax under provisions of Section 501(c)(3) of the Internal Revenue Code. The purchase, sale, lease, mortgage or alienation of said real property shall be transacted according to the Bylaws of the corporation.
- C. Officers and Directors of the Corporation shall have the right to indemnification to the full extent permitted by law.

ARTICLE VI

- A. The corporation is organized and shall be operated exclusively for educational purposes and it is authorized to accept, hold, administer, invest and disburse for

educational purposes such funds as may from time to time be given to it by any person, persons or corporations, to receive gifts and make financial and other types of contributions and assistance to educational organizations, and in general, to do all things that may appear necessary and useful in accomplishing the purposes herein above set out. All of the assets and earnings shall be exclusively for the purpose herein above set out, including the payment of expenses incidental thereto. No part of the net earnings of the corporation shall inure to the benefit of, or distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the corporation shall the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

- B. All property shall be irrevocably dedicated to educational purposes and shall be held in the corporate name of Friends of Canaan, Inc. Friends of Canaan Inc., is a non-profit corporation organized and operated exclusively for educational purposes, which qualifies for exemption from Federal income tax under provisions of Section 501(c)(3) of the Internal Revenue Code. The purchase, sale, lease, mortgage or alienation of said real property shall be transacted according to the Bylaws of the corporation.
- C. Officers and Directors of the Corporation shall have the right to indemnification to the full extent permitted by law.

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein are true this _____ day of June, 2010.

Printed name _____

Printed name _____

Printed name _____

This instrument was prepared by:
Michael J. Hensley, #8018-39
Collins, Hensley & Wynn, 307 Jefferson Street, Madison, IN 47250

Deena L. Schafer

48 57 E. 900 N.
Madison, IN 47250
812-839-3821
dschafer@seidata.com
dschafer@madison.k12.in.us

Objective

To share the skills and knowledge acquired during my 30-year teaching career with the students of Southeastern Indiana by devoting my time, talent, and treasure to the Canaan Community Academy

Education

Graduate of Canaan Elementary and Madison Consolidated High School, 1975
Bachelor of Arts in Elementary Education, Purdue University, 1978
Masters of Arts in Elementary Education, with Endorsement in Reading Education, 1983
30+ Credit Hours above the Master's Degree, including certification as a Reading Recovery/
Reading Intervention Teacher

Work Experience

2008-Present Reading Recovery/Reading Intervention Teacher
Canaan Elementary Canaan, Indiana
Madison Consolidated Schools
Provided reading instruction for Title I, at-risk, and special education students

1982-2008 Title I Reading Teacher and Classroom Teacher, Grades 2, 4, 5, and 6
Canaan Elementary Canaan, Indiana
Madison Consolidated Schools
Provided classroom instruction for all students with varying ability levels

1980-1982 Classroom Teacher, Grade 5
St. Bernadette Catholic School Indianapolis, Indiana
Archdiocese of Indianapolis
Provided instruction for students with varying ability levels

Professional Training

Response to Intervention Training
Training in the Implementation of Wireless Generation mClass and Acuity
C.L.A.S.S. Project Summer Institute IV and V
Extensive and On-going Literacy Collaborative Training
Professional Development—Leveled Literacy Intervention Kits
Extensive training in School Finance—Numerous I.S.T.A. Bargaining Conferences

Leadership Roles

Chairperson, Organizing team, Canaan Community Academy, Proposal to Charter
Bargaining Chairperson, Madison Teachers' Association Bargaining team, 5 years
School Improvement Chairperson, Canaan Elementary School, 10 years
Student Teacher Supervisor and Teacher Mentor

Memberships

Prince of Peace Catholic Church
Canaan Restoration Council
Canaan Fall Festival Event Coordinator
Madison Teachers' Association
Canaan School P.T.O., Carnival Chairperson
Canaan School Alumni Reunion, Chairperson

Robert Matthew “Mike” Moseng
134 East St.
Madison, IN 47250
Cell: 219-765-9712 (used as home also)
Email: whoday53@gmail.com

FAMILY

Married – Laura Moseng - Psy.D. HSPP

WORK STYLE

Highly motivated and goal oriented individual with the ability to work well with others and foster a team spirit. Conceptualizing and implementing ideas, as well as delegation and follow-up are also key strengths. Adept problem solver and excellent written and oral communicator. Gifting includes leadership, leadership training, administration and teaching.

EXPERIENCE

2006-2009

Suncrest Christian Church, St. John, IN

Executive Pastor

Oversee the business aspects of the church, and as an ordained pastor perform pastoral duties, including; Give oversight to professional and support staff (20 full and part-time). Oversee HR. Create/implement personnel policies and procedures. Perform pastoral duties such as funerals, bereavement, hospital visitation, teaching, counseling, etc. Oversee finances and budget. Develop volunteer teams to keep campus buildings and 40 acres in good repair. Oversee facilities management and risk management. Oversee the legal requirements of the corporation. Negotiate major purchases and contracts. Hire all support staff. Oversee the coordination of the church calendar. Recruit and train ministry teams, leaders. Oversee database management and all technology. Teach assimilation and baptism classes. Coach for small groups leaders (volunteer position).

2002-2006

Deer Creek Christian Church

Deer Creek Christian School, University Park, IL

Administrator

Church staff member responsible to administrate a Pre-K-8th grade school of 260 students and 14 full-time and 4 part-time teachers. Work with school board to prepare the school for initial ACSI accreditation. Supervise faculty and staff of 24. Oversight of curriculum and teaching performance of faculty. Conduct training and development sessions for faculty and staff. Develop and maintain yearly budget. Ex Officio member of all committees (admissions, student life, budget, academic, personnel). Staff liaison between church and school. Responsible for long-term planning and growth of school. Oversee all PR and advertising. Oversee all HR. Pastoral duties (hospital visitation, etc., in the summer months).

2000-2002

Mesilla Valley Christian Schools, Las Cruces, New Mexico

Secondary Principal

Assist with hiring secondary faculty. Supervise secondary faculty (18 faculty members). Help develop and maintain secondary division budget. Teach one class yearly. Oversee Athletic Director and athletic department. Chair the Admissions committee. Guidance counselor and oversee college placement and scholarships. Member of Curriculum committee, Personnel committee and Admissions and Student Affairs committee. Advanced Placement Coordinator. Schedule chapel speakers and yearly camp speaker. Assist with yearly budget. Work with administrator for renewal of ACSI accreditation.

1995 to 2000

Northwest Christian Academy, Glendale, Arizona

Secondary Principal

Responsible for hiring and supervising secondary faculty. Develop and maintain budget for secondary division. Review and revise parent/student and faculty handbooks as needed. Review and maintain disciplinary policies and procedures. Revise and implement educational policies and procedures. Interview new families and students in secondary division. Maintain growth in enrollment while keeping within the mission statement. Guidance counselor and oversee college placement. Schedule chapel speakers. Teach one class yearly. Oversee athletic department.

1992 to 1995

Southwest Indian School, Peoria, Arizona

Secondary Principal

Supervision and instruction of faculty. Maintain discipline and attendance/tardy standards. Revise and implement educational policies and procedures. Interview new families and students. Oversee counseling office. Liaison between school and Indian Compassionate Ministries. Schedule chapel speakers. Teach one class yearly. Guidance counselor and college placement advisor. Oversee athletic department. *This was specifically a short-term assignment that was extended a year.*

January 1990 to September 1991

Boy Scouts of America Circle 10 Council, Dallas, Texas

District Executive, Wisdom Trail

Gave guidance to the cultivating, recruiting, training and inspiring volunteer personnel in the effectual operation of the district. Coordinated the work of the district manpower in that their efforts strengthened and extended the program offered by institutions and units. Directed and implemented fund-raising campaign to meet the goal stated by the Council. Directed program to increase membership and manpower totals. Interacted with various social agencies involving at-need families.

Significant Achievements:

Met critical goals
Quality District
Balanced Growth

1986 to 1989

Eagle Express, Dallas, Texas
Client Relations Manager

Created and implemented policies and procedure to better serve client needs. Personally interacted with leading clients to insure continued business. Trained couriers and order takers to effectively deal with clients and their individual needs. Monitored client usage and determined potential problems and remedies.

1979 to 1986

Bethel Christian School, Arlington, Texas
Administrator

Served as administrator and business manager. Responsible for maintaining state standards and requirements in operation of the school and day care facilities. Hired and supervised faculty and staff. Conducted all phases of public relations and advertising. Also served as **Minister of Education** at Bethel Assembly of God.

1976 to 1979

Christ's Church, Ft. Worth, Texas
Youth Pastor

EDUCATION

Southwestern Baptist Theological Seminary, Fort Worth, Texas

Master of Arts, Christian Education, 1976 to 1979
Concentration: Social Work/Counseling

Accomplished field work as Administrator of Bethel Christian School in Arlington, Texas.

Central Bible College, Springfield, Missouri

Bachelor of Arts, Christian Education, 1972 to 1976
Minor: Social Sciences

Student taught at Evangel Temple, Springfield, Missouri

PROFESSIONAL

Deer Creek Christian Church

Ordained for Ministry

Indiana Substitute Teacher Certification

Current through 2012

Association of Christian Schools, International, South Central Region and Rocky Mountain Regions

June 1981 to present

Member of inspection teams and ACSI accreditation teams.
ACSI Professional Certification – Secondary Administration

New Mexico Association of Non-Public Schools

September 2000 to 2003

Member of State Board of Directors

Civil Air Patrol, Squadron 302, Phoenix, Arizona

October 1995 to January 2000

Moral Leadership Officer and Chaplain

Attended armed forces chaplain training classes and conferences

First Year Staffing

Once the School Leader is hired, faculty positions will be filled in the following manner:

Advertise

- An appointed search committee consisting of community members, parents of potential students, CCA board members, and the newly hired School Leader will solicit applications and post job openings locally and regionally, and on the school web-site.
- A brochure and informational folders will be developed for prospective educators and non-certified personnel.

Receive Applications

- Applications will be given a deadline and those that are received will be sorted according to educational and academic success, experience, and materials included with the application.
- At all times, application materials for teaching positions will be compared to the criteria described in the “highly qualified teacher” information.

Interview

- The search committee will select candidates for contact by phone to arrange an interview.
- The initial interview will be centered on questions that reveal the candidate’s characteristics as a highly qualified teacher.

Rank

- References for potential employees will be checked and background checks will be performed immediately after each interview.
- An interview team made up of search committee members and the School Leader will meet to discuss the interview outcomes.
- The School Leader will select the most qualified candidate. Other candidates will be prioritized in the event that the first choice does not accept the offered position.

Hire

- Based on budgeted salary ranges, the School Leader will negotiate pay and benefits with the selected candidates.
- Upon acceptance of the position by the chosen candidate and successful negotiation of salary and benefits, the School Leader will make a recommendation to the Board to offer a letter of employment to the candidate.
- The Board, by signature of the President, will present the at-will letter of employment to the employee.

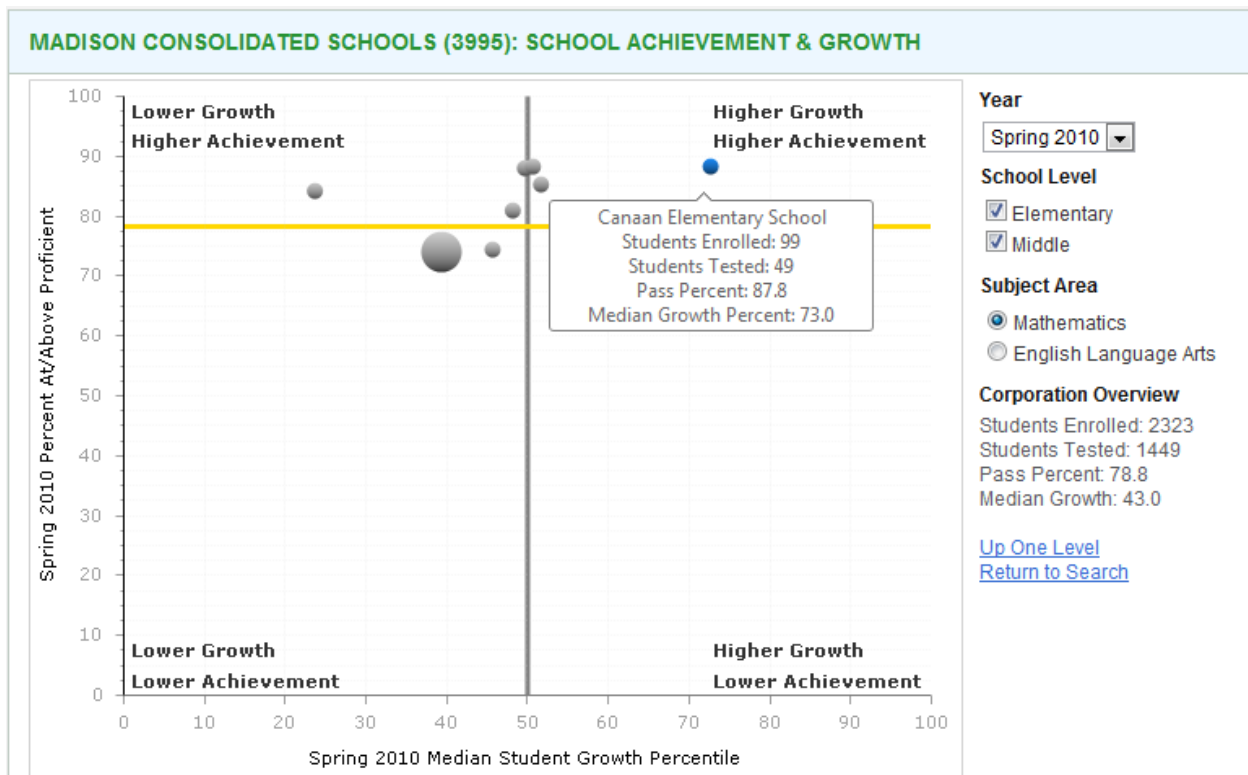
Teacher’s aides and the administrative assistant will be hired in the same manner as the faculty. A search committee will be appointed and will review the pool of applicants following a period where the positions are advertised. The committee will interview qualified candidates and the School Leader will present the recommendation of the committee to the Board. After Board approval, the employee will be presented with an at-will letter of employment to the employee.

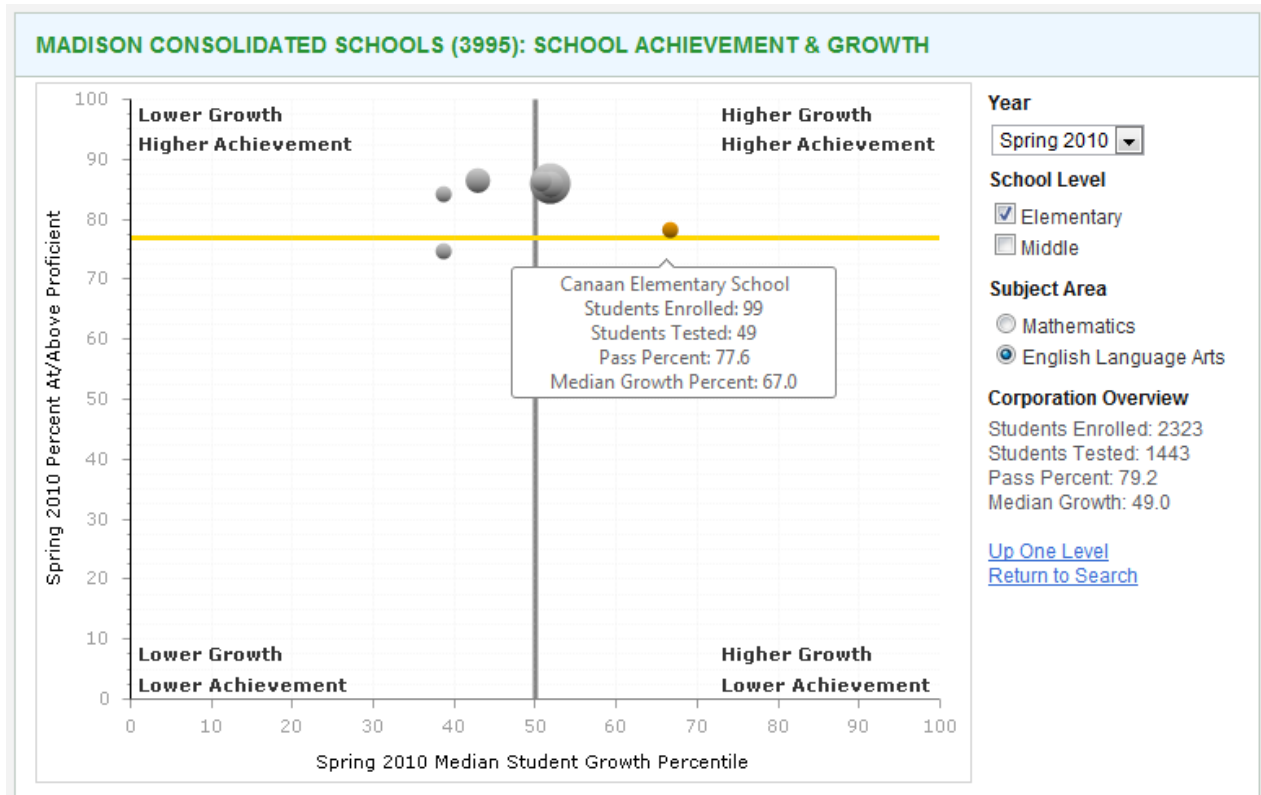
Staffing Matrix 2012-2017

Employee Positions	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total # Students	135	140	140	140	140
1. Chief Academic Officer/School Leader	1	1	1	1	1
2. Chief Operating Officer	1	1	1	1	1
3. Classroom Licensed Teachers (K-6)	7	7	7	7	7
4. Licensed Teachers (7-12)					
Other Licensed Teachers					
Licensed English / LA					
Licensed Math					
Licensed Science					
Licensed Foreign Language					
Licensed Fine Arts					
Licensed Government					
Licensed Economics					
Licensed History					
Licensed Geography					
5. Classroom Assistant/Aides	3	4	4	4	4
6. Special Education Teachers	1	1	1	1	1
7. Media/Resource					
8. PE/Music-All special areas					
9. Food Services	1.5	1.5	1.5	1.5	1.5
10. Maintenance	1	1	1	1	1
11. Health Care					
12. Others (please include job titles)					
Please add more positions if needed					
** All other employees will be contracted or part-time.					

Achievement Data

Prior to its closing, Canaan Elementary had higher achievement and growth than its counterparts in the local school system. The success of the smaller schools whose location fosters parent and community support reflects the need for a community school model like the CCA.





Source:

<https://learningconnection.doe.in.gov/GrowthModel/GrowthChart.aspx?cid=171&sid=576&ay=2010&sem=1>

Madison Consolidated Schools, the closest school corporation, grade level achievement data is shown below:

Year	Corporation Name	Year	English/Language Arts							Mathematics						
			Percent of Students Passing the ISTEP+							Percent of Students Passing the ISTEP+						
			Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total % Pass	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total % Pass
2006	Madison Consolidated Schools	2006	77.5%	74.2%	80.6%	70.0%	66.5%	68.1%	72.7%	73.3%	77.6%	85.5%	79.2%	79.2%	64.6%	76.5%
2007	Madison Consolidated Schools	2007	87.7%	80.5%	77.2%	83.5%	75.0%	71.5%	78.9%	77.0%	82.1%	87.6%	87.3%	81.0%	74.0%	81.7%
2008	Madison Consolidated Schools	2008	84.7%	80.6%	78.5%	71.6%	73.6%	75.2%	77.1%	72.5%	78.7%	81.4%	81.0%	82.4%	74.8%	78.6%
2009	Madison Consolidated Schools	2009	83.5%	83.9%	74.2%	76.2%	62.2%	64.6%	73.6%	51.8%	43.2%	39.5%	79.8%	83.6%	79.2%	77.5%
2010	Madison Consolidated Schools	2010	86.4%	90.3%	73.3%	77.9%	72.5%	74.4%	79.2%	77.0%	87.6%	86.5%	79.5%	72.1%	71.8%	78.8%

Across all indicators, Madison Consolidated Schools ranks at average or below state averages. The 2011 Board of Education gave the MCS a “D” ranking, placing it in the bottom 20% of the schools state wide. Source: <http://www.doe.in.gov/data/reports.html>

How local schools fared

District - Overall

- Madison: D
- Southwestern: C

By School - Madison

- Deputy: A
- Dupont: D
- MCHS: C
- MCJHS: D
- Ryders' Ridge: A
- Anderson: B
- Lydia Middleton: A
- E.O. Muncie: B

Source:

<http://madisoncourier.com/main.asp?SectionID=178&SubSectionID=961&ArticleID=64882&TM=57080.59>

School Calendar

Consistent with each of the schools in the county, private and public, the Canaan Community Academy will follow a calendar similar to the Madison Consolidated Schools (“MCS”) calendar. The 2011-2012 MCS calendar is depicted below. A similar calendar that recognizes common holidays and a 180 day school year will be implemented in 2012-2013.

2011-2012 School Calendar

Adopted February 8, 2011

August 2011							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				
							August 8- Teacher In-Service
							August 9 - Teacher Work Day
							August 10 - First Student Day
							September 5 - No School - Labor Day
October 2011							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
							October 12-13 - Parent/Teacher Conferences Elementary 3:15-7:15pm JH/VHS 3:30-7:30pm
							October 14-21 - No School - Fall Break
							November 24-25 - No School - Thanksgiving
December 2011							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							
							December 22-January 3 - No School Winter Break
							January 16 - No School - MLK Day
February 2012							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						
							February 20 - No School/Snow Make Up Day
							March 19-23 - No School/Snow Make Up Days
							March 26-30 - No School - Spring Break
April 2012							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						
							April 6 - No School/Snow Make Up Day
							April 27 - No School/ Teacher In-Service
							May 28 - No School - Memorial Day
June 2012							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						
							June 1 - Student Last Day
							June 4 - Records & Reports Day
September 2011							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						
November 2011							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						
January 2012							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					
March 2012							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					
May 2012							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					
July 2012							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

Daily Schedule

The daily schedule of the Canaan Community will include enrichment through curriculum, healthy meals and play time, and a variety of activities through T.E.A.M. time at the end of the day.

Primary Schedule Grades K-2

7:20 Breakfast, Minds-in-Motion Activities, Morning Procedures

7:40 Literacy Instructional Block

10:50 Lunch and Recess

11:40 Mathematics Instructional Block

1:10 Art, Music, Library, P.E., Computer Lab

1:40 Writing/Content Area Instructional Block

2:40 T.E.A.M. time

3:35 Dismissal

Intermediate Schedule Grades 3-6

7:20 Breakfast, Minds-in-Motion Activities, Morning Procedures

7:40 Literacy Instructional Block

10:50 Art, Music, Library, P.E., Computer Lab

11:20 Lunch and Recess

12:10 Mathematics Instructional Block

1:40 Writing/Content Area Instructional Block

2:40 T.E.A.M. time

3:35 Dismissal

Maximized Learning Time

Students will benefit through additional time devoted to core academic and extended day learning time, as shown below.

School:	Number of School Days/Year:	Length of Instructional Day (Min):	Time for Core Academic Areas Daily (Min):	Extended Learning Time Daily (Min):	Total Instructional Time/School Year :
Canaan Community Academy	180	390	180	60	81,000 Min= 1,350 Hours
Other Local Schools	180	390	150	0	70,200 Min= 1,170 Hours

Table 25 – Budget Worksheet A

SCHOOL NAME: Canaan Community Academy		Pre-Operational Year (December 2011 – June 2012)	
INCOME		Dates Covered:	
Cash In -- Funding Source	Budget Amount	Description: Specific Source	
State Grants (Please Describe)			
Other Grants (Please Describe)	150,000	Federal Public Charter Schools Grant Program	
Investment Earnings			
Donations/Gifts (Please Describe)			
Other (Please Describe)			
* provide source and terms of all loans			
TOTAL CASH IN (INCOME)	150,000		
EXPENSES			
Expenditure	Budget Amount	Description: Assumptions	
Legal	5,000	General legal work for startup activities	
Accounting and Consulting	10,000	Setup of accounting, payroll, and benefits systems	
Filing	1,000		
Fundraising	10,000	Grantwriting	
Marketing: Including Printing and Postage	5,000	Student/teacher recruitment	
Rent: Office Space and Utilities	1,500	Telephone and internet service	
Supplies	2,500	Office supplies	
Equipment	25,000	Computers, software, textbooks,	
Labor	65,000	Salaries for school leader, business mgr and clerk (6 months). \$10K for benefits.	
Other (Please Describe)	25,000	Staff training and development / Board development and training	
TOTAL EXPENSES	150,000		

* provide source and terms of all loans

Table 25– Budget Worksheet B

Projected Enrollment: 130	School Name: Canaan Community Academy							Dates Covered: July 2013 - June 2014					
	July	August	September	October	November	December	January	February	March	April	May	June	Total
CARRY OVER	86,916	264,603	261,434	258,514	255,595	252,675	246,709	244,205	241,700	239,196	236,692	234,188	
Printing	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Subscriptions	-	250	-	-	-	-	-	-	-	-	-	-	250
Testing & Evaluation Supplies	2,600	-	-	-	-	-	-	-	-	-	-	-	2,600
Textbooks	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000
Other Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Supplies & Materials	11,135	2,235	1,985	1,985	1,985	1,985	1,985	1,985	1,985	1,985	1,985	1,985	33,220
<i>G. Capital Outlay</i>													
Computer Hardware	2,000	200	200	200	200	200	200	200	200	200	200	200	4,200
Computer Software	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Furniture & Equipment	500	-	-	-	-	-	-	-	-	-	-	-	500
Instructional Furniture & Equipment	2,500	-	-	-	-	-	-	-	-	-	-	-	2,500
Vehicles	-	-	-	-	-	-	-	-	-	-	-	-	-
Land Purchases	-	-	-	-	-	-	-	-	-	-	-	-	-
Improvements / Alterations	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000
Other Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Capital Outlay	10,000	200	200	200	200	200	200	200	200	200	200	200	12,200
<i>H. Other Expenditures</i>													
Audit Expense	-	-	-	-	-	-	-	-	-	-	-	-	8,000
Dues & Fees	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Judgements	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Services	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	18,116
Travel Expense/Mileage	400	400	400	400	400	400	400	400	400	400	400	400	4,800
Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	219	219	219	219	219	219	219	219	219	219	219	219	2,625
Payment to an EMO	-	-	-	-	-	-	-	-	-	-	-	-	-
BSU Administrative Fee	1,699	1,699	1,699	1,699	1,699	1,699	1,807	1,807	1,807	1,807	1,807	1,807	21,036
Total Other Expenditures	3,928	3,928	3,928	3,928	3,928	3,928	4,035	4,035	4,035	4,035	4,035	12,035	55,777
TOTAL EXPENDITURES	109,517	76,774	76,524	76,524	76,524	76,524	76,631	76,631	76,631	76,631	76,631	72,173	947,716
REMAINING CASH BALANCE (DEFICIT)	264,603	261,434	258,514	255,595	252,675	246,709	244,205	241,700	239,196	236,692	234,188	227,787	

Table 25 – Budget Worksheet B

Projected Enrollment: 135		School Name: Canaan Community Academy					Dates Covered: July 2014 - June 2015							
		July	August	September	October	November	December	January	February	March	April	May	June	Total
		227,787	176,400	175,074	173,998	172,922	171,845	167,605	166,943	166,282	165,620	164,958	164,296	

Table 25– Budget Worksheet B

Projected Enrollment: 135		School Name: Canaan Community Academy								Dates Covered: July 2014 - June 2015						
		July	August	September	October	November	December	January	February	March	April	May	June	Total		
CARRY OVER		227,787	176,400	175,074	173,998	172,922	171,845	167,605	166,943	166,282	165,620	164,958	164,296			
Printing		260	260	260	260	260	260	260	260	260	260	260	260	3,121		
Subscriptions		-	250	-	-	-	-	-	-	-	-	-	-	250		
Testing & Evaluation Supplies		2,700	-	-	-	-	-	-	-	-	-	-	-	2,700		
Textbooks		5,000	-	-	-	-	-	-	-	-	-	-	-	5,000		
Other Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Supplies & Materials		11,550	2,280	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	2,030	34,130		
G. Capital Outlay																
Computer Hardware		2,000	200	200	200	200	200	200	200	200	200	200	200	4,200		
Computer Software		-	-	-	-	-	-	-	-	-	-	-	-	-		
Office Furniture & Equipment		500	-	-	-	-	-	-	-	-	-	-	-	500		
Instructional Furniture & Equipment		2,500	-	-	-	-	-	-	-	-	-	-	-	2,500		
Vehicles		-	-	-	-	-	-	-	-	-	-	-	-	-		
Land Purchases		-	-	-	-	-	-	-	-	-	-	-	-	-		
Improvements / Alterations		10,000	-	-	-	-	-	-	-	-	-	-	-	10,000		
Other Capital Outlay		-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Capital Outlay		15,000	200	200	200	200	200	200	200	200	200	200	200	17,200		
H. Other Expenditures																
Audit Expense		-	-	-	-	-	-	-	-	-	-	-	-	8,000		
Dues & Fees		100	100	100	100	100	100	100	100	100	100	100	100	1,200		
Judgements		-	-	-	-	-	-	-	-	-	-	-	-	-		
Debt Services		1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	18,116		
Travel Expense/Mileage		400	400	400	400	400	400	400	400	400	400	400	400	4,800		
Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-		
Field Trips		219	219	219	219	219	219	219	219	219	219	219	219	2,625		
Payment to an EMO		-	-	-	-	-	-	-	-	-	-	-	-	-		
BSU Administrative Fee		1,807	1,807	1,807	1,807	1,807	1,807	1,917	1,917	1,917	1,917	1,917	1,917	22,342		
Total Other Expenditures		4,035	4,035	4,035	4,035	4,035	4,035	4,146	4,146	4,146	4,146	4,146	4,146	57,084		
TOTAL EXPENDITURES		117,160	79,112	78,862	78,862	78,862	78,862	78,972	78,972	78,972	78,972	78,972	73,940	980,522		
REMAINING CASH BALANCE (DEFICIT)		176,400	175,074	173,998	172,922	171,845	167,605	166,943	166,282	165,620	164,958	164,296	159,818			

Table 25– Budget Worksheet B

Projected Enrollment: 140	School Name: Canaan Community Academy						Dates Covered: July 2015 - June 2016						Total
	July	August	September	October	November	December	January	February	March	April	May	June	
CARRY OVER	159,818	96,718	97,801	99,134	100,468	101,801	99,853	101,603	103,353	105,104	106,854	108,604	
Printing													
Subscriptions	265	265	265	265	265	265	265	265	265	265	265	265	3,184
Testing & Evaluation Supplies	-	250	-	-	-	-	-	-	-	-	-	-	250
NWEA @ \$20 student/year	2,800	-	-	-	-	-	-	-	-	-	-	-	2,800
Textbooks	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000
Other Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Supplies & Materials	12,193	2,363	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	35,681
G. Capital Outlay													
Computer Hardware	2,000	200	200	200	200	200	200	200	200	200	200	200	4,200
Computer Software	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Furniture & Equipment	1,000	-	-	-	-	-	-	-	-	-	-	-	1,000
Instructional Furniture & Equipment	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000
Vehicles	-	-	-	-	-	-	-	-	-	-	-	-	-
Land Purchases	-	-	-	-	-	-	-	-	-	-	-	-	-
Improvements / Alterations	20,000	-	-	-	-	-	-	-	-	-	-	-	20,000
Other Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Capital Outlay	28,000	200	200	200	200	200	200	200	200	200	200	200	30,200
H. Other Expenditures													
Audit Expense	-	-	-	-	-	-	-	-	-	-	-	-	8,000
Dues & Fees	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Judgements	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Services	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	18,116
Travel Expense/Mileage	400	400	400	400	400	400	400	400	400	400	400	400	4,800
Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	219	219	219	219	219	219	219	219	219	219	219	219	2,625
Payment to an EMO	-	-	-	-	-	-	-	-	-	-	-	-	-
BSU Administrative Fee	1,917	1,917	1,917	1,917	1,917	1,917	2,032	2,032	2,032	2,032	2,032	2,032	23,693
Total Other Expenditures	4,146	4,146	4,146	4,146	4,146	4,146	4,260	4,260	4,260	4,260	4,260	12,260	58,434
TOTAL EXPENDITURES	132,562	81,016	80,766	80,766	80,766	80,766	80,881	80,881	80,881	80,881	80,881	75,266	1,016,314
REMAINING CASH BALANCE (DEFICIT)	96,718	97,801	99,134	100,468	101,801	99,853	101,603	103,353	105,104	106,854	108,604	106,613	

Table 25– Budget Worksheet B

Projected Enrollment: 140		School Name: Canaan Community Academy							Dates Covered: July 2016 - June 2017						
		July	August	September	October	November	December	January	February	March	April	May	June	Total	
CARRY OVER		106,613	40,436	43,913	47,640	51,367	55,094	55,540	57,300	59,059	60,819	62,578	64,338		
Printing		271	271	271	271	271	271	271	271	271	271	271	271	3,247	
Subscriptions		-	250	-	-	-	-	-	-	-	-	-	-	250	
Testing & Evaluation Supplies		2,800	-	-	-	-	-	-	-	-	-	-	-	2,800	
Textbooks		5,000	-	-	-	-	-	-	-	-	-	-	-	5,000	
Other Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Supplies & Materials		12,237	2,396	2,146	2,146	2,146	2,146	2,146	2,146	2,146	2,146	2,146	2,146	36,091	
G. Capital Outlay															
Computer Hardware		2,000	200	200	200	200	200	200	200	200	200	200	200	4,200	
Computer Software		-	-	-	-	-	-	-	-	-	-	-	-	-	
Office Furniture & Equipment		1,000	-	-	-	-	-	-	-	-	-	-	-	1,000	
Instructional Furniture & Equipment		5,000	-	-	-	-	-	-	-	-	-	-	-	5,000	
Vehicles		-	-	-	-	-	-	-	-	-	-	-	-	-	
Land Purchases		-	-	-	-	-	-	-	-	-	-	-	-	-	
Improvements / Alterations		25,000	-	-	-	-	-	-	-	-	-	-	-	25,000	
Other Capital Outlay		-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Capital Outlay		33,000	200	200	200	200	200	200	200	200	200	200	200	35,200	
H. Other Expenditures															
Audit Expense		-	-	-	-	-	-	-	-	-	-	-	-	8,000	
Dues & Fees		100	100	100	100	100	100	100	100	100	100	100	100	1,200	
Judgements		-	-	-	-	-	-	-	-	-	-	-	-	-	
Bus loan/common school fund		1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	1,510	18,116	
Travel Expense/Mileage		400	400	400	400	400	400	400	400	400	400	400	400	4,800	
Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-	
Field Trips		219	219	219	219	219	219	219	219	219	219	219	219	2,625	
Payment to an EMO		-	-	-	-	-	-	-	-	-	-	-	-	-	
BSU Administrative Fee		2,032	2,032	2,032	2,032	2,032	2,032	2,072	2,072	2,072	2,072	2,072	2,072	24,623	
Total Other Expenditures		4,260	4,260	4,260	4,260	4,260	4,260	4,301	4,301	4,301	4,301	4,301	4,301	59,364	
TOTAL EXPENDITURES		139,451	82,615	82,365	82,365	82,365	82,365	82,406	82,406	82,406	82,406	82,406	82,406	1,040,095	
REMAINING CASH BALANCE (DEFICIT)		40,436	43,913	47,640	51,367	55,094	55,540	57,300	59,059	60,819	62,578	64,338	62,428		

Table 25 – Budget Worksheet C

School Name: Canaan Community Academy						
	Pre-operational (Schedule A)	First Fiscal Year (Schedule B)	Second Fiscal Year (Schedule C)	Third Fiscal Year	Fourth Fiscal Year	Fifth Fiscal Year
Dates Covered	Approval - June 30, 2012	July 2012 - June 2013	July 2013 - June 2014	July 2013 - June 2015	July 2015 - June 2016	July 2016 - June 2017
Projected Enrollment		125	130	135	140	140
Minimum enrollment for financial viability						
CARRY OVER		-	86,916	227,787	159,818	106,613
I. CASH IN (INCOME):						
Donations/Gifts	-	-	-	-	-	-
Food Service	-	78,750	83,538	88,486	93,563	95,362
Investment Earnings	-	-	-	-	-	-
Loan From Common School Loan		300,000	-	-	-	-
Other Grants	150,000	50,000	66,667	66,667	66,667	66,667
State Grants	-	225,000	225,000	-	-	-
State Tuition Support		339,890	701,194	744,744	789,755	820,757
Transportation		-	-	-	-	-
Other (Please Describe)	-	91,719	12,188	12,656	13,125	13,125
TOTAL CASH IN (INCOME):	150,000	1,085,359	1,088,587	912,553	963,109	995,910
II. EXPENDITURES:						
<i>A. Employee Salaries</i>						
Director/Principal	30,000	50,000	51,000	52,020	53,060	54,122
Assistant Principal		35,000	35,700	36,414	37,142	37,885
Other Administration - Business Manager	15,000	25,000	25,500	26,010	26,530	27,061
Classroom Assistants		28,000	28,560	29,131	29,714	30,308
Clerical	10,000	20,000	20,400	20,808	21,224	21,649
Consultants		-	-	-	-	-
Librarians		-	-	-	-	-
Overtime Expense		-	-	-	-	-
Social Workers		5,000	5,000	5,000	5,000	5,000
Substitute Teachers		4,000	4,000	4,000	4,000	4,000
Teachers		256,000	261,120	266,342	271,669	277,103
Technicians		-	-	-	-	-
Temporary Salaries		-	-	-	-	-
Other Human Resource Expense		-	-	-	-	-

Table 25 – Budget Worksheet C

School Name: Canaan Community Academy						
	Pre-operational (Schedule A)	First Fiscal Year (Schedule B)	Second Fiscal Year (Schedule C)	Third Fiscal Year	Fourth Fiscal Year	Fifth Fiscal Year
Dates Covered	Approval - June 30, 2012	July 2012 - June 2013	July 2013 - June 2014	July 2013 - June 2015	July 2015 - June 2016	July 2016 - June 2017
Projected Enrollment		125	130	135	140	140
Minimum enrollment for financial viability						
CARRY OVER		-	86,916	227,787	159,818	106,613
Total Employee Salaries	55,000	423,000	431,280	439,726	448,340	457,127
<i>B. Employee Benefits</i>						
Group Dental Insurance		-	-	-	-	-
Group Health Insurance	10,000	84,000	85,680	87,394	89,141	90,924
Group Life Insurance		254	254	254	254	254
Long-Term Disability Insurance		-	-	-	-	-
Public Employee Retirement		11,060	11,281	11,507	11,737	11,972
Social Security & Medicare		10,175	32,993	33,639	34,298	34,970
Teacher Retirement		19,200	19,584	19,976	20,375	20,783
Unemployment Compensation		2,128	2,128	7,036	7,173	7,314
Workers Compensation		-	-	-	-	-
Other Employee Benefits		-	-	-	-	-
Total Employee Benefits	10,000	126,816	151,920	159,805	162,979	166,217
<i>C. Rental of Facilities & Utilities</i>						
Electricity		15,000	15,300	15,606	15,918	16,236
Gas, Oil, or Steam Heat		9,600	9,792	9,988	10,188	10,391
Grass and Tree Services		2,500	2,550	2,601	2,653	2,706
Internet Access	600	2,400	2,448	2,448	2,497	2,547
Mortgage		-	-	-	-	-
Rent		1	1	-	-	1
Repair & Maintenance Services		20,000	24,000	26,000	26,520	27,050
Telephone Long Distance	900	2,400	2,448	2,448	2,497	2,547
Trash Removal		1,200	1,224	1,224	1,248	1,248
Utilities		-	-	-	-	-
Water & Sewer		1,200	1,224	1,224	1,248	1,273
Other Facilities & Utilities Expense		-	-	-	-	-
Total Rent and Utilities	1,500	54,301	58,987	61,539	62,770	64,001

Table 25 – Budget Worksheet C

School Name: Canaan Community Academy						
	Pre-operational (Schedule A)	First Fiscal Year (Schedule B)	Second Fiscal Year (Schedule C)	Third Fiscal Year	Fourth Fiscal Year	Fifth Fiscal Year
Dates Covered	Approval - June 30, 2012	July 2012 - June 2013	July 2013 - June 2014	July 2013 - June 2015	July 2015 - June 2016	July 2016 - June 2017
Projected Enrollment		125	130	135	140	140
Minimum enrollment for financial viability						
CARRY OVER		-	86,916	227,787	159,818	106,613
				-	-	
<i>D. Insurance</i>				-	-	
Board Errors and Omissions		-	-	-	-	-
General Liability Insurance		15,000	15,300	15,606	15,918	16,236
Health Insurance		-	-	-	-	-
Property & Casualty Insurance		10,000	10,200	10,404	10,612	10,824
Property & Inland Marine		-	-	-	-	-
Theft Insurance		-	-	-	-	-
Treasurer Bonds		-	-	-	-	-
Umbrella/excess Liability		-	-	-	-	-
Vehicle Insurance		2,500	3,000	3,000	3,000	3,000
Worker's Compensation Insurance		1,269	1,294	1,319	1,345	1,371
Other Insurance Expense		-	-	-	-	-
Total Insurance	-	28,769	29,794	30,329	30,875	31,432
				-	-	
				-	-	
<i>E. Service Contracts</i>				-	-	
Accounting & Payroll Services	10,000	24,000	24,480	24,970	25,469	25,978
Consulting Services	10,000	1,000	1,000	1,000	1,000	1,000
Data Processing Services		9,000	9,000	9,000	9,000	9,600
Equipment Rental & Lease		3,000	3,000	3,000	3,000	3,000
Food Service Contract		78,750	83,538	88,486	93,563	95,362
Legal Services	5,000	4,800	4,800	4,800	4,800	4,800
Professional & Technical Services		-	-	-	-	-
Pupil Transportation Contract		36,000	36,720	37,454	38,203	38,923
Security Services		-	-	-	-	-
Staff Development	25,000	12,000	12,000	12,000	12,000	12,000
Other Service Contracts	1,000	-	-	-	-	-
Total Service Contracts	51,000	168,550	174,538	180,710	187,035	190,663
				-	-	

Table 25 – Budget Worksheet C

School Name: Canaan Community Academy						
	Pre-operational (Schedule A)	First Fiscal Year (Schedule B)	Second Fiscal Year (Schedule C)	Third Fiscal Year	Fourth Fiscal Year	Fifth Fiscal Year
Dates Covered	Approval - June 30, 2012	July 2012 - June 2013	July 2013 - June 2014	July 2013 - June 2015	July 2015 - June 2016	July 2016 - June 2017
Projected Enrollment		125	130	135	140	140
Minimum enrollment for financial viability						
CARRY OVER		-	86,916	227,787	159,818	106,613
<i>F. Supplies & Materials</i>						
Advertising	5,000	2,400	2,400	2,400	2,400	2,400
Computer Software		2,500	3,450	3,700	4,750	4,750
Custodial Supplies		3,600	3,600	3,745	3,820	3,897
Instructional Supplies		6,000	6,120	6,242	6,367	6,495
Library Books		500	500	520	531	541
Office Supplies & Expense	2,500	5,000	5,100	5,202	5,306	5,412
Postage		1,200	1,200	1,248	1,273	1,299
Printing		3,000	3,000	3,121	3,184	3,247
Subscriptions		250	250	250	250	250
Testing & Evaluation Supplies		2,100	2,600	2,700	2,800	2,800
Textbooks		25,000	5,000	5,000	5,000	5,000
Other Supplies & Materials		-	-	-	-	-
Total Supplies & Materials	7,500	51,550	33,220	34,130	35,681	36,091
<i>G. Capital Outlay</i>						
Computer Hardware	25,000	7,200	4,200	4,200	4,200	4,200
Computer Software		-	-	-	-	-
Office Furniture & Equipment		2,500	500	500	1,000	1,000
Instructional Furniture & Equipment		5,000	2,500	2,500	5,000	5,000
Vehicles		80,000	-	-	-	-
Land Purchases		-	-	-	-	-
Improvements & Alterations		4,000	5,000	10,000	20,000	25,000
Other Capital Outlay		-	-	-	-	-
Total Capital Outlay	25,000	98,700	12,200	17,200	30,200	35,200
<i>H. Other Expenditures</i>						
Audit Expense		8,000	8,000	8,000	8,000	8,000
Dues & Fees		1,200	1,200	1,200	1,200	1,200

Table 25 – Budget Worksheet C

	School Name: Canaan Community Academy					Fourth Fiscal Year July 2015 – June 2016	Fifth Fiscal Year July 2016 – June 2017
	Pre-operational (Schedule A) Approval - June 30, 2012	First Fiscal Year (Schedule B) July 2012 - June 2013	Second Fiscal Year (Schedule C) July 2013 - June 2014	Third Fiscal Year July 2013 - June 2015	Fourth Fiscal Year July 2015 – June 2016		
Dates Covered							
Projected Enrollment		125	130	135	140	140	140
Minimum enrollment for financial viability							
CARRY OVER		-	86,916	227,787	159,818	106,613	106,613
Judgements		-	-	-	-	-	-
Debt Services		19,934	18,116	18,116	18,116	18,116	18,116
Travel Expense/Mileage		4,800	4,800	4,800	4,800	4,800	4,800
Reimbursement		-	-	-	-	-	-
Field Trips		2,625	2,625	2,625	2,625	2,625	2,625
Payment to an EMO		-	-	-	-	-	-
BSU Administrative Fee		10,197	21,036	22,342	23,693	24,623	24,623
Total Other Expenditures	-	46,756	55,777	57,084	58,434	59,364	59,364
TOTAL EXPENDITURES	150,000	998,442	947,716	980,522	1,016,314	1,040,095	1,040,095
REMAINING CASH BALANCE (DEFICIT)	-	86,916	227,787	159,818	106,613	62,428	62,428

Form 29d Facilities Plan

- A. School district in which the school will locate: Madison Consolidated Schools; Jefferson County, Indiana
- B. Geographic preference within the district: Center of Shelby Township; Canaan, Indiana
- C. Address (if a site has been secured): 8775 N Canaan Main Street; Canaan, IN 47224
- D. Does the school plan a stand-alone facility or will the school co-locate with another organization?
Currently, it is a stand-alone facility.

Space (Use blanks for additional needs)	Year One 2012- 2013 Number	Average Size (sq ft)	Year Two 2013-2014 Number	Average Size (sqft)	Year Three 2014-2015 Number	Average Size (sqft)
Classrooms	7	1050	7	1050	7	1050
Offices	3	225	3	225	3	225
Meeting/Counseling	1	100	1	100	1	100
*Gym/Physical Fitness	1	4850	1	4850	1	4850
Kitchen	1	680	1	680	1	680
*Dining	1	1000	1	1000	1	1000
*Performance/Auditorium (Gym space can be used.)	-----	-----	-----	-----	-----	-----
Library	1	1150	1	1150	1	1150
Media (Shared with Library)	1	1150	1	1150	1	1150
Hallways	3	2450	3	2450	3	2450
Locker Space	240	Hooks & cubbies	240	Hooks & cubbies	240	Hooks & cubbies
Restrooms	9	18 stalls	9	18 stalls	9	18 stalls

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

	Year One	Year Two	Year Three
Total Estimate Square Foot Requirements	20,000	20,000	20,000
Percent of budget dedicated to Facility Rental, Mortgage, and Construction/Renovation	0%	0%	0%
Number of Dollars per child dedicated to Facility Rental, Mortgage, and Construction/Renovation	\$0	\$0	\$0
Anticipated Annual Utility Budget	\$63,300	\$65,000	\$66,500

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

Policy Regarding Organizer Governance

Per the Ball State “Policy Regarding Organizer Governance” adopted July 3, 2008, the Canaan Community Academy (CCA) will comply with the following provisions:

1. Corporate Structure and Bylaws
 - a. As shown in Attachment 20, Friends of Canaan, Inc has both its Articles of Incorporation and evidence of incorporation from the Indiana Secretary of State.
 - b. Attachment 34 contains the bylaws of Friends of Canaan.
2. Individual Revenue Service Determination
 - a. Friends of Canaan has applied for and is operating under Section 501(c)(3) status, 501C Number 30-0627217.
 - b. Additionally, a Form 990-N has been filed to keep Friends of Canaan status active for the upcoming year.
3. Education Management Organization – The CCA will not contract with an education management organization.

All records relating to the business and operations of the CCA are available, upon request, to Ball State or its representatives.

**Bylaws of
Friends of Canaan, Incorporated
May 17, 2010
Article 1
General**

Section 1. Name:

The name of the Corporation is: Friends of Canaan, Inc. (the "Corporation").

Section 2. Initial Registered Office and Initial Registered Agent:

The principal office of the Corporation is located in Jefferson County, State of Indiana. The initial address of the principal office is 4857 E. 900 N. Madison, IN 47250. The initial registered agent in charge of the initial registered office is Norbert E. Schafer.

Section 3. Other Offices:

The Corporation may also have offices at such other places where it is qualified to do business, as its business and activities may require, and as the Board of Directors may, from time to time, designate.

Section 4. Fiscal Year:

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding year.

**Article 2
Nonprofit Purposes**

Section 1. IRS Section 501(c)(3) Purposes:

This Corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

Section 2. Specific Objectives and Purposes:

The specific objectives and purposes of this Corporation shall be:

- a. To operate establishments such as, but not limited to, charter schools or study centers, that the Corporation or its Board of Directors deem beneficial to the educational enhancement for the people of Jefferson and adjacent County(ies).
- b. To maintain a regularly enrolled student body, an established curriculum and a fulltime faculty;
- c. To maintain a level of education as prescribed by the "No Child Left Behind" law mandated by the Department of Education
- d. To have the normal functions, operations, programs and pursuits incidental to a fully recognized and operational nonprofit center of learning and education.

Article 3

Board of Directors

Section 1. Directors:

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Corporation shall have (5) five – (7)seven Directors and collectively they shall be known as the Board of Directors (the “Board”). The positions on the Board shall be known as Educational Expert 1, Educational Expert 2, Financial Expert 1, Financial Expert 2, At-Large 1, At-Large 2, and At-Large 3.

Section 2. Qualifications:

Directors shall be at least 18 years of age. At least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside. Full-time employees or spouses of full-time employees shall not be eligible to seek election to the Board. Other qualifications for Directors of this Corporation shall be as follows:

The five – seven members of the Board of Directors shall individually be given the titles of Educational Expert 1, Educational Expert 2, Financial Expert 1, Financial Expert 2, At-Large 1, At-Large 2, and At-Large 3. The Board members designated as community representatives shall represent the best interests of the parents, students, and the community.

Section 3. Powers:

Subject to the provisions of the laws of this state and any limitations in the Articles of Incorporation and these Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this Corporation, the activities and affairs of this Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

Section 4. Duties:

It shall be the duty of the Directors to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation (the “Articles”), or by these Bylaws; specifically, the statutory responsibility, among others, to oversee and provide direction for the executive, fiscal, educational, administrative and management functions of the charter school;
- b. Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the Corporation;
- c. Supervise all officers, agents and employees of the Corporation to assure that their duties are performed properly;
- d. Meet at such times and places as required by these Bylaws;
- e. Register their addresses with the Secretary of the Corporation.

Section 5. Term of Office:

All Board members shall be appointed to two-year terms. The initial term of Education Expert 2, Financial Expert 2, and At-Large 3 shall be for one year. In subsequent elections, these positions will all be two-year terms.

Board members may serve only two consecutive terms. After being off the Board for one year, they will be eligible to be on the Board again.

Section 6. Compensation:

Directors shall serve without compensation.

Section 7. Place Of Meetings:

Meetings shall be held at the principal office(CCA) of the Corporation unless otherwise provided by the Board or at such other place as may be designated from time to time by motion of the Board of Directors.

Section 8. Regular Meetings:

Regular meetings of Directors shall be held at a time and frequency decided by the Board.

Meetings shall be open to the public, though the Board retains the right to meet in executive session as needed.

Section 9. Special Meetings:

Special meetings of the Board of Directors may be called by the President or by any two

Directors, or by any person(s) specifically authorized under the laws of this state to call special meetings of the Board.

Section 10. Notice of Meetings:

Unless otherwise provided by the Articles of Incorporation, these Bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the Board of Directors:

a. Regular Meetings. Notice will be posted at a designated place for any regular meeting of the Board of Directors and by publication according to the Open Door Law.

b. Executive Session.

Oral or written notice of the date, time, and place of each Executive Session of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) business days before the date of the meeting. Notice will be posted at a designated place for any regular meeting of the Board of Directors and by publication according to the Open Door Law.

c. Special Meetings.

Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) business days before the date of the meeting. Notice will be posted at a designated place for any regular meeting of the Board of Directors and by publication according to the Open Door Law.

d. Waiver of Notice. Whenever any notice of a meeting is required to be given to any Director of this Corporation under provisions of the Articles of Incorporation, these Bylaws or the law of this state, a waiver of notice in writing signed by the Director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

Section 11. Quorum for Meetings:

A quorum shall consist of the majority of the members of the Board of Directors.

Except as otherwise provided under the Articles of Incorporation, these Bylaws or provisions of law, no business shall be considered by the Board at any meeting at which the required quorum is not present, and the only motion which the presiding officer shall entertain at such meeting is a motion to adjourn.

Section 12. Majority Action as Board Action:

Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation, these Bylaws or provisions of law require a greater percentage or different voting rules for approval of a matter by the Board.

Section 13. Conduct of Meetings:

Meetings of the Board of Directors shall be presided over by the President of the Corporation or, in his or her absence, by the Vice President of the Corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the Directors present at the meeting. The Secretary of the Corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Section 14. Executive Session:

The Board of Directors may meet in executive session for the purposes of discussing confidential information or other matters deemed appropriate as designated by the Open Door Law.

Section 15. Minutes:

The Secretary shall be responsible for recording, publishing, and posting the minutes of all meetings. These shall be available to any member of the Corporation, within five business days of any meeting.

Section 16. Vacancies:

Vacancies on the Board of Directors shall exist on the death, resignation or removal of any Director. Any Director may resign effective upon giving written notice to the President, the Secretary or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon notice to the Office of the Attorney General or other appropriate agency of this state.

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

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

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

(2) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). 4

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

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

d. Inadequate attendance at meetings of the Board of Directors, defined as absence from 4 (four) consecutive meetings or from at least thirty-three percent (33%) of such meetings within one (1) calendar year.

Unless otherwise prohibited by the Articles of Incorporation, these Bylaws or provisions of law, vacancies on the Board may be filled by approval of the Board of Directors. If the number of Directors then in office is less than a quorum, a vacancy on the Board may be filled by approval of a majority of the Directors then in office or by a sole remaining Director. A person selected to fill a vacancy on the Board shall hold office until the term of the vacating Board member expires.

Section 17. Nonliability of Directors:

The Directors shall not be personally liable for the debts, liabilities or other obligations of the Corporation.

Section 18. Indemnification by Corporation of Directors and Officers:

The Directors and officers of the Corporation shall be indemnified by the Corporation to the fullest extent permissible under the laws of this state.

Section 19. Insurance for Corporate Agents:

Except as may be otherwise provided under provisions of law, the Board of Directors shall adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a Director, officer, employee or other agent of the Corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

Section 20. Compliance with Indiana Open Door Law:

Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

**Article 4
Officers**

Section 1. Designation of Officers:

The officers of the Corporation shall be a President, a Vice President, a Secretary and a Treasurer.

Section 2. Qualifications:

Any Director may serve as an officer of this Corporation but may only hold one office at a time.

Section 3. Election and Term of Office:

The officers of the Corporation shall be elected annually from among and by the Board of Directors no later than its first regular meeting in the new fiscal year. Each officer shall hold office for one fiscal year or until his successor shall have been duly elected. All officers and agents can be removed at any time by the affirmative vote of the majority of the members of the

Board of Directors.

Section 4. Removal and Resignation:

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the Corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the Corporation.

Section 5. Vacancies:

Any vacancy caused by the death, resignation, removal, disqualification or otherwise, of any officer shall be filled by a majority vote of the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy.

Section 6. Duties of President:

The President shall supervise and control the affairs of the Corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation or by these Bylaws or which may be prescribed from time to time by the Board of Directors. The President shall preside at all meetings of the Board of Directors and, if this Corporation has members, at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation or by these Bylaws, he or she shall, in the name of the Corporation, execute such deeds, mortgages, bonds, contracts, or other instruments which may from time to time be authorized by the Board of Directors.

Section 7. Duties of Vice President:

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation or by these Bylaws or as may be prescribed by the Board of Directors.

Section 8. Duties of Secretary:

The Secretary shall:

Certify and keep at the principal office of the Corporation the original, or a copy, of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the Corporation or at such other place as the Board may determine, a book of minutes of all meetings of the Directors, and, if applicable, meetings of committees of Directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the Corporation and affix the seal, as authorized by law or the provisions of these Bylaws, to duly executed documents of the Corporation except those as described in "Section 6. Duties of President" or in "Section 9. Duties of Treasurer".

Keep at the principal office of the Corporation a membership book containing the name and address of all members, and, he or she shall record such fact in the membership book together with the date on which such membership renewed with approval of the Board.

Exhibit at all reasonable times to any Director of the Corporation, or to his or her agent or attorney, on request therefore, the Bylaws, the membership book and the minutes of the proceedings of the Directors of the Corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation or by these Bylaws or which may be assigned to him or her from time to time by the Board of Directors.

Section 9. Duties Of Treasurer:

The Treasurer shall:

Have charge and be responsible for, all funds and securities of the Corporation, and deposit all such funds in the name of the Corporation in such banks, trust companies or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, monies due and payable to the Corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the Corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any Director or member of the Corporation, or to his or her agent or attorney, on request therefore.

Render to the President and Directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the Corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

Reconcile the bank statements to the checkbook on a monthly basis and maintain such records in the principal offices of the Corporation to be examined upon the request of the State Board of Accounts.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the Corporation or by these Bylaws or which may be assigned to him or her from time to time by the Board of Directors.

Section 10. Compensation:

There will be no compensation for the Directors or Officers.

Article 5 Committees

Section 1. Meetings and Action of Committees:

Meetings and action of committees shall be governed by the Board of Directors. The Board of

Directors may also adopt policies, rules and regulations pertaining to the conduct of meetings of committees.

Section 2. Executive Committee:

The Board of Directors shall designate an Executive Committee which, to the extent provided by applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. All five (5) Directors will be informed of any urgent business in the intervals between meetings and a consensus of three (3) of the five (5) Directors will prevail as the Executive Committee. Decisions will be confirmed at a regularly scheduled Board meeting.

Section 3. Advisory Team:

The Board of Directors may establish an Advisory Team and delegate certain functions and responsibilities to this group. This Advisory Team would have legal status under Indiana's corporate statutes regarding committee participation in corporate governance. However, any actions or recommendations from the Advisory Team must be confirmed at the regularly scheduled Board meeting.

Section 4. Parent-Teacher Organization:

Upon approval of the Board of Directors, there shall be established a Parent-Teacher Organization (PTO). The PTO shall be considered a standing committee within the organization. This committee shall elect its own officers and will be directly under the Board of Directors. The Board of Directors shall appoint an initial chairperson to organize the group. The PTO shall elect officers at annual elections, the first of which shall occur not more than three months after approval for establishment. The PTO will consist of parents, teachers, and community members of the Corporation (as defined in these By-laws) who are interested in working to further the goals of the Corporation. Both the Community Representative 2 and the Parent Representative 2 will function as liaisons between the PTO and the Board of Directors and will attend meetings of the PTO as non-voting members.

Article 6 Conflicts of Interest

Section 1. General Policy:

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

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for

themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

(e) The Board of Directors may require the Corporation's directors, officers, or employees to

complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions:

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

ARTICLE 7

Indemnification

Section 1. Indemnification by the Corporation:

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding

(a) if such person is wholly successful with respect thereto or

(b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article 7) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of

guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article 7.

Section 2. Definitions:

(a) As used in this Article 7, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

(i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or:

(ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

(iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article 7, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on

(c) As used in this Article 7, the term “wholly successful” shall mean

(i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her,

(ii) approval by a court, with knowledge of the indemnity provided in this Article 7, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification:

Every person claiming indemnification under this Article 7 (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if

(a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article 7 and

(b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights:

The right of indemnification provided in this Article 7 shall be in addition to any rights to which any person may otherwise be entitled.

Irrespective of the provisions of this Article 7, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 5. Advancement of Expenses:

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

Section 6. Purchase of Insurance:

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

Article 8**Execution of Instruments, Deposits and Funds****Section 1. Execution of Instruments:**

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. Checks and Notes:

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by another officer of the Corporation.

Section 3. Deposits:

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4. Gifts:

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, grant, fund or devise for the nonprofit purposes of this Corporation.

Article 9

Corporate Records, Reports, and Seal

Section 1. Maintenance of Corporate Records:

The Corporation shall keep at its principal office:

- a. Minutes of all meetings of Directors, committees of the Board and, if this Corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given and the names of those present and the proceedings thereof and available to any Director or member of the Corporation;
- b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- c. A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- d. A copy of the Corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the Corporation at all reasonable times during office hours.

Section 2. Corporate Seal:

The Board of Directors may adopt, use and at will alter, a corporate seal. Such seal shall be kept at the principal office of the Corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 3. Directors' Inspection Rights:

Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws and provisions of law.

Section 4. Members' Inspection Rights:

If this Corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

- a. To inspect and copy the record of all members' names, addresses and voting rights, at reasonable times, upon written demand on the Secretary of the Corporation, which demand shall state the purpose for which the inspection rights are requested.
- b. To obtain from the Secretary of the Corporation, upon written demand, and payment of a reasonable charge to, the Secretary of the Corporation, a list of the names, addresses and voting rights of those members entitled to vote for the election of Directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available within a reasonable time after the demand is received by the Secretary of the Corporation or after the date specified therein as of which the list is to be compiled.
- c. To inspect at any reasonable time the books, records or minutes of proceedings of the members or of the Board or committees of the Board, upon written demand on the Secretary of

the Corporation by the member, for a purpose reasonably related to such person's interests as a member.

d. Members shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws and provisions of law.

Section 5. Right To Copy And Make Extracts:

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts for a reasonable charge.

Section 6. Periodic Report:

The Board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this Corporation, to be so prepared and delivered within the time limits set by law.

Section 7. Indiana Access to Public Records Act:

All requests for information cannot exceed those of the Indiana Access to Public Records Act regarding personnel issues or files not allowed under law.

Article 10 IRC 501(c)(3) Tax Exemption Provisions

Section 1. Limitations on Activities:

No substantial part of the activities of this Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these Bylaws, this Corporation shall not carry on any activities not permitted to be carried on (a) by a Corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a Corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 2. Prohibition Against Private Inurement:

No part of the net earnings of this Corporation shall inure to the benefit of, or be distributable to, its members, Directors or trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this Corporation.

Section 3. Distribution of Assets:

In accordance with IC 20-5.5-3-3.1, upon dissolution of the Corporation, following the retirement of all accounts payable, all remaining assets of the corporation shall be distributed to:

1) Any funds received from the Indiana Department of Education shall be returned to the department not more than thirty days following dissolution 2) Remaining funds will be go to

another tax-exempt nonprofit organization under section 501(c)3 of the Internal Revenue Code, with similar goals to Friends of Canaan, Incorporated. These remaining funds should be used for the benefit of the youth in the northeastern portion of Jefferson County, Indiana.

Section 4. Private Foundation Requirements and Restrictions:

In any taxable year in which this Corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the Corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

Article 11 Amendment of Bylaws

Section 1. Amendments:

Subject to the power of the members, if any, of this Corporation to adopt, amend or repeal the Bylaws of this Corporation and except as may otherwise be specified under provisions of law, these Bylaws, or any of them, may be altered, amended or repealed and new Bylaws adopted by approval of the Board of Directors.

Article 12 Construction and Terms

Section 1. Conflict of Bylaws and Articles of Incorporation:

If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation of this Corporation, the provisions of the Articles of Incorporation shall govern.

Should any of the provisions or portions of these Bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these Bylaws shall be unaffected by such holding.

All references in these Bylaws to the Articles of Incorporation shall be to the Articles of Incorporation, Articles of Organization, Certificate of Incorporation, Organizational Charter, Corporate Charter or other founding document of this Corporation filed with an office of this state and used to establish the legal existence of this Corporation.

All references in these Bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

Article 13 Members

Section 1. Determination and Rights of Members:

The Corporation shall have three classes of members. No member shall hold more than one membership in the Corporation. Except as expressly provided in or authorized by the Articles of

Incorporation, the Bylaws of this Corporation or provisions of law, all memberships shall have the same rights, privileges, restrictions and conditions.

Section 2. Qualifications of Members:

The qualifications for membership in this Corporation are as follows:

a) Legal Guardian Members

Any and all legal guardians with a child enrolled in any school operated by or under the direct control of the Corporation shall be members of the Corporation.

b) Community Members

All legal residents of Indiana, who are of legal voting age, may become members of the Corporation upon petition to the Board of Directors or its duly authorized representatives.

c) Any member from the above mentioned classes, subject to Article 3. Section 2 as described within these Bylaws, may become a member of the Board of Directors of the Corporation by being elected by the majority of members present at a meeting scheduled for this purpose. Each member of the Board of Directors shall have one vote per person.

d) Employee Members

All individuals directly employed by the Corporation shall be members of the Corporation.

Section 3. Admission of Members:

Membership of legal guardians is in effect as long as their child(ren) are enrolled.

Membership of employees are in effect as long as their at will letter is in effect. Membership of community members is based upon the receipt of their dues during the fiscal year.

All membership must be in effect by the last Board meeting before a General Membership Meeting.

Section 4. Dues:

(a) The annual fiscal dues payable to the Corporation by members shall be: \$10.00

(b) Legal Guardian and Employee members as defined in Section 2 are exempt from fees and dues.

Section 5. Number Of Members:

There is no limit on the number of members the Corporation may admit.

Section 6. Membership Book:

The Corporation shall keep a membership book containing the name and address of each member. Eligibility of the membership of any member shall be recorded in the book, together with the date of eligibility of such membership. Such book shall be kept at the Corporation's principal office.

Section 7. Nonliability of Members:

A member of this Corporation is not, as such, personally liable for the debts, liabilities or obligations of the Corporation.

Section 8. Nontransferability of Memberships:

No member may transfer a membership or any right arising therefrom. All rights of membership

cease upon the member's death.

Section 9. Termination of Membership:

Membership of legal guardians will terminate whenever their child(ren) are no longer enrolled. Membership of employees will terminate whenever their at will letter of employment is no longer valid.

Membership of community members will terminate upon delinquent dues not paid by the last Board meeting before a General Membership Meeting.

Article 14
Meetings of Members

Section 1. Place of Meetings:

Meetings of members shall be held at the principal office of the Corporation or at such other place or places as may be designated from time to time by resolution of the Board of Directors.

Section 2. General Membership Meeting:

An annual meeting of members shall be held during the month of June with date and time determined by the Board for the purpose of electing Directors and transacting other business as may come before the meeting. The candidates receiving the highest number of votes up to the number of Directors to be elected shall be elected. Each voting member shall cast one vote, with voting being by ballot only. The date for the installation of newly elected members of the Board of Directors shall be determined by the current Board and will not be later than the date of the first day of the new fiscal year immediately following the annual meeting at which the Directors were elected.

Section 3. Special Meetings of Members:

Special meetings of the members shall be called by a majority vote of the Board of Directors or, if at an interval between regular Board meetings, by consensus of the Executive Committee.

Section 4. Notice of Meetings:

Unless otherwise provided by the Articles of Incorporation, these Bylaws or provisions of law, notice stating the place, day and hour of the meeting and, in the case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered not less than ten (10) nor more than fifty (50) days before the date of the meeting, either personally, by mail, or electronically to each member entitled to vote at such meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail addressed to the member at his or her address as it appears on the records of the Corporation, with postage prepaid. Personal notification includes notification by telephone, electronically, or by facsimile machine. The notice of any meeting of members at which Directors are to be elected shall also state the Board positions that are up for election at the time notice is given.

Whenever any notice of a meeting is required to be given to any member of this Corporation under provisions of the Articles of Incorporation, these Bylaws or the law of this state, a waiver of notice in writing signed by the member, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

Section 5. Quorum for Meetings:

A quorum shall consist of 15 percent of the voting members of the Corporation. Except as otherwise provided under the Articles of Incorporation, these Bylaws or provisions of law, no business shall be considered by the members at any meeting at which the required quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.

Section 6. Majority Action As Membership Action:

Every act or decision done or made by a majority of voting members present in person or by proxy at a duly held meeting at which a quorum is present is the act of the members, unless the Articles of Incorporation, these Bylaws or provisions of law require a greater number.

Section 7. Voting Rights:

Only those who are members will be allowed admittance to the General Membership Meeting.

Before entrance to the General Membership Meeting is gained, each member shall produce photo identification and sign on the membership roster. Each parent and community member is entitled to one vote on each matter submitted to a vote by the members. Voting at duly held meetings shall be by voice vote. Election of Directors, however, shall be by written ballot.

Members unable to attend the General Membership Meeting will not be granted a proxy vote.

Section 8. Conduct of Meetings:

Meetings of members shall be presided over by the President of the Corporation or, in his or her absence, by the Vice President of the Corporation or, in the absence of all of these persons, by a Chairperson chosen by a majority of the voting members present at the meeting. The Secretary of the Corporation shall act as Secretary of all meetings of members, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting. Robert's Rules of Order, the most recently published version, shall apply insofar as such rules are not inconsistent with or in conflict with the Articles of Incorporation, these Bylaws or with provisions of law. *The Board will set up election procedures in a separate document. The meeting will follow the agenda set forth prior to the meeting.

ADOPTION OF BYLAWS

We, the undersigned, as the initial directors of Friends of Canaan, Inc., consent to, and hereby do adopt the foregoing Bylaws as the Bylaws of this Corporation.

Dated: July 18, 2010

C. Terry Rowlett

Dean Adams

Stacy Hardesty Gray

Gale Ferris, Sr.

Barbara "Candi" Risk

Barry Smith

Bonnie Roberts

Richard Clark

Student Admission Policy/Lottery

The Canaan Community Academy (CCA) seeks to admit students in a fair manner, without regard to race, gender, religion, national origin, ancestry, or color. In an effort to ensure a system of equal and fair admission, this policy will be enacted by CCA.

In order to ensure adequate time for the submission of admission applications, the application period shall be no less than four weeks. During this time, applications may be obtained from local businesses, the school web-site, or from members of the CCA Board of Directors.

Applications must be returned by mail, and must be postmarked no later than the last day of the application period.

The application period will be announced by CCA. Notice will be given at least one week prior to the beginning of the application period. Notice will be given in the local newspaper, on local radio stations, and posting notices in local businesses. Class size will be limited to 20 students per class (unless special permission from the Board of Directors is granted). Applicants shall be automatically enrolled in any grade where the number of applications does not exceed the maximum number of available openings. (20 students per classroom).

If the class is full, a lottery procedure will be implemented as follows:

1. In those grades where the number of applicants exceeds the maximum capacity of the school, preference will be given to those applicants who have a sibling(s) enrolled in school.
2. Applicants who have a sibling enrolled in the CCA will automatically be enrolled also.
3. Children or grandchildren of full-time employees will be given preference for enrollment. Applicants who live within a six-mile radius of the school will be given priority.
4. All other openings will be filled by a random selection drawing. This drawing will be conducted at an open meeting and will be conducted under the supervision of an unbiased third party having no affiliation with CCA. The lottery drawing will be video-taped.
5. Once all available openings are filled, the names of remaining applicants will be placed on a waiting list. Should vacancies arise, they will be filled with applicants from the waiting list, in the order of names listed on the earliest date. The waiting list will be kept in the CCA office.

Parents/grandparents, and/or legal guardians of students who are granted admission will be notified in writing by mail. Students who are currently enrolled in the CCA do not need to apply on an annual basis. However, a letter will be sent annually to parents/legal guardians and/or grandparents of all students enrolled in the CCA. The letter will confirm that enrolled students will be returning in the next school year. Parents will be expected to respond to this letter within a predetermined amount of time. Students whose parents/grandparents, and/or legal guardians do not respond to this letter shall not be automatically reenrolled and will be expected to repeat the admissions process.

Any student who withdraws from the CCA for any reason may not return as a student without re-

application and participation in the admissions process.

Late Application

Any applications received after the announced application period will be handled in the following manner:

- 1) Applications for undersubscribed grades: Any applicant who is properly eligible for a grade with student openings will be accepted into that grade. Proper eligibility includes providing documentation of successful completion of the previous grade in a public, private, or home school setting; and legal residency in the state of Indiana at the time of beginning classes.

Any late kindergarten applicants will be enrolled in accordance with policies established for kindergarten entrance and kindergarten and first grade initial placement. Any late first grade applicants who are entering school for the first time under compulsory attendance laws (i.e., during the school year of their seventh birthday) will be assessed for placement in either kindergarten or first grade according to the model assessment for initial placement already established by the Board of Directors. Any other applicant seeking entrance to a grade out of his/her ordinary sequence will be assessed for placement eligibility according to the following model assessment:

The applicant will be assessed for placement based upon intellectual, academic, emotional, and social components. The assessment process will be conducted by the Chief Academic Officer ("C.A.O.") and/or the teacher of the grade to which the child is being applied and/or the teacher of the grade in which the child would ordinarily be placed. Skills in mathematics, reading, and language arts will have particular importance. Academic records, samples of previous work, various test scores, and additional information from parents and the previous teacher may also be included in consideration. All criteria will be evaluated according to the best interest of the child for long-term scholastic success. The C.A.O. has final authority in the decision.

- 2) Applications for fully or over-subscribed grades: All applications will be held, with record of the date received, and will be used to fill vacancies through February 28. As of March 1, all applications for the current school year become null and void.
- 3) Applications during March, April, and May: Students may enroll in undersubscribed classes currently in session during March, April, and May.

Kindergarten Entrance

Students who are age 5 on or before August 1 may apply for kindergarten admission to CCA. If the class is undersubscribed, they will be accepted into admission. If the class is oversubscribed, they will be entered in the lottery and all lottery policies will apply. Parents/legal guardians and/or grandparents of students who are not age 5 on or before August 1 may appeal to CCA for early entrance for their child. The following policy governs decisions made regarding early entrance:

- Students transferring from an out-of-state or private kindergarten program who do not meet Indiana age-eligibility requirements will be accepted into kindergarten. However, if it can be documented that the student was enrolled in out-of-state or private kindergarten for a short time in order to circumvent Indiana age-eligibility, transfer entrance may be denied.

- Children will be assessed for kindergarten readiness based upon mental, emotional, and social components. The assessment process will be conducted by the C.A.O and/or kindergarten teacher and will include pre-reading readiness, early mathematics readiness, interview with parents, and interview and observation of the child.
- If the child has had preschool experience, formal preschool assessments or preschool curricula may be presented for consideration. All criteria will be evaluated according in the best interest of the child. The C.A.O has final authority in the decision.

Conditions and Agreement for Early Kindergarten Entrance

The following guidelines will be followed when allowing a student younger than five (5) years of age to enter kindergarten at CCA:

1. Student will be screened by designated certified personnel at CCA
2. Parent and/or legal guardian will be interviewed by personnel (if necessary).
3. Parent and/or legal guardian is asked to bring preschool progress reports.
4. C.A.O. will notify the parent and/or legal guardian of the school's decision.
5. Student will be allowed to begin school on a probationary period.
6. If, at any time during the first grading period, which will be the probationary period, the student fails to progress sufficiently with the academic curriculum or has difficulties socially, the parent and/or legal guardian will agree to remove the student from school and reenter the student the following school year.
7. If there are issues with the child, the parent and/or legal guardian will be notified
8. Parent/school meetings and steps will be taken to improve the situation before the student will be asked to be removed.

CCA Discipline Policy

GOALS

- Provide a SAFE learning environment
- Focus on PREVENTION, not punishment
- Prevent disruptions to ALLOW:

Teachers to TEACH

Students to LEARN

- CHANGE inappropriate behavior
- Promote a COOPERATIVE school community focusing on appropriate behavior
- Implement discipline consistently throughout the school

SCOPE OF PLAN

- The student behavior program begins the first day of school and continues throughout the school year.
- The plan is in effect throughout the entire school day and also applies to behavior while on school property, while going to and coming from school, while riding on school-provided transportation, and while attending school-sponsored events and functions.

CODE OF CONDUCT

A major component of the educational program of the CCA is to prepare students to become responsible learners and citizens, by learning how to conduct themselves properly and in accordance with established standards.

EXPECTED STUDENT BEHAVIORS

Each student shall be expected to:

- abide by national, state, and local laws as well as the rules of the school
- respect the civil rights of others
- act respectfully to adults and fellow students
- be prompt to school and attentive in class
- work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race, or ethnic background
- complete assigned tasks on time and as directed
- help maintain a school environment that is safe, friendly, and productive

AUTHORITY TO DISCIPLINE

Any teacher or staff member has the right to correct a student whenever necessary. Disobedience of a teacher or staff member's reasonable request is not acceptable and disciplinary action will be taken in accordance with the **Table of Consequences**.

Ultimately, it is the school leader's responsibility to keep things orderly. In all cases, the school shall attempt to make discipline prompt and equitable and to have the punishment match the severity of the incident.

GENERAL GROUNDS FOR DISCIPLINARY ACTION

Students may be disciplined for:

1. Knowingly interfering with school purposes or inducing another student to do so;
2. Stealing or damaging school property or property of another person;
3. Knowingly causing bodily harm to another person;
4. Threatening another person with bodily injury;
5. Possessing a firearm or any other object that is readily usable as a weapon or is dangerous to others (such as fireworks);
6. Possessing or providing to another a drug except as authorized by prescription;
7. Possessing or providing to another any substance represented to be a drug;
8. Possessing or providing to another an alcoholic beverage;
9. Consuming or being under the influence of a drug or alcohol except as authorized by prescription;
10. Possessing or providing to another tobacco or any tobacco product;
11. Knowingly failing to report to scheduled assignment without permission or acceptable excuse;
12. Failing or refusing to comply with directions of an adult supervising a class or school activity;
13. Directing unwelcome statements, communications, or conduct of a sexual nature to another person; (See Harassment below)
14. Materially altering any school document such as a hall pass;
15. Violating Indiana or federal law;
16. Leaving a school activity or school property without prior approval of a supervising adult; teacher or
17. Cheating on an academic assignment such as a test or homework, or knowingly assisting another student in cheating;
18. Attempting or conspiring with another person to violate any student behavior standards.
19. Chewing or possessing gum;
20. Harassing other students, staff members, or the general public by means of any speech or action that creates a hostile, intimidating, or offensive

learning environment. Conduct constituting harassment may take different forms, including, but not limited to the following

a. *Sexual Harassment*

1. Verbal:

The making of written or oral sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, or threats to a fellow student, staff member, or other person associated with the CCA.

2. Nonverbal:

Causing the placement of sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow student, staff member, or other person associated with the academy.

3. Physical Contact: Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body, with a fellow student, staff member, or other person associated with the CCA.

b. *Gender/Ethnic/Religious/Disability Harassment*

1. Verbal:

a. Written or oral innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, disability etc. toward a fellow student, staff member, or other person associated with the CCA.

b. Conducting a "campaign of silence" toward a fellow student, staff member, or other person associated with the CCA by refusing to have any form of social interaction with the person.

2. Nonverbal:

Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the CCA.

3. Physical:

Any intimidating or disparaging action such as hitting, hissing, or spitting on a fellow student, staff member, or other person associated with the CCA.

REPORTING HARASSMENT/ INVESTIGATION/ REMEDY

Any student who believes that they are the victim of any of the above actions or who has observed such

actions taken by another student, staff member, or other person associated with the CCA should immediately take the following steps:

A. If the alleged harasser is a student, staff member, or other person associated with the CCA, the affected student should, as soon as possible after the incident, contact the School Leader/CAO, the COO, or another staff member.

B. If the alleged harasser is the student's school leader, the affected student should, as soon as possible after the incident, contact the Chief Operations Officer (COO) or another full-time school employee.

The student may submit a report in writing, by telephone, or in person. The reporting student should provide the name of the person(s) whom they believe to be responsible for the harassment and the nature of the harassing incident(s).

The report shall be investigated in as timely and confidential a manner as possible. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law, a collective bargaining agreement, or in the context of a legal or administrative proceeding. No one involved will discuss the subject outside of the investigation.

If the investigation reveals that the complaint is valid, then appropriate remedial and/or disciplinary action will be taken promptly to prevent the continuance of the harassment or its recurrence. Such discipline may include any of the following: oral warning, written warning, in-school restriction, out-of school suspension, restriction of privileges, restriction of access, or expulsion.

Given the nature of harassing behavior, the academy recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges. Under no circumstances will the School threaten or retaliate against anyone who raises or files a harassment complaint unless it is determined that a false accusation has been intentionally made for the purpose of harming another person.

Some forms of sexual harassment of a student by another student may be considered a form of child abuse, which will require that the student-abuser be reported to proper authorities.

Hazing by any school group, club or team is not permitted. This includes any form of initiation that causes or creates a risk of causing mental or physical harm, no matter how willing the participant may be.

DISCIPLINE FOR HARASSING BEHAVIOR

Any form of harassment will not be tolerated at the CCA. Disciplinary actions will occur in accordance with **Section A or B of the Table of Consequences**. The consequence administered to the student will be in direct relationship to degree of harassment. This will be determined by the administration.

CLASSROOM STANDARDS

1. All classroom teachers will develop and implement a classroom discipline plan which meets the student's needs and encourages the positive social and educational development of the student.
2. Classroom discipline plans will include specific rules, limit-setting consequences, and positive consequences for desired behaviors.
 - The rules will deal with observable or verifiable behavior, will be simple, and consistently administered.
 - Behavior expectations will be outlined for students, and students will know in advance what will happen should they choose to act irresponsibly.
 - Mistakes and poor choices will become a student's responsibility.
 - Limit-setting consequence should be logical and realistic.
 - Classroom consequences may include: A warning and restatement of the behavior expectations, a private conference with the student, isolation. Time out in another location, removal of privileges and activities, and additional consequences may be imposed in the reasonable discretion of the teacher.

LUNCHROOM BEHAVIOR

While in the cafeteria students are expected to:

- Be courteous, respectful and use good manners
- Follow directions.
- Raise your hand if you have a question or need assistance.
- Keep hands, feet and objects to yourself.
- Talk quietly with those at your table.
- Be responsible for keeping your area clean.

SCHOOL BUS CONDUCT AND SAFETY RULES

The school bus conduct and safety rules are designed to promote student safety. Each student is expected to obey the rules and the bus driver. The authority of the driver is recognized under the law and supported by the CCA. Bus transportation is a privilege and inappropriate behavior may result in transportation being denied. Transportation will not be provided to students for social events (dates, sleepovers, birthday parties, or studying together).

EXPECTED BUS BEHAVIOR

AT THE BUS STOP

1. Be on time. Board and leave the bus only at your regularly assigned stop.
2. Stay out of the street and away from the road. Be respectful of the surrounding

property while you wait for the bus.

3. Wait until the bus has come to a full stop and the door has been opened by the driver.

BUS RULES

1. Always obey the driver.
2. Promptly be seated and stay in your assigned seat.
3. All buses will have assigned seating charts.
4. Keep all books and materials on your lap or contained in a backpack or sack.
5. Be courteous and do not use profane language. Speak in low tones.
6. Never push, shove, scuffle, or horseplay, as it is considered to be a serious safety hazard.
7. Keep your head, hair, hands, feet and all belongings inside the bus and to yourself.
8. No tobacco products are acceptable on the bus.
9. Fighting is prohibited.
10. Never throw objects inside or outside the bus.
11. Do not eat or drink on the bus.
12. All students should respect everyone while riding on the bus.
13. Keep the bus clean and orderly.

LEAVING THE BUS

1. Take your turn and do not push.
2. Once off the bus, clear the area immediately. If crossing the street, wait for a signal from your driver.

BUS CONSEQUENCES

First Offense: Bus driver will give verbal warning to student

Second Offense: Bus driver will call parent

Third Offense: Written referral will be given to the Chief Operations Officer (COO) on the day or day after the offense – The CAO or COO will meet with student – Parent and transportation will receive a

copy of the disciplinary actions

Fourth Offense – Written referral will be given to the school administration on the day or day after the offense (marked as second referral) - The CAO or the COO may suspend riding privileges

Fifth Offense – Written referral will be given to the school administration on the day or the day after the offense (marked as third referral) – The CAO or the COO may suspend riding privileges for the remainder of the semester and/or year

DRESS CODE

School Uniforms

***It is the goal of the organizers for the CCA that school uniforms be considered by the CCA Board of Directors. This decision will be adopted by the Board following a parental survey.**

School Dress/ Alternative Non-uniform Policy

The CCA recognizes that standards of dress change with the times. What is appropriate at one time or place may not be appropriate at another. In the long run, attitudes of society will determine how we dress for different occasions. The primary requirement for the appropriateness of any dress for children is cooperation of parents. If a child's clothing/hair/overall appearance is so unusual that it attracts attention or does not fit comfortably, it may at the same time distract attention from the business at hand, which is the education of the child. No rule will suffice for all occasions, so **parental cooperation is a must**. We believe that children should not wear any clothing that would prevent them from safely participating in all school activities. Experience indicates that there is a reasonable connection between proper dress & grooming and the successful maintenance of good discipline. We ask that our students come to school with clean bodies, hair and clothing.

The following items are considered unacceptable anytime during the school day:

- Any clothing that encourages inappropriate behavior (clothing relating to drugs, gangs, alcohol use, etc.)
- All tops that do not fully cover the top of the shoulder or that show the chest (halter tops, muscle shirts, spaghetti straps, tank tops, etc.)
- Painted hair and body paint
- Anything that can damage school property or cause personal injury (large chain links, high heeled shoes, some jewelry)
- Beachwear, miniskirts, saggy pants, clothing with large tears or holes
- In addition, all shorts and skirts must be at least finger tip length

SKIPPING CLASSES/TRUANCY

The skipping of classes or any part of the school day is considered an unexcused absence. Discipline will result in accordance with **Section A** of the **Table of Consequences**. Leaving school property without permission will be considered truancy and will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

MAKE-UP OF TESTS AND OTHER SCHOOL WORK

Students who are excusably absent from school shall be given the opportunity to make up work that has been missed. The student should contact the teachers as soon as possible to obtain assignments.

Students will be given the number of days of excused absence in which to make up work.

If a student misses a teacher's test or standardized test due to excused absence, the student may make arrangements with the teacher to take the test.

BULLYING

According to Indiana Code (Effective July 1, 2005):

“As used in this chapter, “bullying” means overt, repeated acts or gestures, including:

a) verbal or written communications transmitted;

b) physical acts committed; or

c) any other behaviors committed; by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student.”

1. This rule applies when a student is:

- On school grounds immediately before or during school hours, immediately after school hours or at any other time when the school is being used by a school group;
- Off school grounds at a school activity function, or event;
- Traveling to or from school or a school activity, function, or event; or
- Using property or equipment provided by the school.

2. Bullying by a student or groups of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student through overt, repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior is prohibited.

3. Parents or students who suspect that repeated acts of bullying are taking place should report the matter to the school leader or their designee. School personnel will investigate all reports of bullying.

4. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation.

5. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.

6. All staff members are encouraged to engage students and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in the school.

7. Participants will be disciplined in accordance with **Section A** of the **Table of Consequences**. The instigator may be disciplined in accordance with **Section B** of the **Table of Consequences**.

CARE OF PROPERTY

Students are responsible for the care of their own personal property. The school will not be responsible for care of the property or its loss. Valuables such as jewelry, electronic devices, or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student does damage to or loses school property, the student or the student's parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to disciplinary action according to the Student Behavior Standards.

CELL PHONES/PAGERS/ELECTRONIC DEVICES

Students are allowed to be in possession of a cell phone. The phone must be OFF during school hours (may NOT be on silent or vibrate). Students are not to be in possession of any type of electronic paging device or beepers, portable CD players, MP3's, portable tape player, or electronic games. When a student is found in possession of one of these items the item may be confiscated by the teacher and or administrators.

CHEATING

Cheating and plagiarizing are prohibited and students found to have engaged in either activity will not

receive credit on that particular examination, project, or homework assignment. The teacher will notify the parent and the administration immediately of cheating.

DRESS AND GROOMING

While fashions change, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

Students should consider the following questions when dressing for school:

Does my clothing expose too much? (no)

Does my clothing advertise something that is prohibited to minors? (no)

Is there obscene, profane, drug related, gang related or inflammatory messages on my clothing? (no)

Am I dressed appropriately for the weather? (yes)

Do I feel comfortable with my appearance? (yes)

If a student is referred to the administration for inappropriate dress, the student will be asked to change into acceptable attire. If the student cooperates with the directions of the administrator, no further action is necessary. If the student becomes disrespectful or fails to obey the directions, the penalty for violation of this policy will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

EXTORTION/THREATS

The practice of threatening or extorting another student for money, food, or any other item is extortion.

This violation of school policy will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

FIGHTING

Fighting in school, on school transportation, or at school- sponsored events will result in discipline to all participants in accordance with **Section A or B** of the **Table of Consequences**. An unprovoked attack on another will result in disciplinary action in accordance with **Section C** of the **Table of Consequences**.

FOOD FIGHTS

Throwing food in the cafeteria will not be tolerated. Students throwing food will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

HORSEPLAY

Injury to individuals as a result of horseplay or inappropriate behavior will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

ILLEGAL SUBSTANCES

Students will be disciplined in accordance to **Section C** of the **Table of Consequences** for the following: possessing or providing to another a drug except as authorized by prescription; possessing or providing to another any substance represented to be a drug; possessing or providing to another an alcoholic beverage; consuming or being under the influence of a drug or alcohol except as authorized by prescription; or possessing, providing or using drug paraphernalia. Any item promoting an illegal substance is prohibited.

INSUBORDINATION

The failure of a student to follow a reasonable request by any staff member is insubordination. Normally, insubordination results in disciplinary action in accordance with **Section A** of the **Table of**

Consequences. If the insubordination is accompanied by profanity or other serious misconduct, it may be treated as a **Section B** or **Section C** suspension. This will be determined by the administration.

NUISANCE ITEMS

Possession of items which are disruptive to the school environment is not permitted at school. These nuisance items include, but are not limited to, skateboards, roller blades, water pistols, or toys brought without teacher permission. Normally the first time a nuisance item is brought to school, the item will be confiscated by the teacher. The student will be allowed to obtain his/her confiscated property at the end of the school day. Future occurrences will result in the confiscation of the item, and it will be retained by the administration. It will only be released directly to the parent or guardian. Water guns will not be returned. Nuisance items which are dangerous to the safety of others or have the potential to cause damage to personal or school property, such as but not limited to fireworks, smoke or stink bombs, eggs, or shaving cream will be confiscated and will not be returned. Students bringing these items to school will be disciplined in accordance with **Section A** of the **Table of Consequences**.

PROFANITY

Students using profanity will be asked to refrain from further use of the inappropriate language. If the student cooperates, no further action will be taken. If the student directs the profanity at any staff member, or continues to use profanity, disciplinary action will be administered in accordance with **Section A** of the **Table of Consequences**.

SMOKING OR POSSESSION OF TOBACCO PRODUCTS

The purchase, possession or use of tobacco products by minors is prohibited by law. Students are not authorized to smoke in school, on school grounds, or in school transportation. If students are found using or in possession of, any tobacco products or any item representing or promoting tobacco products, to include cigarettes, cigars, smokeless tobacco, lighters, or matches, this will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

THEFT

Theft of or possession of stolen personal property or school property will result in a disciplinary action in accordance with **Section A** or **Section B** of the **Table of Consequences** (See Appendix). (\$50 or less **Section A**; over \$50 **Section B**.)

THREATENING A STAFF MEMBER OR STUDENT

The safety and well being of all students and staff members at the CCA is necessary to ensure that the schools are safe and enjoyable places to learn. Threats will not be tolerated. A student who verbally threatens a student, or staff member will be disciplined in accordance with **Section A** of the **Table of Consequences**. A student who pushes, hits, or physically strikes a student, or staff member will be disciplined in accordance with **Section B** of the **Table of Consequences**.

VANDALISM

The intentional destruction or damage of school property or the personal property of others is vandalism. All incidents will result in a disciplinary action in accordance with **Section A** of the **Table of Consequences**. Students will be expected to reimburse the CCA for all damages that were incurred.

WEAPONS

Weapons or any weapon related item (incl. bullets, caps, M80s, etc.) of any type are not allowed at the CCA under any circumstances. A student found in possession of a weapon will be suspended for ten days and expulsion proceedings will be initiated.

Any student using a weapon to threaten or harm another individual will be suspended for ten days and expulsion proceedings will be initiated.

ENFORCEMENT OF STANDARDS

1. The standards will be enforced by administrators, teachers, instructional assistants, bus drivers, and any other adult authorized by the school to supervise students.

2. The objectives of the enforcements of these standards are:

- a. to protect the physical safety of all persons and prevent damage to property.
- b. To maintain an environment in which the educational objectives of the school can be achieved;
- c. To enforce and instill the core values of the CCA and its school community.

3. The nature and extent of any discipline utilized to enforce student behavior standards will be determined by:

- a. the nature and extent of any potential or actual injury, property damage, or disruption;
- b. the student's prior disciplinary history and the relative success of any prior corrective efforts;
- c. the willingness and ability of the student and the student's parents to participate in any corrective action;
- d. the interest of other students in the School in a school environment free from behavior that violates the School's behavior standards; and
- e. any other aggravating or mitigating factor or circumstance that should be considered.

DUE PROCESS RIGHTS IN EVENT OF SUSPENSION, EXCLUSION OR EXPULSION

The following rules and procedures will apply with regard to the administration of discipline involving suspension, exclusion, except that due process for special education students will follow the guidelines of Article 7.

Before a student may be suspended, expelled, or excluded from school, there are specific procedures that must be followed.

SUSPENSION FROM SCHOOL

The school leader may deny a student the right to attend school or take part in any school function for up to 10 consecutive school days. The suspension period may, at the discretion of the administrator, be In-School or Out of School in the care of the student's parents.

When a student is being considered for a suspension, the administrator in charge will notify the student of the reason. The student will then be given an opportunity to explain the student's side. After that informal conference, the school leader will make a decision whether or not to suspend. If a student is suspended, the student and student's parents will be notified, within one day, of the reason for and the length of the suspension. The suspension may be appealed in writing directed to the school leader. Students are not to be on school property during any suspension from school. The suspension will be counted as an un-excused absence. During the appeal process, the student will not be allowed to remain in school.

EXCLUSION FROM SCHOOL

A student may be excluded from school if the student poses a substantial threat to the health or safety of other students or staff.

Upon written request to the CCA administration, a hearing may be arranged within ten days after the student has been suspended pending the exclusion hearing. A decision to exclude may be appealed to the State Department of Education.

EXPULSION FROM SCHOOL

An expulsion is a denial of the right of a student to take part in any school function for a period greater than 10 consecutive school days.

When a student is being considered for expulsion, the student will receive a formal letter of notification addressed to the parents indicating, among other requirements, their right to request an expulsion meeting within 10 days after receipt of the hearing examiner's letter. If no request is received within that time period, the right to a hearing has been waived. Students being considered for expulsion may or may not be removed immediately in the discretion of the administration. At the expulsion meeting the student may be represented by parents and/or legal counsel.

The school administration shall review the hearing examiner's report and make a decision within two school days after receiving the report. If the student is excluded or expelled, the parents may appeal, in writing, to the Board of School Trustees. The appeal can be based only on evidence from the hearing or evidence presented in the appeal. All opportunity to earn grades or credit ends when a student is expelled. Students are not to be on school property during any period of expulsion from school.

CONTRABAND DETECTION ON SCHOOL PROPERTY

School policy allows for the use of law enforcement agencies to assist school personnel in the detection of contraband, which could include but is not limited to explosive devices, weapons, bio-chemical materials, and illegal drugs or narcotics. In addition to the use of local, county, and state police officers, law enforcement canine police units may be incorporated into the detection process.

In the event a student is suspected of being in possession of any form of contraband on school property, the student will be placed in the custody of the school principal, the student's parents or guardians will be notified and informed of the circumstances and requested to come to school.

SEARCH AND SEIZURE

Search of a student and the student's possessions may be conducted at any time the student is under school jurisdiction, if there is a reasonable suspicion that the student is in violation of law or school rules in order to protect the safety of the student or others. All searches may be conducted with or without a student's consent.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items that have been confiscated.

LOCKERS

Students may be provided lockers, desks and other equipment in which to store materials. Students may not place a personal lock on any locker. Locks are to prevent theft, not to prevent searches. It should be clearly understood that this equipment is the property of the school and may be searched at any time. Under Indiana law, a student who uses a locker is presumed to have no expectation of privacy in that locker or the locker's contents. A school administrator may, in accordance with the rules of the governing body, search a student's locker and the contents of the locker at any time. A law enforcement agency having jurisdiction over the geographic area having a school facility may at the request of the school leader; and in accordance with the rules of the governing body of the CCA, assist a school administrator in searching a student's locker and the locker's contents.

STUDENT RIGHTS OF EXPRESSION

The school recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials as long as the items meet school guidelines.

Students who are unsure whether or not materials they wish to display meet school guidelines may

present them to the school leader 24 hours prior to display.

A. Materials may not be displayed if they:

1. are obscene to minors, libelous, indecent or vulgar. Items which promote drugs, alcohol, tobacco, or anti-social behaviors are deemed unacceptable by the school administration
2. advertise any product or service not permitted to minors by law,
3. intend to be insulting or harassing
4. intend to incite fighting or present a likelihood of disrupting school or a school event.

B. Materials may not be displayed or distributed during class periods, and permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there are proper entrances and exits to and from the building.

PARENT OR STUDENT CONCERNS, SUGGESTIONS AND GRIEVANCES

The school is here for the benefit of the students. The staff is here to assist a student in becoming a responsible adult. If a parent or student has suggestions that could improve the school, they are encouraged to offer them to the teacher or school leader.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Concerns and grievances should be directed to the principal.

A student has the right to a hearing if the parent or student believes the student has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. All initial hearings will be conducted with the principal of the school.

All hearing determinations are subject to a request for review in accordance with the due process procedures established for the students and parents.

TABLE OF CONSEQUENCES

(All disciplinary consequences are subject to being modified in the reasonable discretion of the administration.)

Section	First Referral	Second Referral	Third Referral	Fourth Referral	Fifth Referral
A	Counseled by Administration	Student warned and parent notified	1 day In-school Suspension	2 days In-school Suspension	3 days In-school Suspension
B	Administrative	1 day In-	2 days In-school	3 days In-	4 days In-school

	determination	school Suspension	Suspension	school Suspension	Suspension
C	3 days In-school Suspension	4 days In-school Suspension	5 days In-school Suspension	10 days In-school Suspension	Out of school Suspension or Expulsion Recommended
D	5 days In-school Suspension	10 days In-school Suspension	Out of school Suspension or Expulsion Recommended		

EQUAL EDUCATION OPPORTUNITY

It is the policy of the CCA to provide an equal education opportunity for all students. Any person who believes that the school or any staff member has discriminated against a student on the basis of race, color, creed, disability, religion, gender, ancestry, national origin, limited English proficiency, place of residence, or social or economic background, has the right to file a written complaint with CCA Board of Directors.

STUDENT RIGHTS AND RESPONSIBILITIES

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. The school respects students rights to freedom of expression and association and to fair treatment and requires the students to respect those rights for their fellow students and the staff. Students must follow teacher directions and obey all school rules. Disciplinary procedures are designed to insure due process (a fair hearing) before a student is removed because of his/her behavior. Disciplinary procedures are set forth in the Discipline Plan above.

GENERAL INFORMATION

Parents have the right to know how their child is performing in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the responsibility of the student to deliver that information. If necessary, the mail or hand delivery may be used to insure that parents receive the information. Parents are encouraged to build a two-way link with their student's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals. The staff expects students to arrive at school prepared to learn.

CUSTODY AND COURT PAPERS

If one parent has been awarded custody of the student by the courts, the parent of custody shall provide the school with a copy of the custody order and inform the school in writing of any limitations in the rights of the non-custodial parent. In the absence of such notice, the school will presume that the student may be released into the care of either parent.

MCKINNEY VENTO ACT

The McKinney Vento Act which was reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. The act is a part of the Federal Legislation called No Child Left Behind. The McKinney Vento Act provides school districts guidelines to services which are available to children that would be classified as homeless. The CCA will provide a residency form to be completed twice a year by each family of the children attending and enrolling in our schools. The data collected from these forms will be used for data reporting purposes and to offer assistance when and where needed. The complete McKinney Vento Act can be found under The McKinney Vento Act Homeless Assistance (42 u.s.c.11431)

Health and Safety Measures

Immunizations and other health requirements

The school will collect documentation of each student's immunizations at the time of his/her registration in school. Students will be expected to obtain the minimum required vaccinations set forth by the Indiana State Board of Health. The school nurse will determine if the present record is complete, and will notify the parent of any deficiency. Follow-up with the parent may be carried out by the school nurse or by school administrative personnel to whom the nurse delegates this responsibility.

Current Indiana law allows for valid medical exemptions from vaccinations and religious objections to vaccinations. Any parent with a religious objection to his/her child receiving vaccinations will be required to provide written documentation of his objection. Any parent whose child has a medical reason dictating that he/she cannot receive vaccinations, will be required to submit the necessary documentation from the child's doctor. Documentation of these exemptions must be renewed annually. Paperwork for any exemptions will be kept with the students' medical records.

Proper handling of medical records

Privacy laws with regard to health records will be respected. School personnel will be instructed to not discuss any student's health information with anyone but that student's parent or legal guardian.

Medical records will be kept in the students' permanent record folders. Permanent records will be kept in a locked cabinet that is housed in a locked room. Access to these records will be given to administrative staff, the child's teacher, the school nurse and any office/health assistants trained by the nurse.

Substitute teachers will be notified of any students that have health care plans in place and will be reminded that this is confidential information. Substitutes will be advised to call the nurse or the office if a problem arises with such a student.

First aid and emergencies

The nurse will stock the school office with supplies for minor first aid treatments, such as thermometer and probe covers, band aids, gauze pads, tape, tweezers, ace wraps, splints, sterile saline eyewash, and ice packs. When the school nurse is on campus, he/she will administer first aid to students as needed. At other times, a health assistant or designated office personnel will administer minor first aid. The nurse will train the health assistant and designated office personnel in first aid administration and in the health and safety policies of the school.

Standing orders from the Chief Medical Officer of Jefferson County for Jefferson County Schools will be observed. A copy of these orders will be kept readily accessible to the designated health assistant/office personnel for reference. In the event treatment is needed by a medical

doctor, the nurse or designated office personnel will call the parent or legal guardian. The parent may opt to pick up the student and seek medical treatment, or if the situation is urgent, an ambulance may be called. If the parent cannot be reached, the emergency contact named by the parent will be called.

At the time of registration, the school will obtain emergency contact information from the parent. Phone numbers requested will include home, work, and cell phone numbers. Emergency contacts other than the parents may be included. This information will be entered into computer records by the school secretary so that they are available to the nurse and health assistant when needed.

Medications

The school understands that in order to be safe and able to benefit from the educational program, some students will need to take medication at school. If a student must have any medication of any type given during school hours, the parent must submit the proper medication authorization forms and bring in the medication in its original container. Copies of medication authorization forms will be available at registration and throughout the year from the school office and the school nurse.

All students who need **prescription medications on a regular daily basis** during school hours must:

- 1- Present a written consent form signed by the parent or legal guardian.
Complete the parent portion of the Prescription Medication section of the medication authorization form.
- 2- Bring in the medication in the original prescription bottle, labeled with the name of the student, prescription number, directions to administer, including dose and time to be given, doctor's name, and name of medication.
- 3- Present a signed statement from the doctor. The physician portion of the authorization form should be used if at all possible; however, a separate statement from the doctor may be used which states the name of the student, the name of the medicine, amount to be given, the time to be given, and the purpose of the medication.

Students who need **prescription medication for illness** during school hours must:

- 1- Present a written consent form signed by the parent or legal guardian.
Complete the parent portion of the Prescription Medication section.
- 2- Bring in the medication in the original bottle, labeled with the name of the student, the prescription number, directions to administer, the doctor's name, and the name of the medication.

Students who **occasionally need non-prescription medication** during school hours must:

- 1- Present a written consent form signed by the parent or legal guardian.
Complete the non-prescription portion of the authorization form
- 2- Bring in the medication in the original bottle and with a label that shows recommended dosing information. At no time will school personnel exceed the recommended dose for the student's age or weight.

Medications, both prescription and non-prescription, will be kept in a locked medicine cabinet that will be accessible to the nurse and to office personnel. These medications will be given by

the nurse or designated office personnel according to the instructions on the medication authorization forms on file. A log will be kept of every medication given, showing the student's name, the date, the time, the name of the medication given, the amount, and why. (e.g. —prescribed by MD, for headache as needed, etc.) The log book will be locked up at the end of the day with the medications.

Unused portions of medication may be picked up as desired from the school by the parent or legal guardian.

Students who desire to **carry medication to be self-administered**, such as a student with asthma carrying an inhaler, must submit the proper form titled —Medication Prescriber/Parent Authorization Form for Self-Administration/Self-Possession. This must be signed by the physician, the parent, and the student, and indicates that the student can administer the medication without additional direction or supervision by school staff.

Health and vision screening

The school nurse will conduct the health screenings as instructed by the Indiana State Board of Health and the Indiana Department of Education. Vision screenings will be conducted on K, 1st, 3rd, and 8th graders. If abnormal results are found, recommendation will be made in writing to the parents for an examination of the student by the appropriate healthcare professional. Hearing screenings will be conducted by the Speech teacher assigned to this school by the school district.

Participation in Individual Educational Plan (IEP) team meetings

If a student is accepted for enrollment who has a health care plan, the school nurse will be present at the IEP team meeting. If the nurse is not able to be at the meeting, the school leader will communicate with the nurse and inform him/her the decisions made, particularly regarding the student's health needs. The school leader and nurse will collaborate on any training that is needed for staff to safely carry out any treatments needed.

Other health requirements

The school will request that a parent or legal guardian complete a health history on each student at the time of registration so that any special needs of the student may be addressed. The school nurse or nurse consultant will review the health forms and determine if a health care plan is needed for any students. Any parent enrolling a student with Diabetes, Asthma, a severe food allergy, insect/bee sting allergy, Epilepsy, or other condition requiring special treatment will be required to fill out a Plan of Care for his/her child. The nurse will also advise the school leader what instruction and training is necessary for the staff to safely carry out any health plans that are put into place. The health care plan will be kept with the student's medical records. The teacher will inform substitutes through the use of a written folder of any students who have special care plans, and note that it is confidential information. The substitute will be instructed to call the nurse or office if a problem arises with a student who has a health care plan.

Even though every effort will be made to respect the student's right to privacy concerning his health, some children will have conditions that are obvious or that the student reveals about

himself/herself. Compassion will be promoted by educating the class on an age-appropriate level about the needs of the student. Opportunity will be taken to foster empathy with others and to develop good citizenship.

CCA Leadership and Teacher Employment Policies

When recruiting and selecting employees for the Canaan Community Academy, the CCA will promote equal employment opportunities for all people and will adhere to all applicable equal employment opportunity laws. Much time and effort will be expended by CCA Board of Directors in searching for faculty and staff because research has proven that these **people** are critical to the success of the school. CCA has developed a plan and sequence of events that will govern the recruiting, hiring, and retaining faculty and staff.

School Leadership

The School Leader will be the first individual hired by CCA Board of Directors. As the Chief Academic Officer/School Leader of the school, it is very important that this individual is hired in a timely fashion. The school leader position, as well as all other positions, will be advertised both locally and regionally, and on the school web-site. Regional and local advertising ensures that CCA will draw from a large pool of potential applicants. The CCA Board of Directors will appoint a committee to oversee the search for a School Leader. The committee will consist of at least two parents of potential students, two members of the community, and two members of the CCA Board of Directors. This committee will recruit applicants, conduct interviews, and make their recommendations to the entire board. The board may accept the recommendation of the search committee and begin negotiations, or reject the recommendation. Once a salary and benefits package is discussed, the board will vote to hire or not hire the recommended applicant.

The second person hired by the CCA Board of Directors will be the Chief Operating Officer (COO). The hiring will follow the procedures as outlined above for the hiring of the CAO/School Leader.

Faculty

Once the CAO/School Leader and the COO are hired, faculty positions will be filled in the following manner:

- An appointed search committee consisting of community members, parents of potential students, CCA board members, and the newly hired School Leader will solicit applications and post job openings locally and regionally, and on the school web-site. A brochure and informational folders will be developed for prospective educators and non-certified personnel.
- Applications will be given a deadline and those that are received will be sorted according to educational and academic success, experience, and materials included with the application.
- At all times, application materials for teaching positions will be compared to the criteria described in the “highly qualified teacher” information.
- The search committee will select candidates for contact by phone to arrange an interview.
- The initial interview will be centered on questions that reveal the candidate’s characteristics as a highly qualified teacher.
- References for potential employees will be checked and background checks will be performed immediately after each interview.

- An interview team made up of search committee members and the School Leader will meet to discuss the interview outcomes. The School Leader will select the most qualified candidate. Other candidates will be prioritized in the event that the first choice does not accept the offered position.
- Based on budgeted salary ranges, the School Leader will negotiate pay and benefits with the selected candidates.
- Upon acceptance of the position by the chosen candidate and successful negotiation of salary and benefits, the School Leader will make a recommendation to the Board to offer a letter of employment to the candidate.
- The Board, by signature of the President, will present the at-will letter of employment to the employee.

Staff Members

Teacher's aides and the administrative assistant will be hired in the same manner as the faculty. A search committee will be appointed and will review the pool of applicants following a period where the positions are advertised. The committee will interview qualified candidates and the School Leader will present the recommendation of the committee to the Board. After Board approval, the employee will be presented with an at-will letter of employment to the employee.

Staff Development

Canaan Community Academy will provide the staff with professional improvement opportunities that include participation in professional development programs and attendance at professional conferences, when appropriate. Canaan Community Academy will provide an environment that encourages positive interaction with all those participating in the adventure of this educational endeavor. In addition to providing opportunities for professional development, the faculty will be

evaluated yearly. Initially, the staff will attend training seminars in CLASS's Summer Institute and Minds-in-Motion. For more information, see the websites: www.joyofclass.com and www.mimlearning.com.

Staff Performance Evaluations

Instructional Staff Evaluations

As part of Canaan Community Academy evaluation procedure, the School Leader has specified clearly defined criteria for performance review. These criteria include:

- Commitment to the Canaan Community Academy mission, objectives, and goals
- Program development, classroom management, and professionalism
- Organization and effectiveness of instructional practices
- Achievement of students
- Communication, mutual respect, approachability, and accessibility
- Commitment to the implementation of CLASS philosophy.
- Effective participation in the Canaan Community Academy family.

The Board has also specified tools to be used in the evaluation process. These tools include yearly goals and objectives written by the teacher for the evaluation period, and classroom observations conducted by the School Leader. The School Leader will also be evaluated annually by the Board of Directors.

Each instructional staff member will be evaluated formally and informally throughout the year by the School Leader. The School Leader will complete at least 3 formal classroom observations in each classroom yearly. Observation times for formal evaluations will be arranged with the teacher beforehand. The School Leader will record observations in terms of the above criteria and the goals of each teacher.

The interview will include a summary of the program for the period using the teacher's planning records, a summary of student evaluation methods and progress, the teacher's yearly goals and objectives, and identification of factors affecting the teacher's program and performance. *The evaluation procedures will be adjusted and updated as Indiana's laws change.

The School Leader will assemble and share the results of the observations and teacher documents.

The School Leader will provide each teacher with a written evaluation. The School Leader will then meet with each teacher individually to discuss the evaluation. If needed, plans for addressing problem areas will be developed at these meetings and put into writing. Options include further education, mentor/peer assistance, teacher action, and/or administrative action.

Employment renewal/non-renewal recommendations will be submitted to the CCA Board of Directors.

Non-Instructional Staff Evaluations

Employee Evaluation Requirements/Time-Line

Support staff will also be evaluated annually on the following criteria: quality of work, dependability, job knowledge, cooperation, and commitment to the mission of the CCA.

The evaluation report will be completed by the end of the academic year. The evaluation will be reviewed by the support staff member and the CCA Employment renewal/non-renewal recommendation will be submitted to the C.C.A Board of Directors.

Annual Employee Renewal Procedures

Negative Evaluation Procedures

In the event that a certified employee is evaluated and areas of concern are found, the employee will be placed on probationary status. The employee, along with the C.A.O, will set improvement goals.

A reasonable timeframe will be set, along with regular meetings between the employee and the C.A.O. to access the progress of the employee toward improvement. If the employee fails to meet the necessary goals/requirements within the agreed upon time-line, the C.A.O. will make the recommendation to the CCA Board of Directors for non-renewal.

Employment Status

At the conclusion of each school year, the C.A.O. will submit a written report per evaluated employee to the CCA Board of Directors with the recommended employment status for the certified staff. All evaluation reports/summaries will be confidential and shared only with CCA administrators

and/or CCA Board of Directors.

Job Descriptions:

Chief Academic Officer/School Leader

Immediate supervisor: Board of Directors

Specific Duties:

- Teacher
- Director of Instructional Personnel
- Board, Parent, and Community Liaison
- Director of Curriculum and Assessments
- School Discipline Officer
- Director of Special Education
- Coordinator of Professional Development
- Liaison with Ball State University

Chief Operations Officer

Immediate supervisor: School Leader

Specific Duties:

- Director of Non-Instructional Personnel
- Finance Director
- Treasurer
- Director of Transportation
- Teacher
- Bus Discipline Officer
- Director of Marketing
- Technology Coordinator
- Grant Writer
- Volunteer Staff Coordinator
- Substitute Staff Coordinator

Administrative Assistant/Office Manager

Immediate supervisor: School Leader

Specific Duties:

- Administrative Support
- Clerical Duties
- Deputy Treasurer
- Payroll Clerk
- Student Management Software Coordinator
- Communication Coordinator
- Student Health Manager

Educators

Immediate supervisor: School Leader

Specific Duties:

- Instruction of Indiana's Academic Standards/Common Core Standards
- Implement CLASS project best practices
- Classroom Discipline

- Parent Communication
- Student Assessment
- Intervention Team Member
- Implementation of IEP Requirements
- Classroom Environmental Maintenance

Instructional Support Team

Supervisor: School Leader

Immediate supervisor: Teacher

Specific Duties:

- Support the Staff with CLASS Implementation
- Provide support for Exceptional Learners and Title 1 Students
- Prepare instructional materials
- Student Supervision duties
- Library/Computer Lab Supervision
- Assist in Providing Art, Music or Physical Education classes

Non-Instructional Team

Custodian

- Inventory of maintenance supplies
- Clean and sanitize facility
- Perform light maintenance and make repairs
- Regulate heating/cooling systems

Bus Drivers

- Maintain a regular bus schedule
- Drive the school bus safely
- Prepare bus reports and keep the bus clean
- Perform fuel and maintenance duties
- Communicate with parents

Food Service

- Order food, supplies, and kitchen equipment
- Prepare menus under state guidelines
- Prepare and serve food
- Monitor inventory and manage the budget
- Keep the kitchen clean and orderly to pass state inspections

CCA Policy Regarding Criminal Histories

The health and safety of all CCA students is of the utmost importance, and establishing this policy for expanded criminal history checks will help protect students from harm.

All people who come into contact with CCA students will be required to have expanded criminal history checks on file in the office of the academy. This includes the following:

CCA full and part-time staff members

CCA Board of Directors

All volunteers who come into direct contact with students

The CCA will follow all applicable law and Ball State University's policy regarding criminal history checks.

House Enrolled Act 1462 amended several sections of the Indiana Code focused on safeguarding students and school communities by putting in place a requirement for expanded criminal history checks on all applicants for school employment, establishing a formal reporting process on school employees convicted of one or more felonies listed at IC 20-28-5-8(c), and providing for the development and maintenance of a searchable public data base of teachers and school employees who are convicted of any of those listed felonies. These requirements go into effect July 1, 2009.

Indiana Code 20-26-5-10 requires all school corporations, charter schools, and accredited nonpublic schools to adopt and administer a policy requiring each applicant for noncertified or certificated employment to obtain an expanded criminal history check as of July 1. In practical terms, this means that after July 1 all new hires in school corporations, charter schools, and accredited nonpublic schools are subject to an expanded criminal history check. The definition of "expanded criminal history check" found at IC 20-26-2-1.5 includes a search of records from all Indiana counties in which the applicant resided, all counties in other states in which the applicant resided, and the national sex offender registry or the sex offender registries of all fifty (50) states; or a national criminal history background check and a search of the national sex offender registry or the sex offender registries of all fifty (50) states.

Attachment 39 Policy Regarding Criminal Histories

Policy Regarding Conflict of Interest

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

This policy shall be further subject to the following principles:

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

Effect of Conflict Provisions:

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

Any citizen or parent has the right to formally complain about an employee, a policy, and/or a procedure.

In each case the complainant must follow procedures, outlined in administrative regulations, which are designed to resolve these issues to the satisfaction of all concerned and at the lowest level of the organization. However, if dissatisfied with the disposition of the issue at lower levels of the organization, the complainant may seek redress at the next organizational level, also detailed in the administrative regulations.

Any concerns or complaints with the CCA organization should follow the procedures as outlined in the CCA formal complaint procedures (Section 41).

CCA Formal Complaint Procedures

The Chief Academic Officer/School Leader (CAO) or their designee shall determine whether a complaint should be considered a complaint against the Canaan Community Academy (CCA) and/or an individual employee, and whether it should be resolved by the school's process for complaints concerning personnel or other procedures.

COMPLAINTS CONCERNING PERSONNEL

Level 1

Complaint Submission

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against CCA employees:

1. Every effort should be made to resolve the complaint at the earliest possible stage.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee he/she may submit a complaint to the employee's immediate supervisor or the CAO.
3. All complaints related to personnel other than administrators shall be submitted in writing to the CAO or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to an administrator shall be initially filed in writing with the CAO or their designee. Complaints related to the CAO shall be initially filed in writing with the Board.
4. When a written complaint is received, the employee shall be notified within five (5) days.
5. A written complaint shall include:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.
6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within thirty (30) days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision with the CAO or their designee, who shall attempt to resolve the complaint to the satisfaction of the person(s) involved within thirty (30) days. Parties should normally consider and accept the CAO's decision as final. However, the complainant, the employee, or the CAO may ask to address the Board regarding the complaint.

Level 2

Appealing to the CCA Board of Directors

1. Before any Board consideration of a complaint, the CAO or their designee shall submit to the Board a written report concerning the complaint, including but not limited to:
 - a. The full name of the complainant involved;

- b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response;
 - c. A copy of the signed original complaint;
 - d. A summary of the action taken by the CAO or designee together with his/her specific findings that the problem has not been resolved and the reasons.
 - 2. The Board may uphold the CAO's decision without hearing the complaint. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.
 - 3. An executive (closed) session may be held to hear the complaint in accordance with law.
 - 4. The decision of the Board shall be final.
- *** Note: Pursuant to the Child Abuse and Neglect Reporting Act, allegations of child abuse and neglect against district employees must be reported to and investigated by appropriate local agencies.
- Any complaint of child abuse or neglect alleged against a CCA employee shall be reported to the appropriate local agencies in accordance with law.

COMPLAINTS CONCERNING POLICIES AND/OR PROCEDURES

- 1. Complaints concerning policies and/or procedures should be made directly by the complainant to the person responsible for the policy and/or procedure.
- 2. If the complaint is not resolved at this level, the complainant must put the complaint into writing and direct it to the immediate supervisor.
- 3. If the complaint, after review of the immediate supervisor, remains unresolved, the immediate supervisor shall refer the written complaint, together with his/her report including an analysis of the situation, to the CAO or their designee.
- 4. The CAO's decision shall be final unless the complainant or the CAO requests a meeting before the Board on the complaint. Every effort should be made to resolve the complaint at the earliest possible stage.
- 5. Failure of the complainant to put the complaint into written form will be considered by the CCA as a dropping of the complaint.
- 6. No meeting will be held by the Governing Board on any complaint unless and until the Board has received the CAO's written report concerning the complaint. The report shall contain, but not be limited to, the following:
 - a. The name of the complainant involved;
 - b. A brief but specific summary of the nature of the complaint and the facts surrounding it, sufficient to inform the Board as to the precise nature of the complaint;
 - c. A true copy of the signed original of the complaint itself; and
 - d. A summary of the action taken by the CAO in connection with the complaint, with the specific findings that disposition of the case and the reasons therefore.

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3. Please attach any relevant documentation, reports, etc. in support of your complaint to this form. Contact the school directly for instructions regarding the submission of these materials to the school board or the CCA administration.

Special Education Policy and Procedure Manual

General Compliance with Indiana and U.S. Law

It is the intention of the CCA to be in compliance with all Federal and State special education laws as outlined by the Indiana State Board of Education in the document Special Education Rules, Title 511 Article 7 Rules 32-47. It is the duty of the Special Education instructional team to ensure compliance. The Special Education instruction team includes but is not limited to classroom teachers, school leaders, Special Education teacher, consultants, therapists, and any other professional working to meet the needs of students with special needs.

The CCA will adhere to the six principles of the Individuals with Disabilities Education Act (IDEA) of 2004:

- Free Appropriate Public Education
- Appropriate Educational Evaluation
- Individualized Education Program
- Least Restrictive Environment
- Procedural Safeguards (sometimes referred to as the Notice of Parent Rights)
- Parent participation in decision

Students eligible for special education and related services are general education students first. IDEA defines the unified system of education and mandates a set of practices to ensure that students are not pulled out or separated from general education. Special education staff and general education staff collaborate to serve the needs of special education students.

UNIFIED SYSTEM

The traditional parallel system of service delivery for special and general education establishes artificial barriers among educators and promotes the separation of individuals who have disabilities. Education is meant to be a collaborative system that brings teachers and administrators together to share expertise and to plan creatively on behalf of all students in the school. A unified system allows special education resources to benefit more students. IDEA mandates that students are afforded opportunities to succeed in the general education curriculum. The special education curriculum is the general education curriculum. The CCA will use best practices and avoid practices that violate IDEA or have been shown to be ineffective. Effective practices for special educators serving students in general education classrooms include:

- Working collaboratively with general educators to co-plan lessons and instructional activities.
- Developing co-teaching partnerships with general educators utilizing a variety of co-teaching models.
- Sharing responsibilities for teaching the whole class, working with flexible groups, working with individuals, managing discipline, and grading work.
- Providing a variety of instructional support options to individual students within the context of the general education classroom such as reviewing an assignment folder, establishing a system for organizing materials, teaching specific leaning strategies, pre-teaching or re-teaching content, and developing a study guide.

- Working collaboratively with general educators to design and implement accommodations and modifications to support student learning and, on a regular basis, to assess the effectiveness of the accommodations/modifications.
- Sharing responsibility for obtaining necessary instructional resources.
- Collecting and analyzing data relative to students' IEP goals and benchmarks including observations with data recording in the general education classroom.
- Facilitating peer interaction between students with and without disabilities.
- Developing lesson plans that specifically address how the educational needs of the students with IEPs will be met in the context of general classroom lessons and instructional activities, and assuring access to the general education curriculum.
- Establishing and adhering to a daily/weekly schedule that specifies each general education classroom in which the special educator is scheduled, type of instructional support provided, and name of target students with IEPs being served.
- Participating in parent conferences as well as ongoing home-school communication.

The following practices are **ineffective** uses of the special education teacher serving students in general education classrooms and are not permitted at the CCA:

- Serving as a substitute for other staff absences.
- Lacking time to plan, problem-solve, and communicate with general education teacher.
- Serving in the role of a classroom assistant.
- Serving as the only person responsible for resolving problems concerning students with IEPs.

SPECIAL EDUCATION SERVICES

IDEA requires that special education students receive a Free Appropriate Public Education (FAPE). Therefore, a variety of special education services will be provided at the CCA. Services include: inclusion (push-in, flexible group, pull-out, coteaching, and parallel teaching), self-contained resource room, and consultation. The majority of the special education students will be served in an inclusionary model, the least restrictive environment for most students. Special education services include those services provided by a Speech and Language Pathologist to students with a Communications Disability.

RELATED SERVICES

Related services are those services provided to a special education student when necessary for the student to benefit from special education. Related services can only be provided to a student who has already been determined eligible for special education services or who has a **Section 504** plan. Related services include occupational therapy and physical therapy. Related services can only be committed through a case conference after an evaluation has been conducted by the related services provider. The related services provider makes the recommendation for the services needed and must be invited to attend any case conference in which the related services will be discussed. Related services may be provided as a direct service by a qualified professional or as an integrated service by a teacher or paraprofessional acting in accordance with the instructions of a qualified professional. Services that are purely medical must be

provided by a licensed physician and are not the responsibility of the school. Requests for occupational therapy or physical therapy observations or evaluations are made through the Request for Consultation form, and this form must be signed by the CAO/School Leader.

Transportation is a related service when special transportation arrangements are needed in order to provide special education to a student. A case conference committee does not have the authority to commit transportation resources. Arrangements for transportation of special needs students will be made by the COO. Parents and staff will need to allow at least 3 days for special transportation to begin.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

LRE stands for least restrictive environment, a term used in IDEA and Article 7 (*511 IAC 42-10*). It means that students are to be educated with non-disabled students of their chronological age to the greatest extent possible. IDEA does not require that a student demonstrate achievement of a specific performance level as a prerequisite for receiving services in a general education classroom. Since the initial service consideration is general education with supplementary aids and services, the IEP should be developed from the perspective of meeting the needs of a student in the general education setting.

A student's IEP (e.g., goals, objectives/benchmarks, accommodations, transition plan, etc.) is the basis for decisions regarding the special education services and related services to be provided. The case conference committee must begin their work from the premise that all students should be served in the general education setting. Article 7 states that special classes, separate schooling, or other removal of students from the general education environment requires documentation that education in general education classes using supplementary aids and services cannot be satisfactorily achieved (*511 IAC 7-42-10a(9)*). This documentation must be in the ***Case Conference Summary/IEP***. Consideration of more restrictive environments should occur only as less restrictive options are determined inappropriate. Services must be individually determined on the basis of each student's ability and needs, **not** solely on factors such as:

- Category of disability
- Significance of disability
- Availability of special education and related services
- Configuration of the service delivery system
- Availability of space
- Administrative convenience

Students with disabilities will have equal access to all general education programs based upon the same criteria as all other students. The case conference committee recommends the services and supports required by the student.

Supplementary Aids and Services

Supplementary aids and services means aids, services, and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled peers to the maximum extent appropriate. These can include **accommodations** and/or **modifications** to the program that will be provided to assist the student.

Accommodations and modifications are different. An accommodation is a change in **how** a student accesses and demonstrates learning; a modification is a change in **what** the student is learning and demonstrating. Accommodations and modifications must be thoroughly addressed in order to truly accomplish LRE.

TEACHER OF RECORD

A student receiving special education services must have a teacher of record (TOR). A student can have multiple teachers of service (TOS), including both special education teachers and general education teachers. **All teachers of service are responsible for implementing the student's IEP.** A student's primary disability category should not dictate the most appropriate educational services. Services should never be restricted based upon disability categories.

PARTICIPATION IN PROGRAMS AND ACTIVITIES

A student's eligibility for special education services is based upon the criteria set forth in Article 7. After writing the IEP, the case conference committee uses that information to determine the environment(s) in which to implement the IEP and provide services to the student. **The student's eligibility category does not preclude services being provided in a number of possible educational environments.** For example, a student with autism could be served in general education with supports or resource help, the program for students with mild mental disabilities, the program for students with severe disabilities...etc. The same concept applies to a student who is determined to meet Article 7 eligibility criteria for more than one disability category. LRE also means the CCA must make available to students with disabilities the educational programs and services available to nondisabled students, including (but not limited to):

- Art
- Vocal Music
- Physical education
- T.E.A.M. time after-school activities

Again, participation in these programs with nondisabled students is the initial supposition of the case conference committee in its decision-making process. Physical education must be made available to **all** students with disabilities, specially designed if necessary. The student's IEP defines the specially designed physical education. In addition, the CCA will facilitate equal opportunity for students with disabilities to participate in **nonacademic and extracurricular services and activities** to the maximum extent possible. Unless the student's IEP specifies otherwise, the student shall participate in these programs and activities with nondisabled students.

This includes:

- Meal and recess periods
- Convocations and recreational activities
- Field trips
- Athletics

STUDENTS WITH BEHAVIORAL CHALLENGES

Students with challenging behavior often need support to succeed in school. If a student

with behavioral challenges is identified as Emotionally Disabled (ED), the Case Conference Committee (CCC) may feel that it is best to offer full time support to the student through a self-contained class. However, the CCC must understand the seriousness of removing a student from general education. The CCC has the responsibility to ensure that less restrictive service options have been attempted and that multiple positive behavior intervention plans have been implemented and documented. Only on rare occasions would a student be placed in a self-contained classroom as an initial placement. If a CCC needs technical assistance to develop a less restrictive placement for an ED student, the CCC should explore options available on the IN DOE Office of Exceptional Learners web-site.

SERVICE OPTIONS

The case conference committee determines, at least annually, the services an eligible student will receive on the basis of his/her individualized education plan (IEP), regardless of the identified disability. The provisions of services to students with different disabilities at the same time in the same classroom is permitted. The decision regarding services is to be guided by the principle of least restrictive environment (LRE). More restrictive options are rarely the best option for initial placements. The case conference committee should consider the benefits of LRE when considering options for placement. LRE means that to the maximum extent appropriate, unless the IEP requires some other arrangement, students shall (*511 IAC 7-42-10a*):

- Be educated with nondisabled peers;
- Be educated in general education classes using supplementary aids and service;
- Be transported with nondisabled students whenever possible; and
- Have equal opportunity to participate with nondisabled peers in nonacademic and extracurricular activities.

The case conference committee determines the appropriate services for a student based upon:

- The needs as specified in the goals and objectives/benchmarks in the student's IEP.
- The nature and severity of the student's disability
- The type and intensity of services needed.

It is important to remember that special education is not a place. It is an array of services that may be provided in a combination of settings. It is our obligation to provide special services to enable students with disabilities to participate in general education. Students with disabilities are not to be removed from education in age appropriate general education classrooms solely because of needed accommodations or modifications for academic and behavioral reasons. (*511 IAC 7-42-10a*)

For more information, go to: http://www.doe.in.gov/exceptional/speced/docs/Art_7.pdf

Parental Access to Education Records

Compliance with Federal and State Laws concerning Education Records

The Canaan Community Academy (CCA) will remain in compliance with all federal and state laws concerning access/confidentiality of student records.

The CCA recognizes that the school is required to collect and maintain information about students regarding their personal information and academic progress. The CCA provide parents/guardians with the education records of their students in a timely manner. In order to ensure the confidentiality of records as well as a timely response to parental requests for review of records, the Chief Academic Officer (CAO) will fulfill all requests for education records.

All parents/guardians have the right to inspect and review all education records relating to their child. This provision, as outlined in Indiana Code 20-33-7-2, establishes that “parents” include custodial and noncustodial parents, and that access to this information be presented in a timely manner.

All parents/guardians will be provided with records used in the identification, evaluation, and educational placement of special needs students as soon as possible, but no later than 45 days of the request (as required by law). Parents of special needs students also have the explicit right to have a representative inspect and review the records. If the request by a parent for a record is connected to a meeting of a committee on special education or to Individuals with Disabilities Education Act (IDEA) related due process hearing, the CCA will provide the requested record prior to such meeting or hearing, or within 45 days, whichever period is shorter.

The purpose of the Family Educational Rights and Privacy Act (FERPA) is to ensure that parents and students have meaningful access to education records (and that those records are accurate) while at the same time limiting access and release of such records to others. FERPA carries out its purposes by requiring all schools that receive federal funds to:

- obtain prior written consent of parents, except certain circumstances specified in the statute, before releasing of any personally identifiable information contained in those records
- allow parents to inspect, review, and obtain copies of the education records of their children
- allow parents to challenge the contents of such records on the basis that they are inaccurate, misleading or in violation of the student's privacy rights
- allow parents to object to the publication of directory information by requiring a school to provide parents notice and a reasonable time to object to publication

Confidentiality of Student Records

All CCA student records will remain confidential in compliance with FERPA and IDEA. Though the primary thrust of IDEA is to ensure a free and appropriate public education for students with special needs, IDEA also requires additional safeguards for records relating to

students with disabilities. Many of these safeguards overlap with the more general requirements of FERPA.

Procedures and Records Established under FERPA and Confidentiality Provisions of IDEA

The CAO will maintain all student records and comply with all federal and state laws concerning access and confidentiality. Access to records by parents/guardians (or their authorized representative) shall comply with the following procedures:

- Requests for the review of records shall be made in writing.
- Response to the request will be handled in a timely manner, but no later than 45 days following the request as required by law
- Copies of records will be provided to parents/guardians by the CAO, and a meeting will be held with both parties (parents/CAO) to discuss the information in said records.

Exceptions to Parental Consent for Records

Situations in which a school need not obtain parental consent are specified under FERPA include, but are not limited to, the following individuals or entities:

- state and local educational authorities
- officials of another school in which the student seeks or intends to enroll if certain prior conditions are met in response to a judicial order or subpoena (though a parent should be notified prior to disclosure in order to permit the parent to seek judicial relief)
- school officials whom the school has determined to have legitimate education interests.

The CAO will review these exceptions carefully (and consult with the school's attorney as necessary) when reviewing a request for access from anyone other than a parent or before disclosing any education records or personally identifiable information.

Access/Restrictions Concerning Student Records

FERPA restricts access (absent written parental permission) to only those individuals with a legitimate need. Accordingly, absent special reason, CCA staff members generally will not have access to education records of students to whom he/she is not providing instruction.

All CCA education records will be stored in a secure location and access limited to designated members of the administration. The one exception to central storage is those records kept by individual teachers that are used by that teacher only, e.g., a grading book. These may be kept in individual classrooms as long as they are secured.

Directory Information

In contrast to general education records (which cannot be disclosed in most instances without the affirmative consent of a parent), FERPA permits the disclosure of certain categories of what is known as "directory information," i.e., name, age, address, etc., without specific permission from the parents having been obtained (as long as prior notice is given).

Annual notification

The CCA will annually notify parents/guardians of their legal rights under FERPA, as well as the right to file a complaint for failure to comply with FERPA. The notice will include the following:

- notice that the parent has the right to inspect and review his or her child's education records and the procedures for so doing
- notice that the parent has the right to request an amendment of a misleading or incorrect record (or a record that otherwise violates the child's privacy rights) and the procedures for so doing;
- notice that the parent must consent to disclosures of personally identifiable information contained in a student's education records (except where, under FERPA, prior permission is not required);
- if the school has a policy of disclosing personally identifiable information to other school officials, the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest; and
- information regarding the right to file a complaint against the school for failure to comply with FERPA.

Log of Individuals who Obtain Access to Records

In compliance with FERPA and IDEA, the CCA will maintain a record indicating all individuals and organizations (other than school officials) that have requested and/or obtained access to a student's education records and indicating the legitimate interest each had in obtaining access to the records ("record of access"). The only exceptions to this are for school officials whom the school has determined have a legitimate educational interest, parents requesting records of their children, and a party seeking access pursuant to a secret order/subpoena of a grand jury or other law enforcement subpoena. The record of access must be maintained with the education records of each student.

This record of access is itself confidential and is only available to parents, the school's custodian of records and assistants, school officials, and authorized representatives of certain designated governmental officials who are charged with auditing the record keeping system.

Requests for Amendments to Records

If a parent believes the information in their child's records is inaccurate or misleading, or that information in the records violates the child's right to privacy or other rights, the parent may request that the student's record be revised. The CCA will then decide, within a reasonable period of time, whether to amend the information or not. If the charter school decides to not amend

the information as requested, it must inform the parent of this decision and advise the parent of the parent's right to a hearing.

Other Record Keeping Requirements

The CCA will follow two additional record keeping requirements:

- The CCA will provide parents, upon request, a list of types and locations of education record collected, maintained, or used by the school.

- The CCA will maintain a list available for public inspection that contains the names and positions of those employees within the school who may have access to personally identifiable information of any student in the school. In compiling this list, it is important to note that the individuals on this list need not have actual access; rather the list should contain the names of those individuals who might reasonably be expected to have access to any student records at some point during the school year. As such, the CCA should err on the side of being comprehensive.

Dissolution Procedures

In accordance with IC 20-5.5-3-3.1, upon dissolution of the Corporation, following the retirement of all accounts payable, all remaining assets of the corporation shall be distributed to: 1) Any funds received from the Indiana Department of Education shall be returned to the department not more than thirty days following dissolution 2) Remaining funds will be go to another tax-exempt nonprofit organization under section 501(c)3 of the Internal Revenue Code, with similar goals to Friends of Canaan, Incorporated. These remaining funds should be used for the benefit of the youth in the northeastern portion of Jefferson County, Indiana.

If additional money is owed to the department, state or other creditors, physical assets will be auctioned and that money will be used to pay off any debts. The building is currently leased from Shelby Township, so the lease will be allowed to expire. Student records will be sent to destination schools of each student or destroyed after 90 days of dissolution.

Patriotic Commemorative Observances

The CCA will comply with all state and national laws concerning holidays and patriotic observances. The United States flag will be displayed in several locations (including each classroom) in the building, as well as on the flag pole in the front of the building. All students will recite the Pledge of Allegiance on a daily basis.

Annual observances of holidays that will be recognized by the CCA include the following:

Holiday	Month
Labor Day	September
Veterans Day	November
Thanksgiving	November
Martin Luther King, Jr. Day	January
Washington’s Birthday (“Presidents’ Day”)	February
Arbor Day	April
Memorial Day	May

Personal Financial Responsibility Instruction

The CCA will comply with Indiana Code 20-30-5-19 concerning guidelines for providing Personal Financial Responsibility Instruction for all sixth grade students at the CCA.

Requirements for this instruction are outlined in Indiana law as follows:

Personal Financial Responsibility Instruction

Sec. 19.

- (a) Each school corporation, charter school, and accredited nonpublic school shall include in its curriculum for all students in grades 6 through 12 instruction concerning personal financial responsibility.
- (b) A school corporation, a charter school, and an accredited nonpublic school may meet the requirements of subsection (a) by:
 - (1) integrating, within its curriculum, instruction; or
 - (2) conducting a seminar;that is designed to foster overall personal financial responsibility.
- (c) The state board shall adopt a curriculum that ensures personal financial responsibility is taught:
 - (1) in a manner appropriate for each grade level; and
 - course or via an instructional unit or units within a subject (middle school) or course (high school).
- (d) “Conducting a seminar” means that students
 - (2) as a separate subject or as units incorporated into appropriate subjects; as determined by the state board. As added by P.L.154-2009, SEC.2.

Per the “Guidelines for Instruction in Personal Financial Responsibility”

(http://www.doe.in.gov/octe/facs/docs/09_9-2_StBrd_Guidelines_PersFinResp_Approved.pdf), the sixth grade curriculum will include:

- Business education unit – Personal Finance/Economics
- Family and consumer sciences unit – Financial Literacy and Resources
- Get Ready to Take Charge of Your Finances teaching/learning unit
- Other subjects with a unit of instruction that has been determined by the CCA to cover the Indiana Financial Literacy Education standards and middle school indicators

The Canaan Community Academy plans to use the resources provided by the Indiana Department of Education DOE Financial Literacy Education website at <http://doe.in.gov/octe/facs/IndianaFinLitEd-FrontPage.html> as well as teacher directed curriculum in addressing the personal financial responsibility instruction.

School Safety Plan

The CCA will follow all current laws and guidelines concerning the safety of all students. In all cases of emergency, the intercom will be used when possible. School personnel will be trained in established procedures concerning protections of students during these situations.

Dependent on funding, the building will be monitored on the interior and exterior by security cameras. Note: The wiring is in place for these cameras, and an estimate of \$5,000 has been received for the replacement of the cameras and the recording device.

With the exception of the front door, all exterior doors will be locked at all times when students are present.

The following plan outlines procedures that will be followed in the event of various scenarios of danger.

FIRES AND EXPLOSIONS

Fires and explosions are among the most frequent causes of disaster. There is no immunity to fires and schools are no exception. Indiana school law requires each school to establish a fire or emergency evacuation plan and to hold drills to make the plan effective.

PROCEDURES TO FOLLOW:

- a. Use regular fire alarm for the school.
- b. Follow defined routes of evacuation.
- c. The rules and exit procedures are posted in each room
- d. Alternate exits also on a diagram posted in each room
- e. Evacuation routes are also posted in each classroom
- f. All items are to be left; the first objective is to clear the building.
- g. The local fire department will be notified and asked to review the plan.

TORNADOES

The CCA will have a Weather Alert monitor turned on at all times to stay abreast of threatening weather conditions.

- a. **TORNADO WATCH**
 - a. The staff will be notified by the CAO or COO.
 - b. Upon receiving the tornado watch, we will monitor the media and the internet.
 - c. The CAO or the COO will make the decision as to the need for the students to go to designated "safe areas".
 - d. The location of designated safe areas will be posted in each classroom
- b. **TORNADO WARNING**
 - a. The warning bell for the tornado will be a designated sound, which is different from the fire alarm sound.
 - b. The building personnel will be notified and the process of protection will begin.
 - c. The students will proceed to the safe areas provided advance warning is given.

- d. The doors to the classrooms will be left open, and a chair placed in the door to keep it from blowing shut after everyone leaves the room.
- e. Classroom teachers will take class lists to the shelters with them to check attendance
- f. Provision will be made for students or personnel outside to get to their safe area.
- g. There will be a battery-operated radio in the shelter area to receive constant information.
- h. The safe position for maximum safety is squatting with hands locked behind back of neck or holding books or clothing over back of neck.

PROCEDURES FOR DRILLS

Fire Drill- Fire drills are held monthly and the purpose of the fire drill is to teach the children how to evacuate the building in a rapid, orderly, and safe manner. Following the ringing of the fire alarm, students will exit the building as directed by the route posted near classroom doors. They will follow evacuation routes to a location 100 feet away from building. Teachers take roll and remain in charge of class.

Tornado Drill- Tornado drills will be scheduled twice per semester. Following the sounding of the emergency weather alarm, students will proceed to the designated safe areas and cover head with books or clasp hands to protect the neck area of the body.

Lockdown Drill – Lockdown drills will be scheduled once per year. Following an announcement/intercom that states, “Implement lockdown procedures”, classroom doors will be locked and students will go to the area of the classroom that is as far away as possible from the door and windows.

PROCEDURE FOR A BOMB THREAT

RECEIVING THE CALL

1. Record the call (with recorder if possible) note exact time received.
2. Listen for background noise, for noise on the line of coin dropping.
3. Listen for accents, lisp and tone of voice. Attempt to determine age of caller.
4. Keep caller talking and get second person on phone. (Ask caller to repeat).
5. Remember exact words and any emphasis on any words.
6. Immediately write message down and any information about voice, line noise and etc.
7. Notify person in charge.
 - a. Do not advise other people.
 - b. Don't panic - act calmly.

PREPARATION

1. Have advance permission to notify police.
2. Have advance evacuation plan which includes:
 - a. Code to supervisory personnel for bomb threat.
 - b. Advance evacuation areas.

- c. Supervisory personnel to scan their respective areas for foreign objects, disturbed areas and etc.
 - d. Advance assignments as to what personnel are to remain in evacuation area and what personnel are to report back to area for assistance in search.
 - e. If students are permitted to go to lockers prior to evacuation, have them to leave locker doors open.
 - f. Have floor plans of affected buildings available.
 - g. Have absentee list available.
 - h. Have names of delivery companies that have made any deliveries in last 24 hours.
 - i. Have names of any agitators available.
 - j. Have available bus drivers.
 - k. Drivers available on short notice.
 - l. Gather personnel that heard threat in central location when police arrive.
 - m. Instruct personnel not to discuss call with anyone that does not have a need to know.
3. Evacuation Plan for Students with Disabilities
- a. Procedures for warning students and adults responsible for the care of students with disabilities are the same as warnings issued throughout the building.
 - b. Written instructions for warning and evacuating any student with disabilities requiring assistance beyond that of the general student body will be posted near the door of each classroom or activity center and on the wall of each passage door describing the routes to be taken, the manner students are accounted for and the manner in which they are accounted for.
Students with disabilities will use the assigned routes for the classroom they occupy at the time of the alarm. It shall be the responsibility of the adult in whose charge they are placed to account for them.
 - c. Each instructor, therapist, or paraprofessional using the room will review on a regular basis the individual plans for each student with a disability who may be in the room, which includes a list of persons who have been assigned to assist the students with disabilities. The plan will also include the exact location where students with disabilities will be taken in any emergency and the procedures to follow to determine if all students are accounted for.
 - d. If it is determined at the case conference committee meeting that a student with a disability requires special assistance for emergency evacuation, the Individualized Education Plan (IEP) should specify for this student the kinds of assistance that the student will require for evacuation during any school disaster. The case conference committee will determine the school personnel and the number that will be needed to assist the student to reach safety, and this plan will become a part of the student's IEP.

EMERGENCY LOCKDOWN

In the case of an emergency lockdown, all students and staff must remain in their classroom and lock the entrance door. Emergency Lockdown will be initiated by the announcement: “Implement lockdown procedures” over the school intercom. Per the lock down drill

procedure, students and staff will move to the area of the classroom that is away from windows and doors.

Dress Code Policy

School Uniforms

Note: It is the goal of the organizers for the CCA that school uniforms be considered by the CCA Board of Directors. This decision will be adopted by the Board following a parental survey.

School Dress/ Alternative Non-uniform Policy

The CCA recognizes that standards of dress change with the times. What is appropriate at one time or place may not be appropriate at another. In the long run, attitudes of society will determine how we dress for different occasions. The primary requirement for the appropriateness of any dress for children is cooperation of parents. If a child's clothing/hair/overall appearance is so unusual that it attracts attention or does not fit comfortably, it may at the same time distract attention from the business at hand, which is the education of the child. No rule will suffice for all occasions, so parental cooperation is a must. Children should not wear any clothing that would prevent them from safely participating in all school activities. Experience indicates that there is a reasonable connection between proper dress & grooming and the successful maintenance of good discipline. Students will be expected to come to school with clean bodies, hair and clothing.

The following items are considered unacceptable anytime during the school day:

- Any clothing that encourages inappropriate behavior (clothing relating to drugs, wrestling, gangs, alcohol use, etc.)
- All tops that do not fully cover the top of the shoulder or that show the chest (halter tops, muscle shirts, spaghetti straps, tank tops, etc.)
- Painted hair and body paint
- Anything that can damage school property or cause personal injury (large chain links, high heeled shoes, some jewelry)
- Beachwear, miniskirts, saggy pants, clothing with large tears or holes
- In addition, all shorts and skirts must be at least finger tip length

Student and Parent Handbook

Canaan Community Academy Parent/Student Handbook Kindergarten – Grade 6

Assignment Books

Assignment books/homework sheets are utilized by our faculty members to maintain open communication between home and school. Students/teachers (depending on grade level) write down the assignments and other pertinent information that needs to be completed each evening. Parents are expected to sign the books when the student completes the required homework correctly. This is an effective system that communicates to us that you have reviewed the assignments. Often teachers will send home weekly assignment sheets, or timelines for completion of projects and more lengthy papers that require more than a week to complete. If you are required to sign the assignment informational sheets, please make certain that your child is actually completing the work in the increments as indicated on the proposed timeline. This is to ensure the success of all students.

Attendance Policy: Absences/Tardiness

Good attendance is essential for your child's success in school and it is the legal responsibility of the parent/guardian to see that attendance is regular. Students are expected to be present in the classroom by 7:50AM in order to prepare for the beginning of classes. A warning bell rings at 7:45, and the school day begins at 7:50 AM. A phone call from a parent or guardian to the school office between 7:50 and 10:00 AM is required for any absences, tardiness, or schedule changes. A statement from a licensed medical professional documenting an absence can cause an unexcused absence to be changed to an excused absence.

- If a child is absent 5 consecutive days, a statement from a licensed medical professional must be provided upon return to school or a Legal Notice will be mailed.
- Absences and/ or tardies up to 9 days, which fall under the guidelines listed below, with communication from the parent, will be recorded as excused. All absences exceeding 9 days in a school year, the Chief Academic Officer (CAO) or his/her designee, as a matter of concern shall distribute a Legal Notice and contact the parents/guardians.
- Excessive absences and tardies will adversely impact academic progress. This may result in referral of excessive unexcused tardies and absences to community agencies as educational neglect.

Children are expected to attend school each and every day. The Canaan Community Academy recognizes excused student absences for the following reasons, when such an absence is verified

by parent, guardian, physician, or other responsible agency:

- a. Personal illness that involves fever, vomiting, diarrhea, accidents, injuries, or other illnesses that a physician recommends absence
- b. Death of immediate family member
- c. Medical or dental appointments that cannot be scheduled outside the school day
- d. Travel for a limited time period that involves new educational experiences for a student, which is requested, on an infrequent basis, by parent or guardian at least one week in advance of the proposed absence. This request must be made in writing and sent to the office for principal approval, not the classroom teacher. Failure to do this could result in an unexcused absence which could impact on grades and missed assignments.
- e. Other highly extenuating circumstances that will be determined by the school leader either in advance or on the day of the absence.
- f. Service as a page in the Indiana General Assembly.

The attendance person and school nurse will maintain close communication on all health issues regarding students. When a student attains 9 or more absences for illness, with or without a doctor's statement, the school nurse will be consulted to determine if a more thorough explanation of the student's chronic illness pattern is needed from the physician. If your child is well, he/she should be in school, and if he/she is ill, he/she should be at home. Generally, your child will be sent home if he/she shows one of the following: elevated temperature (100.0+), vomiting, pain in chest or stomach, fainting, injury, any condition meriting doctor review- pink eye, unexplained rash or redness, pediculosis (head lice), diarrhea, etc. Students should be fever-free for 24 hours prior to returning to school for the safety of all students.

Parents must have on file the home phone number, work number, and the number of a relative or friend who will be responsible for caring for the child if you are unable to be contacted. Please notify the office of any changes in emergency contacts.

ALL children should be brought to the office and signed-in on the office log by whoever brings the child to school. A student will not be permitted to enter the classroom without a tardy pass from the office.

Written excuses are required for tardiness and absences and should be sent to school with your child upon his/her return (if you did not call to report the absence). Arrangements should be made for homework so that your child will not fall far behind in classroom work.

Perfect Attendance Awards will be presented to students at the Awards Day ceremony at the close of the school year. Perfect attendance is defined as being at school all day, every day, for the entire school year and no more than two tardies.

IMPORTANT NOTE: Children who are absent from school may not attend or participate in extra-curricular activities (i.e., athletic events, programs, etc.) on that day.

Bullying/Sexual Harassment/Discrimination Policies

It is the policy of the Canaan Community Academy (CCA) to maintain a learning environment

that is free from bullying, discrimination, and harassment. It shall be a violation of CCA policy and the rules set forth by the CCA for any student to bully, discriminate or harass another student through conduct or communications. Bullying is overt, repeated acts or gestures, including verbal or written communications transmitted; physical act committed or any other behaviors committed by a student or groups of students against another student with the intent to harass, ridicule, humiliate, intimidate or harm the other student. Reports of bullying, discrimination, and/or harassment should be made to the school leader.

Complaint forms can be obtained from the school office.

Bus Arrival/Dismissal and Car Transportation

BUS- ALL students arriving by bus will arrive at the front of the building. Those students will then enter the building and proceed to the cafeteria if they are eating breakfast. Students who choose to not eat breakfast should report to the gymnasium. Students are not permitted in the hallways, restrooms or classrooms until they are dismissed from the morning assembly at 7:45.

ARRIVAL BY CAR- Students who arrive in a personal vehicle should be dropped off near the front door of the school. Those students will then enter the building and proceed to the cafeteria if they are eating breakfast. Students who choose to not eat breakfast should report to the gymnasium. Students are not permitted in the hallways, restrooms, or classrooms until they are dismissed from the morning assembly at 7:45.

DISMISSAL (END OF SCHOOL DAY)

Kindergarten students will be dismissed at 2:30 PM. The person picking up kindergarten students should pull up to the front door of the building one vehicle at a time. An adult staff member will then allow the students to exit the building (one student at a time).

All other students will be dismissed at 3:30 p.m. Bus riders will be dismissed first, followed by riders of personal passenger vehicles, then walkers.

If it is necessary for parents to pick up a child early, they must come to the office and sign the child out.

The safety of all children is a top priority of the CCA. Great caution should be exercised when pulling vehicles on and off school grounds, and this will be enforced through outside monitors.

If there is a change in transportation needed for a child, a signed note should be sent with that child notifying the school. If a note is not received by the school, the student will be sent home via their normal form of transportation.

Cancellation of School/Delayed Opening

The CAO is the final authority on the closing of school due to inclement weather or other emergencies. Announcement of school closings or delays will be made as early as possible. Parents will be discouraged from calling the school directly so telephone lines may be kept open. If no report is heard on radio or TV, it can be assumed that school will be in session. As a general rule, school cancellations will be the same as that of Madison Consolidated School Corporation.

Channel of Communication

If clarification or discussion of school matters is desired, teachers and parents should feel free to use the proper channels to communicate this need. Parents who have questions or concerns regarding matters of discipline, class work, or policies are expected to contact their child's teacher. This can be arranged by appointment through the school office and or request via email. If the matter in question is not satisfactorily resolved after using this means of communication, the parents are requested to contact the school leader to arrange a conference with the teacher, parent(s), and school leader. All school time should be devoted to instructional purposes. No one may interrupt classes nor may teachers or students be called from their classrooms, except for urgent reasons, and then only with the permission of the school leader. Any important messages will be delivered to a student or teacher through the office personnel. Parents are welcome to contact teachers by calling the school office and leaving a message requesting that the teacher contact them. We also encourage you to use email if it all possible since our staff uses this as our primary means of communication.

All objects other than required school materials must be approved by the classroom teachers before bringing them to school – i.e. IPODS, tape recorders, CD players, video games, playground equipment, etc.

Cell phones or other mobile communication devices are prohibited to be used in the school building during the school day and may be confiscated.

Check-in/Check-out Before School Dismissal

Parents are encouraged to avoid removing students from school during the regular school day. If an emergency occurs and you must remove your child during the school day, parents need to come to the school office and sign out their child. Only the parent, legal guardian, or someone listed on the enrollment form should try to sign out a student during school hours. Any adult leaving school early with a child may be asked for personal identification. Please try to schedule doctor appointments and other visitations after school hours. We want your child to receive the best possible education, so every minute of instructional time makes a difference in his/her achievement.

(IMPORTANT NOTE: Child custody and court judgments sometimes dictate that children not be released to certain individuals. The school office must have a copy of the court's ruling on file so we can honor this request.)

Conferences

The best progress for your child demands a close line of communication and understanding between the parent and the teacher. This can be realized best through individual parent-teacher

conferences that may be initiated by either parent or teacher. Teachers and staff are always available for conferences before and after school (Conferences should be scheduled in advance). There are two designated Parent Teacher Conference Days listed in the school calendar; a mandatory fall conference and an optional spring conference. Parents should make every effort to schedule an appointment during this time to discuss your child's classroom performance with the classroom teacher.

Curriculum

Academic subjects taught at the CCA conform to the standards set by the State of Indiana/Department of Public Instruction. All students in grades K-6 receive instruction in language arts/reading, mathematics, social studies/citizenship, science, and health. Computer instruction and weekly visits to the media center provide additional depth to the overall curriculum.

Students in Grade K - 6 also receive instruction in art, music, and physical education every week. The readiness skills learned in kindergarten provide the foundation for skills to be introduced and/or reinforced in future years. All teachers will be utilizing various techniques including brain-based learning, differentiated instruction, and cooperative learning that will promote higher order thinking skills in their classrooms to ensure student success. Per C.L.A.S.S. principles (see school charter), curriculum will include integrated thematic instruction.

Various forms of assessment will be utilized to drive the instruction to maximize student achievement. Students will have 120 minutes of balanced literacy time daily to connect the areas of reading and writing. Through a highly diversified curriculum, the CCA seeks to challenge and meet the needs of all students beyond his/her potential.

Discipline Policy and School Rules

The CCA takes pride in the overall behavior of its students. It is realized that very few of our students will ever come to the office for disciplinary action. The CCA provides each student with maximum opportunities to acquire an excellent education. NO student has the right to interfere with another's opportunity to learn due to his/her poor manners, actions, or lack of consideration. All classroom rules and school procedures are developed with this in mind.

The entire staff has the goal of establishing an atmosphere of respect throughout the school in which children will be safe, secure, happy, and in addition, have a maximum opportunity to learn. In an effort to accomplish this goal, we have developed school-wide behavior expectations. The plan specifies rules that cover the behaviors we expect from our students. The plan also states that students who break the rules will receive negative consequences, and students who follow rules will receive positive consequences. School-wide expectations and rules are listed below and will be posted in the school.

CCA Expectations and Rules

SCHOOL-WIDE PRINCIPLES

1. Respect yourself, respect others, respect property:
2. Keep your hands and feet to yourself.
3. Be attentive and ready to learn

4. Treat others as they would like to be treated.
5. Do your best work. Be on your best behavior
6. Only you can control you

DURING ASSEMBLIES--

We walk quietly to and from assemblies.

We are mannerly and courteous while being seated and when leaving.

We are courteous to those seated around us.

We applaud by clapping only.

We come to the assemblies to learn and appreciate the work of others.

We do our best to contribute to discussions.

IN THE CAFETERIA--

We enter and leave quietly.

We practice good table manners.

We have pleasant but quiet conversation at our table.

We wait for dismissal by the person in charge.

We keep the area clean and take our wrappers and empty bags to the dishwasher and garbage area.

We stand quietly when it is necessary to get in line.

We are always respectful to the cafeteria staff.

IN THE RESTROOMS--

We keep our voices quiet.

We keep the restrooms clean.

We use paper towels as needed and then place them in the trash.

We do not use electric dryer unnecessarily.

AT THE DRINKING FOUNTAIN--

We keep our hands to ourselves.

We leave spaces between us and stand quietly.

If there are long lines waiting, we take a short drink and give others a turn.

We remember the fountain is for drinking and not playing.

DURING EMERGENCY DRILLS--

We follow appropriate procedure quickly and quietly.

We remain quiet and wait for further directions.

APPROPRIATE DRESS--

We follow the dress code.

We keep ourselves neat and clean.

We exercise good hygiene by brushing our teeth, washing our hands and face before coming to school.

We dress according to the weather.

We do not wear tank tops or flip flops.

Forms of Punishment

School policy applies on the school grounds, going to and from school, on a school bus, and at events where our school is represented, such as field trips, programs, or athletic events - regardless of the place or time. In the event of student misconduct, disciplinary action will be taken:

- Verbal Warning - reprimanding the students in a respectful manner
- Written assignments of a beneficial nature to be signed by the parents.
- Detention - During lunch period or before or after school hours.
- Loss of classroom privileges (i.e., incentives, field trips, etc.).
- Student, parent, teacher, and principal conference.
- In school / Out of school suspension by decision of the CAO.

Classroom Discipline

Teachers will post and practice classroom procedures & rules, and review consequences of misbehavior in their classrooms, including:

- Verbal warning/reprimand
- Visual cue signaling loss of classroom privilege
- Temporary removal from classroom/ parent contact
- Referral to staff member/mentor
- Detention
- Referral to CAO for disciplinary action

Bullying

The Canaan Community Academy is committed to providing a safe, positive, productive, and nurturing environment for all its students. Bullying behavior toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. Bullying as defined by state law means overt, repeated acts or gestures, including verbal or written communications transmitted, physical acts committed, or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. Any student who believes he/she has been or is currently the victim of bullying or is aware of a situation involving bullying should immediately report the situation to an adult. All complaints about bullying behavior shall be promptly investigated.

Dress for School

The CCA recognizes that standards of dress change with the times. What is appropriate at one time or place may not be appropriate at another. In the long run, attitudes of society will determine how we dress for different occasions. The primary requirement for the appropriateness of any dress for children is cooperation of parents. If a child's clothing/hair/overall appearance is so unusual that it attracts attention or does not fit comfortably, it may at the same time distract attention from the business at hand, which is the education of the child. No rule will suffice for all occasions, so parental cooperation is a must. Children should not wear any clothing that would prevent them from safely participating in all school activities. Experience indicates that

there is a reasonable connection between proper dress & grooming and the successful maintenance of good discipline. Students will be expected to come to school with clean bodies, hair and clothing.

The following items are considered unacceptable anytime during the school day:

- Any clothing that encourages inappropriate behavior (clothing relating to drugs, wrestling, gangs, alcohol use, etc.)
- All tops that do not fully cover the top of the shoulder or that show the chest (halter tops, muscle shirts, spaghetti straps, tank tops, etc.)
- Painted hair and body paint
- Anything that can damage school property or cause personal injury (large chain links, high heeled shoes, some jewelry)
- Beachwear, miniskirts, saggy pants, clothing with large tears or holes

Physical Education - Tennis shoes with a rubber sole are required for all students on P.E. days. Tennis shoes must fasten with a “traditionally” tied shoestring or Velcro.

Drills for Emergency Preparedness

All staff and students at the CCA will discuss emergencies and will participate in periodic safety drills. The purpose of each drill is to teach the children how to respond quickly and safely in the event of an emergency. Emergency information is located in each room in the building.

Evacuation procedures are also posted throughout the school. Fire drills are held monthly and the purpose of the fire drill is to teach the children how to evacuate the building in a rapid, orderly, and safe manner.

Tornado drills will be scheduled twice per semester. Students are taught to take shelter in a structurally sound location on the first floor of the building with no windows. Students sit on the ground and place their hands on their heads.

Lockdown drills are also scheduled one time during the year. Students and teachers “take cover” to get out of harm’s way should an intruder be on school grounds or other potentially harmful situation that constitutes appropriate action to ensure safety.

These emergency drills will be done under the direction of the school leader with records of these drills being kept in the office. Drills are taken very seriously. Misbehavior will result in consequences. One day the drill may not be a drill, but a real emergency. Any and all persons in the building must participate in the drills when they are conducted. During severe weather, we WILL stay tuned to the National Weather Service for up-to-the minute reports. If severe weather occurs at dismissal time, we will hold the buses until the transportation department deems that it is safe for children to be transported home. Parents may be asked to wait until severe weather passes before transporting their child home in a car. This is a safety precaution for you and our students.

Grading System

The CCA has four nine-week grading periods throughout the year. Progress reports are sent to parents at the end of each grading period. The grading scale for grades 1-6 is:

- A 90%-100%
- B 89%-80%
- C 79%-70%
- D 69%-60%
- F 59% AND BELOW

Kindergarten students receive non-graded progress reports that show their progress in each of the skill areas that are taught throughout the year.

Harmful Toys

Occasionally children bring potentially dangerous toys and other items to school. Certain items are forbidden and will be confiscated. These include all toy guns, knives, matches, cigarette lighters, clackers, and pointed objects. Certain toys may be brought to school only after special permission is granted by the teacher. Many times in the past, toys, cd's, electronic games, and other expensive toys and radios have been damaged, lost, or stolen. It is suggested that parents encourage students to leave these items at home. Naturally, parents may reclaim any confiscated object. No trading or selling will be allowed during school hours. The school is not responsible for the loss or damage of these items. No items that could create a distraction to the learning environment or cause safety concerns will be allowed.

Homework Policy

Homework is a foundational skill that must be developed. The main purpose of homework is to support the mastery of Indiana's Academic Standards while developing discipline that is necessary for positive study and thinking skills. Homework needs to be assigned on a consistent basis. Incomplete or missing assignments will have an effect on the student's report card grade(s). Preparation for tests may be in addition to routine homework. We encourage every child to read at least 20 minutes per night as part of the homework routine. Homework is designed to be a constructive tool in the teaching - learning process. Its purposes are:

- To help students develop independent work-study habits.
- To reinforce learning that has taken place at school.
- To bring the home and school closer together.
- To aid parents in observing their child's progress.

Parents are encouraged to:

Provide their child (ren) with a suitable place and quiet time to complete required work.

Show a positive interest in homework and all other schoolwork.

Serve as consultants about problems, but not do the work or serve as editor.

Provide the student(s) with stimulating activities (i.e., oral reading, flashcard drills, computer practice, etc.)

If your child has to miss school, please contact the teacher to request make up work. Teachers are in the classrooms all day with students, so they need time to prepare a package of work for your child. When possible, it will be available in the school office after school that day or it can

be sent home with another child. If it can't be prepared that day, it will be available the following day. Students who are absent from school (for whatever reason) are expected to make up the work missed. Absent students will be given one day for each day of absence to complete all missed work and homework assignments.

It is the student's responsibility to return the make-up work ON TIME. Work not completed may be given partial or no credit. As students progress through the elementary grades, the amount of work required outside the classroom increases. Parents will receive class requirements from their child's teacher at the Parent Orientation. Please make every effort to attend these important meeting.

PARENT PRAISE FOR IMPROVEMENT AND/OR WORK THAT'S DONE WELL IS AN AWARD THAT CAN'T BE DUPLICATED. PLEASE LET YOUR CHILD KNOW THAT HE/SHE IS DOING WELL AND THAT EDUCATION IS IMPORTANT TO YOU TOO!

Illness/Injury and Other Emergencies at School

Emergency phone numbers are an absolute necessity in case of an emergency while your child is at school. Parents are encouraged to notify the school immediately if a phone is disconnected, or a number is changed. Parents without telephones **MUST** provide a number of a relative, friend or neighbor for use during an emergency. Parents will be contacted as soon as possible. In case of life threatening injury/illness, the CAO (or his/her designee) may call police or EMS for assistance.

Immunizations

Indiana law requires that before a child enrolls for the first time in school, the parents or guardians must furnish a written statement of immunizations. This must be provided by the child's physician, the health department, or any other form of official documentation. The statement must show that the child has received these immunizations:

1. 5 doses of DTP (diphtheria, tetanus and pertussis)
2. 4 doses of polio vaccine
3. 2 doses of MMR (measles, mumps and rubella)
4. 3 doses of Hepatitis B vaccine
5. 2 dose of Varicella vaccine (unless the child has already had chickenpox and the parent provides a signed written statement indicating the date the child had the disease.)

Internet Use/Access

Any student utilizing internet services must have a Telecommunications Network Usage Agreement form signed by the parent and on file in the school office. Students who fail to comply with this policy will have their privileges revoked.

Medication and Health

It is school board policy that prescription medications or over-the-counter medications will not be administered by school personnel unless detailed guidelines are followed. (This includes cough medicine, aspirin, or other medications frequently used in the home by parents). In order

for school personnel to administer medication, there must be:

1. Written permission of parents and or legal guardian
2. Administration of Medication form completed in detail by the parent or guardian.
3. A signed statement from the student's doctor on file in the Health Office.
4. Medication labeled with:
 - Child's name
 - Name of medication
 - Dosage prescribed
 - Time medication is to be given
 - Doctor's name & pharmacy

Authorization forms for giving medication at school may be obtained from the school Health Office. Under no circumstances should a child take prescription or over-the-counter drugs to class. They must be turned in to the office so they can be administered properly. Safety is our first priority.

Hearing testing for students in grades 1 & 4 and vision screening tests for students in grades 1 & 3 are provided annually by the Jefferson County Health Department or the speech therapists. After the testing is performed, a form is sent home to the parents of those students whose screenings or tests indicate potential problems.

Peanut Allergies are becoming more prevalent among children. In order to maximize the safety of all students, we ask that you refrain from sending peanuts or peanut products in to school or classroom as a snack for your child or a treat for your child's classroom.

Morning Meeting

Each morning all students will gather in the gym upon arrival. Each classroom will have a designated location marked in the gym. Students are to be seated quietly on the floor with his/her belongings and are to be reading alone or with a friend while waiting for the day to begin.

Parent Volunteers

We encourage you to be an active participant in school activities, and the CCA requests that ALL parents volunteer in some capacity a minimum of 20 hours/school year. Whether you can help out with celebrations, work at the School Carnival, or volunteer in the classroom, we welcome your help. All new parent volunteers are required to participate in a brief Orientation prior to volunteering in the classroom. A meeting will be scheduled shortly after school begins. We ask all parents to make arrangements with classroom teacher before volunteering. A Criminal History Form must be completed, on all persons, before they can serve in this capacity.

Pets in the Building

Teachers may have pets in the room as a class project - i.e., baby chicks hatching, hamsters, fish, etc. If

your child is in such a room and has an allergy to one of these animals, please make the teacher aware of the problem by bringing in a doctor's statement. Proper arrangements will need to be made. Occasionally, pets are brought in for a very short time as a "show & tell" experience.

Again, the teacher needs to be aware of any allergies so the child can be out of the room for that short period of time. Again, it will be your responsibility to let us know if this presents a problem for your child. Pets are not to be brought into the school building unless prior approval has been given.

Transportation

Transportation to and from school by the CCA buses is a privilege, and all students are expected to follow the safety rules. Students experiencing difficulties behaving on the bus will be written up by the bus driver. The school leader will send a copy of the "Bus Conduct Form" to the parents. Disciplinary action, such as losing the privilege to ride the bus, will occur for students that display inappropriate behavior. Occasionally students request to ride the bus home with a friend. Riding a different bus than the one assigned to or from school is not permitted without the written request from the students' parents and the permission of the school leader and the driver. Both students must have notes from parents stating that one child may go to the other child's home. Bus passes will be issued by the school office following a written request by the parents.

Visitors in the Building

all persons entering the school are required to check in at the office. If they leave the office, visitors must have a visitor's badge. This security is necessary to assure the safety of CCA children.

If you have an appointment with a teacher, please tell the person at the office desk, who will call that teacher to the office to meet you. Do not go to a teacher's room before checking in at the office. If you

do not have an appointment, it is unlikely that we will interrupt classroom instruction; but you can leave a message for the teacher at the office and he/she will phone you to set up an appointment. Please understand that this procedure is for the academic success and the ultimate safety of your child.

Wellness Policy

The health of all of the CCA students is of the utmost importance, and we support increased emphasis on the nutrition as well as the physical activity at all grade levels to enhance the well-being for our students. Therefore it is the policy of the CCA to:

- Provide student's access to nutritious foods and beverages
- Provide opportunities for physical activity and developmentally appropriate exercise
- Require that all meals served by the CCA meet the federal nutritional guidelines issued by the U.S. Department of Agriculture

To promote student wellness, the CCA will address needs in the following areas:

1. NUTRITION EDUCATION

The goal of nutrition education is to influence students' lifelong eating habits.

- a. The CCA will follow health education curriculum standards as stated by the Indiana Department of Education.

- b. The CCA will conduct nutrition education activities that promote healthy eating behaviors and appropriate nutritional choices that involve students, parents, staff, and community.
- 2. **PHYSICAL ACTIVITY**
 The goal of physical activity is to promote lifelong physical activity among students.
 - a. Since the national recommended daily requirement is that children and young adults have a minimum of sixty minutes of physical activity in a twenty-four hour period, all students will be provided with opportunities for physical activity during the school day. The CCA will provide opportunities for twenty minutes of physical activity per day on all or most days of the week in addition to physical education classes.
 - b. The CCA will follow Indiana state standards for physical education classes.
 Schedules
 for physical education classes will be designed to spread physical education classes throughout the school year.
 - c. The CCA will provide community access to and encourage staff, students and community members to use the school's physical activity facilities outside the normal day.
- 3. **OTHER SCHOOL BASED ACTIVITIES DESIGNED TO PROMOTE STUDENT WELLNESS**
 It is the goal of the CCA to provide a school environment with a consistent message which is conducive to a healthy lifestyle.
 - a. Provide a clean, safe enjoyable meal environment for students.
 - b. CCA will not prohibit or deny student participation in the physical activity time as a form of discipline.
 - c. An appropriate physical fitness report shall be developed by the CCA and completed for students at least once each year in physical education classes. This report will be communicated to the parents.
- 4. **NUTRITION GUIDELINES**
 Students' lifelong eating habits are greatly influenced by the types of foods and beverages available to them. The CCA will assure that all foods are available on school property are consistent with healthy eating habits.
 - a. The CCA shall comply with the nutritional guidelines in Indiana statutes.
 - b. The CCA will encourage healthy food choices by implementing the following guidelines:
 - a. School Meals—No carbonated drinks, fried food, or foods of minimal nutritional value will be served.
 - c. Celebration/Rewards—there will be a limit of four celebrations per class per year. These celebrations shall be held the last 45 minutes of the school day. At school celebrations, students shall have healthy foods and beverages available as choices.

- d. Note: Parents are discouraged from bringing in cookies or cupcakes for their child's birthday celebration. Parents are encouraged to bring in any type of health foods such as fruit, cheese or vegetable items to recognize the special day.

Transportation Plan and Policy

Canaan Community Academy will provide transportation on a limited basis with pick-up points in Switzerland, Ripley, and Jefferson County. In Jefferson County, the CCA plans to use Madison Consolidated Schools' transportation service on a limited basis, as present board policy allows for CCA students to ride the Madison buses.

Additionally, the CCA plans to purchase two small, 14-passenger buses to transport students to and from the designated pick up points. Drivers for these buses need only limited training, so transportation on these buses is economically feasible.

Parents who prefer to deliver students to the school are encouraged to work through the PTO to develop a car-pooling system. This scenario will serve the majority of CCA students. The CCA will ensure that all pick-up and drop-off points are safe for our students.

The use of a community-based curriculum necessitates that some transportation be provided for class outings and for interaction of our students within the community. Transportation for these outings will be the buses owned by the CCA.

Food Services Plan and Policy

The CCA plans to offer a school breakfast and lunch program for all students in kindergarten through sixth grade. Plans include the hiring of a food services director or subcontract an organization that will be responsible for the following:

- Planning the menu according to current nutritional guidelines
- Ordering all equipment, supplies, and food items
- Coordinating the CCA Health Advisory Council
- Budgeting to assure income/expenses remain “cost neutral”
- Maintain complete and accurate records concerning food service and make them available for inspection (IC 20-26-9-10)
- Reviewing and complying with all state and federal laws concerning food service

The CCA will establish a Health Advisory Council who will be responsible for reviewing the school wellness policy on an annual basis. The Council will hold an annual hearing at which public testimony about the local wellness policy being developed is allowed.

The school board shall appoint the members of the advisory council, which must include the following either through direct sponsorship or a subcontracted relationship:

- (1) Parents.
- (2) Food service directors and staff.
- (3) Students.
- (4) Nutritionists or certified dietitians.
- (5) Health care professionals.
- (6) School board members.
- (7) A school administrator.
- (8) Representatives of interested community organizations.

The school board shall adopt a school district policy on child nutrition and physical activity that takes into consideration recommendations made by the advisory council.

The department shall, in consultation with the state department of health, provide technical assistance to the advisory councils, including providing information on health, nutrition, and physical activity, through educational materials and professional development opportunities. The department shall provide the information given to an advisory council under this subsection to a school or parent upon request.

The CCA will comply with Indiana Code 20-26-9-19, which outlines the nutritional values of food and beverage items sold to students.

School Promotion Policy

Grade retention is intended to help meet the social, emotional, and cognitive needs of the student and support education goals within the school environment. The Canaan Community Academy (CCA) is committed to making individual decisions on grade promotion/retention based on what is in the long-term best interest of the individual student. The CCA staff is committed to helping all students realize their fullest potential, including remediation for students that are experiencing difficulty. Retention is considered after various other remediations have been employed by the academic team with insufficient success. This policy is applicable to grade placement decisions made for students in grades kindergarten through 6th grade. Students who qualify under IDEA (special education students) are not necessarily bound to this policy to insure compliance with all state and federal regulations.

Step 1

Parent or Teacher recommend possible retention for student

Step 2

Remedial actions occur, including but not limited to:

- Classroom modifications
- School and Home service plan
- Additional testing

Step 3

Academic team meets to review student progress and make recommendation regarding student placement. Academic team includes but is not limited to: classroom teacher, Chief Academic Officer (CAO), parent, and other teachers or outside consultants. Factors for consideration:

- Social Development
- Emotional Development/ Stability
- Teacher Recommendation
- Cumulative Record and Attendance
- Grades/ Test Data

Step 4

CAO makes final decision

Per the IDOE Third Grade Reading Plan:

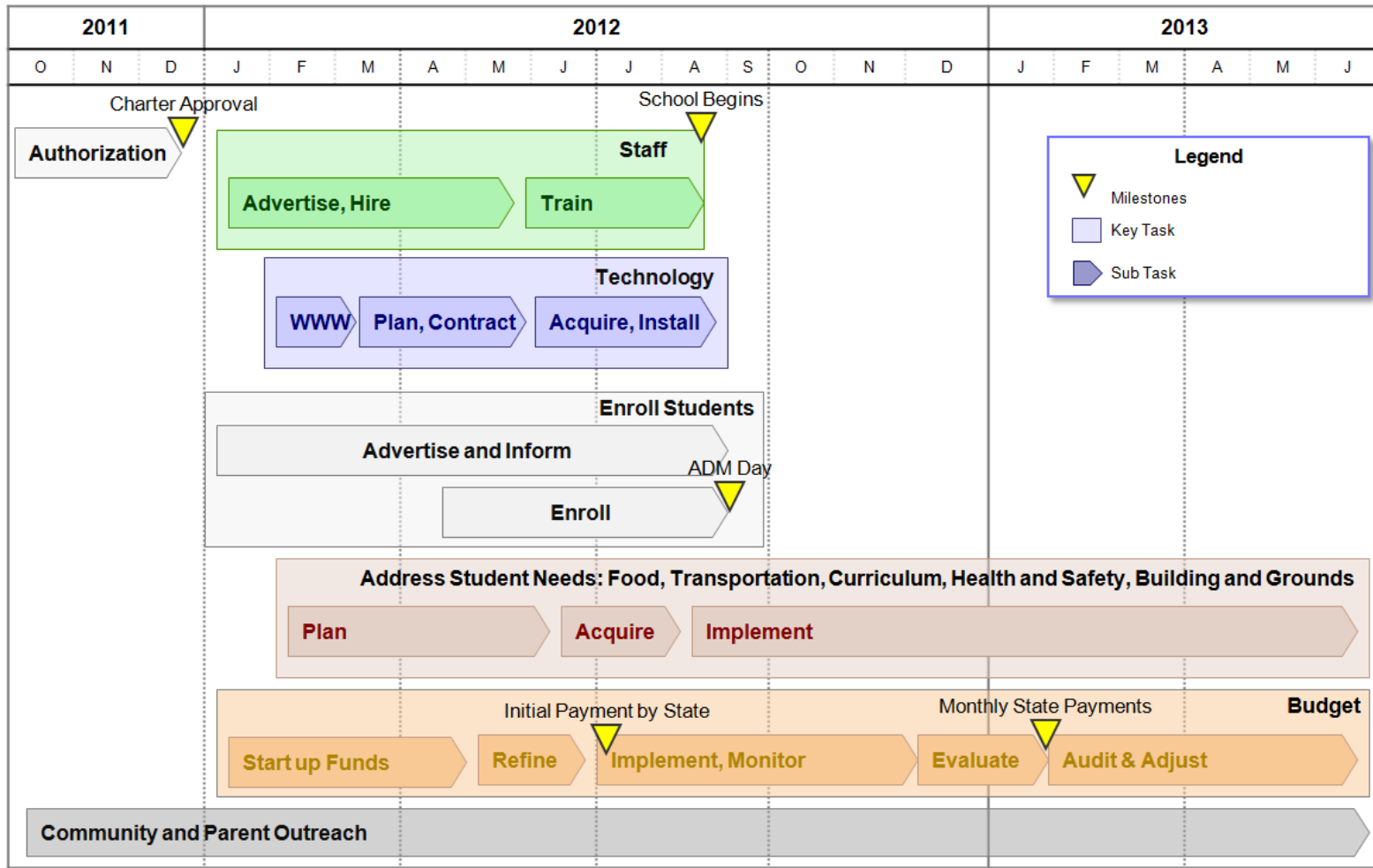
If a student does not pass the reading portion of the ISTEP+ in 3rd grade, he/she will be retained unless the child meets the exemption requirements outlined in the IDOE's Reading Plan.

Canaan Community Academy will allow mid-year promotion if the student is showing adequate gains to be successful.

School Start-up Plan

Canaan Community Academy Start-up Plan

The following timeline shows the high level start up activities:



Detailed School Start-up Plan

Key Tasks	Sub Task	Schedule		Primary Responsibility	Anticipated Resources
		Initiation	Completion		
Staffing					
	Advertise and hire CAO/school leader	Dec-11	Jan-12	School Board	Newspaper ad money, website
	Advertise and hire Chief Operations Officer	Dec-11	Jan-12	School Board	Newspaper ad money, website
	Advertise and hire building maintenance staff	Feb-12	Feb-12	School Board, CAO, COO	Newspaper ad money, website
	Advertise and hire teaching staff	May-12	Jun-12	School Board, CAO, COO	Newspaper ad money, website
	Advertise and hire remaining staff	May-12	Jun-12	School Board, CAO, COO	Newspaper ad money, website
	Complete criminal history/background checks	May-12	Jun-12	COO	
	Hold staff orientation	Jun-12	Jul-12	CAO	
	Organize/implement professional development	Jun-12	Jul-12	CAO	
	Begin staff training	Aug-12	Aug-12	CAO	
Secure and Monitor Funding					
	Refine Budget	Feb-12	Apr-12		
	Apply for additional funding	Feb-12	May-12		
	Finalize student enrollment and submit to Indiana DOE	Jul-12	Jul-12		
	Establish and implement accounting procedures	Feb-12	Mar-12		

Key Tasks	Sub Task	Schedule		Primary Responsibility	Anticipated Resources
		Initiation	Completion		
Enable Technology	Implement and refine auditing procedures	Feb-12	Apr-12		
	Refine technology plan	Feb-12	Apr-12	Technology Director, COO	
	Acquire hardware	Mar-12	Jun-12	Technology Director	Computers, peripherals, projectors
	Installation of hardware	Jun-12	Jul-12	Technology Director	wiring, tools
	Acquire software and licensing	Mar-12	Jun-12	Technology Director	Budgeted software funds
	Contract and Install internet capabilities	Feb-12	Feb-12	Technology Director, COO	budgeted start up funds, technology funds
	Install software	Jul-12	Jul-12	Technology Director	
	Create support plan	Jul-12	Aug-12	Technology Director	
Prepare curriculum					
	Refine comprehensive special education plan	Apr-12	Jun-12	CAO	
	Collect detailed student information for planning	Jul-12	Aug-12	CAO	
	Acquire library books and supplies	May-12	ongoing	CAO	
	Select and acquire textbooks/curriculum materials	May-12	Aug-12	CAO	
Enable school administration					
	Finalize school policies	Mar-12	Apr-12	School Board	
	Finalize the parent/student handbook	Apr-12	May-12	School Board	
	Establish and enable operations reporting	Apr-12	May-12	COO	

Key Tasks	Sub Task	Schedule		Primary Responsibility	Anticipated Resources
		Initiation	Completion		
	policies and procedures				
	Establish and enable state funding policies and procedures	Apr-12	May-12	COO	
	Establish and enable human resources policies and procedures	Apr-12	May-12	COO	
	Bid and acquire all insurance (i.e., building, board, employee liability, health)	Jan-12	May-12	School Board	
Market school					
	Develop marketing plan	Jan-12	Mar-12	Chief Operating Officer	
	Implement marketing plan	Mar-12	ongoing	COO	Phone, internet, signs (already acquired), paper, posters
	Assess and modify marketing plan	Oct-12	ongoing	COO	
Enroll Students					
	Create and distribute enrollment forms	Jan-12	ongoing	School secretary	
	Create and manage enrollment tracking tool and processes	Jan-12	ongoing	School secretary	
	Hold informational/enrollment public meetings	Mar-12	Sep-12	CAO, COO	
	Hold lottery if needed	Jul-12	Jul-12	School Board	
Prepare Building and Grounds					
	Create maintenance plan	Mar-12	May-12	Maintenance director	Building and Grounds Committee
	Acquire equipment and supplies	May-12	Jul-12	Maintenance director	
	Execute plan - clean, repair, get inspections, etc	Jul-12	Sep-12	Maintenance director	

Key Tasks	Sub Task	Schedule		Primary Responsibility	Anticipated Resources
		Initiation	Completion		
Board of Directors election					
	Form nominating committee for Board appointments	May-12	May-12	Current Board	
	Public meeting to affirm Board of Directors (CCA)	Jun-12	Jun-12	School Board	
	Assess and modify board policies and procedures	Jan-12	Jul-12	School Board	
	Adopt board policies	Jul-12	Jul-12	School Board	
Food Services					
	Finalize nutrition plan	Jun-12	Jun-12	COO	
	Execute plan - create menus, contract with vendors, buy food	Jul-12	Aug-12	COO	Budgeted food funds
	Communicate plan to parents	Aug-12	Aug-12	COO	
Create Health and Safety program					
	Finalize health plan, ensure in line with board policies	Mar-12	May-12	COO	
	Acquire supplies	Jul-12	Jul-12	COO	Budgeted health funds
	Establish contract with health provider	May-12	May-12	COO	budgeted health funds
	Develop a school safety plan	Feb-12	Mar-12	COO	
	Distribute procedures for Safety Plan	Jul-12	Aug-12	COO	
Enable student transportation					
	Refine transportation plan	Jul-12	Aug-12	COO	
	Communicate plan to parents	Aug-12	Aug-12	COO	
	Assess and adjust plan as needed	Sep-12	Oct-12	COO	
	Acquire 14 passenger buses	Mar-12	Jul-12	COO	budgeted transportation funds

Key Tasks	Sub Task	Schedule		Primary Responsibility	Anticipated Resources
		Initiation	Completion		
Engage parents and community					
	Hold Open house/community picnic	Jul-12	Jul-12	CAO	
	Establish Parent Teacher Organization	Aug-12	Aug-12	CAO	
	Participate in annual town festival	Sep-12	Sep-12	CAO	

**Table 6b: CCA Needs Assessment
Critical Questions/Responses/Supporting Data**

Critical Questions/Responses	Supporting Data	Sources of Data
<p>1.Q: Was the former school in Canaan successful in educating students?</p> <p>R: Yes, former Canaan area students have achieved success in their educational careers and beyond.</p>	<p>1.a. 100% of former Canaan students graduated from MCHS in June, 2011. *The graduation rate for MCHS is 72%.</p> <p>1.b. Canaan School’s students had the highest achieving, highest growth scores of any school in the southeastern Indiana area on the Spring, 2010 ISTEP testing. Median growth scores were 72% in math and 67% in language arts.</p> <p>1.c. Canaan School reached AYP goals every year since its inception in 2003.</p> <p>1.d. Canaan School was recognized as one of Indiana’s Top 10 High Performing Title 1 Schools in 2005 for achieving success with “at risk” students</p> <p>1.e. Over the last 100 years, there have been more than 25 Canaan School alumni ranked in the top 1% of the MCHS graduating class.</p> <p>1.f. Canaan School alumni have distinguished themselves as successful, productive citizens, and their commitment to the CCA is evident in their pledges of time, talent, and treasure.</p>	<p>1.a. MCHS records, Madison Courier, and Canaan School Yearbooks</p> <p>1.b. Indiana DOE Website</p> <p>1.c. Indiana DOE School Profile information for Canaan School</p> <p>1.d. Indiana DOE Website archives</p> <p>1.e. MCHS Custer Contest Participants archives and MCHS records.</p> <p>1.f. Follow-up studies of former Canaan students and Facebook. *Evidence can be made available upon request.</p>
<p>2.Q: Is there a need for an elementary school in the Canaan area?</p> <p>R: Yes, there is a need for a small, community school in close proximity to the homes of the Canaan area students.</p>	<p>2.a. Currently, some former Canaan area students are riding buses more than 2 ½ hours/day.</p>	<p>2.a. Parent Surveys via Survey Monkey and Parent Interviews</p>
<p>3.Q: Is there a need for a school than implements the CLASS</p>	<p>3.a. 72% of former Canaan School students received free/reduced</p>	<p>3.a. Indiana DOE School Profile archives</p>

<p>philosophy and promotes addressing the social and emotional needs of at-risk students.</p> <p>R: Yes, analysis of the anticipated student population indicates that 70-75% of the students will be “at risk”/low socio-economic backgrounds.</p>	<p>lunches.</p> <p>3.b. 14.7% of Jefferson County families are headed by single parent families; therefore, the students from these families will benefit from a CLASS school.</p>	<p>3.b. 2010 Census data</p>
<p>4.Q: Is there a need for a school that offers an extended day?</p> <p>R: Yes, the additional hour daily will benefit students greatly by providing remedial and enrichment activities, and simultaneously benefit their families in numerous ways.</p>	<p>4.a. Other schools in the area offer 5 ½ hours of instructional time/day, and the CCA will offer 6 ½ hours/day. This is an 18 % increase of instructional time/day. This additional instructional time will be more than 180 hours/year</p>	<p>4.a. Calendars and Daily Schedules of the CCA and publication of Schedules from surrounding school districts.</p>
<p>5. Q: Is there a need for a school that offers art, music, and physical education on a weekly basis?</p> <p>R: Yes, the organizers for the CCA feel that these subject areas are critical for the development and future success of the whole child.</p>	<p>5.a. The other schools in the area offer art, music, and physical education classes 18 hours/school year. This is an average of 15 minutes/week. The CCA will offer a minimum of:: Art: 30 min./wk Music: 30 min/wk Physical Education: 30 min/wk</p>	<p>5.a. Websites of local school districts and CCA’s Charter School documents</p>
<p>6.Q: Is there a need for a school that offers innovative brain-based activities such as Minds-in-Motion?</p> <p>R: Yes, Mind-in-Motion activities will benefit all students at the CCA.</p>	<p>6.a. Minds-in-Motion is an innovative research based program that will be used at the CCA to benefit the entire student body. The intensity of the activities will vary according to student need.</p> <p>6.b. Currently, some of the schools in southeastern Indiana are using Minds-in-Motion activities, but the program is not implemented consistently. The CCA will train the staff and implement Minds-in-Motion with fidelity.</p>	<p>6.a. Website: mimlearning.com</p> <p>6.b. Websites of Madison Consolidated and Southwestern schools.</p>

<p>7.Q: Will the CCA reach enrollment goals?</p> <p>R: Yes, all data indicates that enrollment goals are realistic and attainable.</p>	<p>7.a. Enrollment at the former Canaan School ranged from 119 to 152 over the last ten years. The average enrollment for the ten year period was 139. Therefore, the enrollment goal of 140 students is realistic.</p> <p>7.b. Analysis of census data by Dr. Edward Gotts indicated the population of elementary students is projected to increase over the next five years in Jefferson County, Indiana. This data indicates an increasing number of potential CCA students.</p> <p>7.c. Due to the construction of King's Daughters' Hospital (KDH) located 9 miles from the CCA, it is anticipated that the northeastern part of Jefferson County will be growing in the near future. This hospital employees more people than any other entity in the county.</p>	<p>7.a. IN DOE School Profile archives for Canaan Elem. School</p> <p>7.b. Dr. Gotts presented this information at the April, 2011, meeting of the Madison Consolidated Board of Trustees meeting.</p> <p>6.c. Madison Courier and KDH Website</p>
<p>8.Q: Will the CCA be able to staff the school with highly-qualified, effective staff members?</p> <p>8.R: Yes, numerous individuals have expressed a desire to work as volunteers or paid employees at the CCA.</p>	<p>8.a. Highly qualified potential staff members have completed interest surveys and submitted resumes indicating their interest in working at the CCA.</p> <p>8.b. For every staffing position at the CCA, there have been at least 2 individuals who have expressed an interest in filling these positions.</p>	<p>8.a. Staffing Interest Surveys, Resumes, and Informal Interviews</p> <p>8.b. Staffing surveys and Informal Interviews</p>